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2020-2021 GRADUATE CATALOG

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Welcome from the President

Dear Student,

Here at Sacred Heart University, we have much to celebrate and a great deal for which to be thankful. We are continuing to grow and expand—both academically with the addition of new programs and courses and physically as we build new residence halls and continue with renovations on West Campus.

I would be remiss if I did not recognize that this year will be like none we have experienced in the University's almost 60-year history. But I want to assure you that even as we move to hybrid classes and interact from a social distance on campus, we are committed to providing the same challenging and vibrant educational opportunities that we always have—while doing our best to protect the health and safety of the SHU community.

We have six colleges offering challenging academic programs across a wide variety of disciplines. Sacred Heart is known for its award-winning faculty, rigorous academics and small classes as well as its leadership in both liberal arts and the Catholic intellectual traditions. We provide a dynamic, experience-rich education, and our hope is that, after the time you spend with us, you will leave Sacred Heart prepared to take your place in a diverse and challenging world.

This catalog will serve as a guide as you explore the many opportunities and experiences that Sacred Heart has to offer. Our Catholic identity informs our spirit of inclusion, creativity and care. You will also find that our faculty, staff and upperclassmen will be ready and willing to help you along the way. When you come to Sacred Heart, you join a special community that inspires life-changing growth and provides a sense of belonging and a place to call home.

I welcome you to Sacred Heart and look forward to meeting you. Together, we share confidence in and excitement for what the future holds. I urge you to ask questions, get involved in activities and take full advantage of all the opportunities that come with a Sacred Heart education.

Sincerely,

John J. Petillo, Ph.D.

President

University Telephone Numbers

All University departments, faculty, and staff contact information is available on the University website:

Employee Directory

Department Directory

Graduate Calendar

All graduate and undergraduate calendars are available to view on the Sacred Heart University website under "Academic Calendars" (https://www.sacredheart.edu/offices--departments-directory/registrar/academic-calendars/).

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

Statement of University Policies

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

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

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

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

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

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

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

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

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

or

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

The University

Accreditation and Memberships

Sacred Heart University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.)

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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 is nationally accredited by Council for the Accreditation of Educator Preparation (CAEP), the national accrediting body for educator preparation programs. All educator programs of the college are approved by the State of Connecticut to prepare candidates for educator certifications.

The baccalaureate degree program in nursing, the master's degree program in nursing, and the Doctor of Nursing Practice program are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791, (http://www.ccneaccreditation.org)

The Master of Science in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

The Master of Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The master's degree (M.S.) program in Speech-Language Pathology at Sacred Heart University is accredited by the Connecticut Office of Higher Education, and by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville, MD 20850, 800 498 2071 or 301 296 5700. Our program for teacher endorsement has been approved by the Connecticut State Department of Education, making graduates eligible to serve as SLPs in Connecticut public schools.

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. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The Doctor of Physical Therapy is accredited by the Commission on Accreditation of PT Education (CAPTE).

The Bachelor of Arts or Science in Social Work program is accredited by the Council on Social Work Education. The Masters in Social Work is accredited by the Council on Social Work Education.

The Physical Therapy Orthopaedic Residency Program is accredited by the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE)

The Master of Public Health Program is a Council on Education for Public Health (CEPH) Applicant.

The Jack Welch College of Business & Technology is accredited by the Association to Advance Collegiate Schools of Business.

The Associate of Science in Nursing is accredited by the Accreditation Commission for Education in Nursing.

The Associate of Science in Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program's current length of accreditation is the maximum eight (8) years. JRCERT contact information is: 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300, mail@jrcert.org, www.jrcert.org.

The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.

MEMBERSHIPS

AACSB International

Academy of Physician Assistants (ConnAPA) Connecticut

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 Academy of Physician Assistants (AAPA)

American Accounting Association

American Association of Colleges of Nursing (AACN)

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 Society Brewing Chemists

American Chamber of Commerce in Luxembourg

American College Counseling Association (ACCA)

American College Health Association (ACHA)

American College of Healthcare Executives Copyright (ACHE)

American College Personnel Association (ACPA)

American Council of Academic Physical Therapy (ACAPT)

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-Hearing Association

American Psychological Association

American Society of Composers, Authors and Publishers (ASCAP)

American Society of Engineering Education (ASEE)

Association for Community Organization and Social Administration

Association for Computing Machinery

Association for Computing Machinery (ACM), student chapter

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 (ACCUI)

Association of Collegiate Business Schools and Programs

Association of Conferences and Events Directors (ACED)

Association of Departments of English

Association of Governing Boards

Association of Graduate Programs in Ministry

Association for Institutional Research (AIR)

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 (ALPHA)

Berkshire County Counselors Association (BCCA)

Beta Gamma Sigma

Brewers Association

Bridgeport Higher Education Alliance (BHEA)

Bridgeport Regional Business Council (BRBC)

Business Council of Fairfield County

Canadian Academic Accounting Association

Carnegie Project on the Education Doctorate (CPED)

Catholic Campus Ministry Association

Catholic Library Association

Campus Compact

Centesimus Annus Pro Pontifice (CAPP-USA)

Chartered Financial Analyst (CFA)

Chi Sigma Iota (CSI)

Chief Administrators of Catholic Education

Club Management Association of America (CMAA)

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 (CCNE)

Connecticut Academy of Physician Assistants (ConnAPA)

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 Brewers Guild, Inc

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 (CLN)

Connecticut School Counselor Association (CSCA)

Connecticut Nurses Association (CNA)

Connecticut Library Consortium

Connecticut Softball Collegiate/Scholastic Hall of Fame (CSCSHF)

Connecticut Speech Language Hearing Association

Connecticut Teachers of English to Speakers of Other Languages (CONNTESOL)

Connecticut Technology Council (CTC)

Council for Accelerated Programs (CAP)

Council for Adult and Experiential Learning (CAEL)

Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)

Council for the Advancement and Support of Education (CASE)

Council for the Accreditation of Educator Preparation (CAEP)

Council of Connecticut Library Directors

Council of Graduate Schools

Council for Higher Education

Council of Independent Colleges

Council on Undergraduate Research (CUR)

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)

Electrical and Computer Engineering Department Heads Association (ECEDHA)

Entrepreneurship Institute

European American Chamber of Commerce

European Council of International Schools (ECIS)

The Executive DBA Council (EDBAC)

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

Global Association of Risk Managers (GARP)

Greater Bridgeport Latino Network (GBLN)

Greater New Haven Chamber of Commerce

Greater Norwalk Chamber of Commerce

Greenwich Chamber of Commerce

Healthcare Information and Management Systems Society (HIMSS)

Hispanic Advisory Council of Greater Stamford (HACGS)

Institute of Electrical and Electronics Engineers (IEEE)

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 Association of Schools of Social Work

International Consortium of the National Council of Teachers of English

International Council on Hotel, Restaurant, and Institutional Education (ICHRIE)

Kiwanis Club of Bridgeport

Lilly Fellows Program (LFP)

Lilly Network of Church-Related Colleges and Universities

Luxembourg American Chamber of Commerce (LACC)

Massachusetts Higher Education Consortium (MHEC)

Massachusetts School Counselor Association (MASCA)

Master Brewers Association

Mathematics Association of America

Metro Atlantic Athletic Conference (MAAC)

Metro New York College Placement Officers Association (MNYCPOA)

Modern Language Association (MLA)

Mu Delta Chapter of Sigma Theta Tau International Nursing Society

NAFSA: 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 of Deans and Directors of Social Work

National Association for Developmental Education (NADE)

National Association of Educational Buyers New England Region (NAEB NE)

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 State Administrators & Supervisors of Private Schools (NASASPS)

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 Honors Council

National College of Sports Medicine

National Collegiate Athletic Association (NCAA)

National Collegiate Licensing Association (NCLA)

National Conference of Catechetical Leadership (NCCL)

National Council for State Authorization Reciprocity Agreements (NC-SARA)

National Fastpitch Coaches Association (NFCA)

National Intramural and Recreational Sports Association (NIRSA)

National League for Nursing (NLN)

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 Commission of Higher Education (NECHE)

New England Consortium of Clinical Educators (NECCE)

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)

New York State Restaurant Association (NYSRA),

Northeast Association of Student Employment Administrators (NEASEA)

Northeast Business Deans Association (NEBDA)

Northeast Conference (NEC)

Northeast Conference Baseball Committee

Online Learning Consortium (OLC)

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

SHARE Center

Society for College and University Planning (SCUP)

Society for Human Resource Management (SHRM)

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)

The Executive DBA Council

Tuition Exchange (TE)

United States Patent and Trademark Libraries

University Professional and Continuing Education Association (UPCEA)

University Risk Management and Insurance Association (URMIA)

Upsilon Pi Epsilon Chapter, International Honor Society for the Computing and Information Disciplines

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, rooted in the Catholic intellectual tradition and the liberal arts, embraces a vision for social justice and educates students in mind, body and spirit to prepare them personally and professionally to make a difference in the global community.

HISTORY

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, second bishop of the Diocese of Bridgeport, to provide an institution of higher education that would serve the people of the diocese and region, regardless of sex, race, creed or religion. In October 1962, Bishop Curtis announced both the plan to open a college the following September, and its name, "Sacred Heart." The choice of the name had a dual origin: it was the name of the bishop's first pastorate in Bloomfield, N.J., and was a pledge from the bishop attesting to the value of such an institution.

Signs of the University's growth and vibrancy are evident. Enrollment has risen from the original class of fewer than 200 undergraduate students

to almost 10,000 full-time and part-time undergraduate and graduate students. Over the years, Sacred Heart has grown to become the second-largest Catholic university in New England and, according to the *Chronicle of Higher Education*, one of the fastest-growing Catholic Universities in the country.

The University has enhanced the undergraduate student experience in many notable ways. In 1990, it accepted, for the first time, students who wanted the residential experience. Now approximately 93 percent of first-year students and 57 percent of all undergraduates reside in University housing.

New degree programs and majors in relevant disciplines are regularly added to our curriculum, and the University now offers more than 80 undergraduate, graduate, doctoral and certificate programs on its main campus in Fairfield, Conn., and satellites in Stamford, Luxembourg and Ireland. The University consists of six colleges and three schools: College of Arts & Sciences, School of Communication & Media Arts, School of Computing, School of Social Work, the AACSB-accredited Jack Welch College of Business, College of Health Professions, the Susan L. Davis, R.N., & Richard J. Henley College of Nursing, St. Vincent's College and Isabelle Farrington School of Education. The Princeton Review includes SHU in its *Best 385 Colleges–2020 Edition*, "Best in the Northeast" and *Best 252 Business Schools–2019 Edition*. Sacred Heart is home to the award-winning, NPR-affiliated radio station, WSHU, and an impressive performing arts program that includes choir, band, dance and theater.

The University offers Division I athletics with 32 varsity teams. The William H. Pitt Athletic and Convocation Center is available to D-1 athletes for training. The state-of-the-art Bobby Valentine Health and Recreation Center is open to all students and includes a suspended track, bowling lanes, a climbing wall and much more.

The campus currently comprises more than 300 acres of land, including The Great River 18-Hole Golf Course and the former global headquarters of General Electric, which is now SHU's West Campus. West Campus houses the College of Education and the College of Business, including the School of Computing & Engineering and the new hospitality, resort and tourism program. West Campus is an innovative campus with a maker space for engineering students and incubator space where business students can work with local business people on projects.

An ever-widening outreach to the community balances the University's commitment to academic excellence. More than 1,500 students, faculty and staff members volunteer in excess of 100,000 hours of community engagement each year.

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 and Ireland.

Main Campus: Fairfield
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7880 Fax: 203-365-7607

West Campus: Fairfield
Sacred Heart University
3135 Easton Turnpike
Fairfield, CT 06828

Center for Healthcare Education: Bridgeport
Sacred Heart University
4000 Park Avenue
Bridgeport, CT 06604

Sacred Heart University at Dingle
Green Street
County Kerry
Dingle
Ireland

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 Tandet Center
4 Hospital Place
Stamford, CT 06902

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 Nofri, 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 Jandrisevits Learning Center, Ardiana Sula, 203-371-7823, 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 majors in the areas of liberal arts, business, and professional studies.

Listing of Undergraduate Programs

The University offers doctoral, education sixth year degrees and certifications, masters and certificate programs.

Listing of Graduate Programs

Graduate Admission

Students are admitted into graduate study at Sacred Heart University using a portfolio approach. This allows the University to review an application using a variety of factors such as prior work experience and other nonacademic activities that may be relevant to the student's planned area of study.

In addition to the admission requirements specified by each graduate program, all applicants must have a bachelor's degree or equivalent from a higher education institution accredited by a regional association of colleges and schools recognized by the U.S. Secretary of Education and recognized as accredited by the Connecticut State Department of Education or a Connecticut higher education institution accredited by the Connecticut Board of Governors of Higher Education. Applicants are expected to have a cumulative undergraduate grade point average (GPA) of 3.0 (on a 4.0 scale) or higher. Applicants with an undergraduate cumulative GPA below 3.0 may be provisionally accepted to certain programs if they demonstrate those qualities needed to succeed in the University's graduate programs. Certain programs may require above a 3.0 cumulative GPA and have additional requirements of a prerequisite GPA or an interview. Individual requirements are listed online for each program or you can contact the Office of Graduate Admissions.

Application Process

Applications and all supporting materials (test scores, letters of recommendation, writing samples, transcripts, etc.) should be sent directly to the Office of Graduate Admissions. Certain professional graduate programs will utilize a CAS application managed by Liaison International. These common national applications are often sponsored by the accrediting agency. If a CAS application is used, then all supporting materials will be sent to Liaison International for processing. Once compiled, completed, and verified, applications will be sent to the Office of Graduate Admissions. Please refer to the specific program application page or contact an admissions counselor.

Students are responsible for the submission of all application materials. Once an application is received, the Office of Graduate Admissions will generate an electronic file for the candidate. When a file is complete and verified by the Office of Graduate Admissions, it will be sent to the program office for consideration. Candidates will be notified as soon as possible concerning any decision regarding their application. Submission of some materials, such as transcripts and test scores, may take several weeks to arrive. Early submission of these materials is advised.

APPLICATION DEADLINES

There is no formal University-wide deadline for applications for graduate study. However, several departments and programs have established their own deadlines. For more information on specific program deadlines, contact the Office of Graduate Admissions at 203-365-7619. For all other programs, it is recommended that all application materials be submitted as soon as the application is filed. International applicants should submit their official transcripts with proof of degree and supporting materials at least four months before the first day of class.

COMPLETION OF THE APPLICATION FILE

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

APPLICATION

A completed application form and any supplemental forms must be received by the Office of Graduate Admissions. Applications must be completed online at http:www.sacredheart.edu/admissions/graduate/applynow/.

FEE

A nonrefundable application fee may be required. Applicants will receive payment information following the submission of the online application form.

TRANSCRIPTS

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

TEST SCORES

Any test scores required for admission must be forwarded by the testing service to Sacred Heart University. The Sacred Heart University code is 3780. For more information, contact the Office of Graduate Admissions at 203-365-7619.

LETTERS OF RECOMMENDATION

Two or more letters of recommendation on behalf of the applicant must be received by the Office of Graduate Admissions. Certain programs have specific requirements for the recommendations. Contact the Office of Graduate Admissions for details at 203-365-7619.

RÉSUMÉ

A résumé highlighting career and academic accomplishments should be sent to the Office of Graduate Admissions.

PERSONAL STATEMENT

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

CERTIFIED AND LICENSED STUDENTS

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

INTERNATIONAL APPLICATIONS

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

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

- Certified official copies of all university/college academic transcripts

- Proof of a bachelor's degree completion from an accredited university or college including semester-by-semester mark sheets, academic transcripts, grade reports, final examination results, diplomas and degree certificates from every college or university attended showing dates attended, course titles, grades obtained, credit hours if any, and the conferral of a bachelor's degree

- An explanation of your university/college grading system to be provided along with transcripts

- Non-native English speakers applying for graduate study must submit an official English language proficiency examination. Scores must be sent directly from the testing service to Sacred Heart University. The following examinations and minimum scores are accepted: TOFEL score of 550 on the paper-based test or 80 on the TOFEL iBT, IELTS - 6.5, SHU ELI online placement exam - 80%, PTE - 62, iTEP - 5, ELS English for Academic Purposes - Level 112, Education First (EF) - C1, Cambridge Advanced English - 58, Cambridge Certificate in Advanced English (CAE) - 5.5, Cambridge Certificate in Proficiency in English (CPE) - 5.5

- For all university-level academic work completed outside the United States, an official course-by-course foreign credential evaluation is preferred with some graduate programs requiring submission. Please contact the Office of International Admissions for a list of approved evaluation companies.

- 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, 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)

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

- Additional documentation as specified per graduate program

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

NON-NATIVE ENGLISH SPEAKERS

Non-native English-language speakers applying for graduate study must submit official test scores forwarded directly from the testing service to Sacred Heart University. The following examinations are accepted: TOEFL, IELTS, Sacred Heart University's English Language Institute (online placement exam, CaMLA EPT, or MELAB), PTE, iTEP, ELS Level 112 English for Academic Purposes, the Cambridge Certificate in Advanced English, and the Cambridge Certificate in Proficiency in English.

- Test scores must be forwarded directly from the testing service to Sacred Heart University. For unconditional admission to an academic program, the following minimum scores are required:

- TOFEL score of 550 on paper-based test or 80 on the TOFEL iBT

- IELTS – 6.5

- SHU ELI online placement – 80

- SHU ELI CaMLA EPT – 70

- SHU ELI MELAB – 80 (proctored on-site at SHU)

- PTE – 62

- iTEP – 5

- ELS Level 112 English for Academic Purposes – x

- Cambridge Certificate in Advanced English (CAE) – 5.5

- Cambridge Certificate in Proficiency in English (CPE) – 5.5

INCOMPLETE APPLICATIONS

The Office of Graduate Admissions will keep incomplete applications on file for one year. If an application has not been completed after one year, it will be considered withdrawn. Withdrawn incomplete applications are destroyed after two years.

INTERVIEWS AND ADVISEMENT SESSIONS

The University encourages prospective graduate students to meet with a representative from the Office of Graduate Admissions regarding their opportunities for graduate study. The University also suggests that prospective students meet with faculty advisors or program directors for academic advising. For more information on our various information sessions held throughout the year, call 203-365-7619.

Acceptance

Graduate students may be accepted under three categories: Fully Matriculated, Provisionally Accepted, or Special Student. The application process must be completed in order to be considered a "fully

matriculated" or "provisionally accepted" student. "Special students" must register through the Office of Graduate Admissions.

FULLY MATRICULATED STUDENTS

Those who have met all of the requirements for admission and have been accepted by the graduate program are considered fully matriculated students.

PROVISIONALLY ACCEPTED STUDENTS

Applicants whose undergraduate cumulative GPA falls below the minimum standard for admission, those who require additional prerequisite coursework, or who may benefit from close academic supervision, those whose academic profile meets admissions standards but whose English language proficiency does not meet the minimum requirement may be admitted as provisionally accepted students. Provisionally accepted students must complete any requirements outlined in the letter of provisional acceptance sent by the Office of Graduate Admissions. Upon completion of the requirements, the application file will be reviewed for consideration as a fully matriculated student.

SPECIAL STUDENTS

Special students are those who are taking courses and have not decided to matriculate into a graduate program. Special students are considered non-matriculated students and may only complete a maximum of 6 to 9 credit hours at the University, per approval of the graduate program. Students who want to take courses beyond these initial credits must be admitted into a graduate program. This option is not available to all programs and it must be approved by the Office of Graduate Admissions.

Readmission

Graduate students who fail to maintain continuous enrollment in their graduate program must complete an application for readmission. Continuous enrollment is defined as attendance for one of any three terms (for the purposes of this policy, Late Spring and Summer count as one term) per academic year. The application for readmission must be submitted to the Office of Graduate Admissions. Students who are readmitted must adhere to the guidelines set forth in the current catalog. Graduate students who fail to register for more than six consecutive terms will be considered withdrawn from the University and must reapply under the current admission standards stipulated by the graduate program.

State Authorization Reciprocity Agreement

Sacred Heart University has been approved by Connecticut to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of post-secondary distance education. For information regarding profession licensure by state,
visit www.sacredheart.edu/aboutshu/consumerinformation/disclosuresandstudentcomplaints/

Transfer Credits and Residency Requirements

Credits may be transferred to a graduate degree program provided that these graduate-level credits were taken within the past six years from a regionally accredited college or university. The credits must have been earned prior to matriculation at Sacred Heart University. A minimum grade of a B is required for the courses to be considered for transfer credit. All courses are transferred at the discretion of the program director at the time of admission. A maximum of 40% of credits can be transferred into a program. Exemptions must be approved in writing by the college's dean prior to initial enrollment.

Expenses and Student Financial Assistance

Tuition and Fees

Graduate Tuition & Fees 2020-2021

Subject to University Board of Trustee approval

Graduate Student Fee	$35/semester
Library Fee	$40/semester
Registration Fee	$115/semester

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.

- If information regarding billing is needed, it is the student's responsibility to contact the Student Accounts Office at (203) 371-7925, prior to scheduled payment dates to avoid any late payment charges.

- Student Accounts representatives may only speak with the student regarding student account details, unless the student identifies an authorized user(s).

- Billing information is available by logging in to student's account at www.sacredheart.edu/studentaccounts

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Master of Science Accounting	$1,010/credit
Master of Business Administration (MBA)	$985/credit
Master of Business Administration (MBA at Luxembourg/USA)	$886/credit
Master of Science Business Analytics	$965/credit
Master of Science Finance &Investment Management	$1,250/credit
Master of Science in Computer Science & Information Technology	$945/credit
Master of Science Cybersecurity	$945/credit
Master of Science Digital Marketing	$985/credit
Master of Science in Strategic Human Resource Management	$985/credit

Tuition

Graduate Student Fee(Mandatory Fee)	$55/semester
Doctor of Business Administration in Finance (Fall/Spring/Late Spring)	$11,300/trimester
Master of Business Administration at Luxembourg/USA (Fall/Spring)	$21,450/semester

Graduate Student Fee*	$35/semester

Library Fee $40/semester

Registration Fee $115/semester

Graduate Student Fee* $35/semester

Library Fee $40/semester

Registration Fee $115/semester

Master of Science Applied Psychology (Online)	$880/credit
Master of Arts Broadcast Journalism and Media Production	$1,000/credit
Master of Arts Criminal Justice	$935/credit
Master of Arts Film and Television Production	$1,000/credit
Master of Arts Film and Television to MFA	$1,000/credit
Master of Public Administration	$900/credit
Master of Science Industrial Organizational Psychology	$825/credit
Master of Science Chemistry	$925/credit
Master of Social Work & Social Work Advanced Standing *SW One-time Assessment Fee, courses SW 600: $200* *SW Program Fee, courses SW 578/580/678/680: $350/course* *SW Online Placement Fee, courses SW 578/580/678/680: $350/course*	$825/credit
Master of Sports Communication and Media	$1,050/credit
Master of Strategic Communications and Public Relations	$985/credit
Master of Strategic Communications and Public Relations (Online)	$700/credit

Doctor of Education in Educational Leadership	$900/credit
Master of Arts in Teaching/Teacher Certification Program	$785/credit
Masters in Clinical Health Counseling (Online)	$800/credit
Master of Education	$785/credit
092 Intermediate Administrator Certification Traditional & Weekend Cohort *Additional Course Fee: EDL 696: $250; EDL 697: $125*	$810/credit
6th Year Degree SEAL for Social Justice	$810/credit
CT Literacy Specialist Program (102/097/6th Year Degree)	$785/credit
Certificate of Advanced Study in STEAM-6th Year Degree	$785/credit
Superintendent of Schools (093) Certificate Program *Additional Program fee: $250/term*	$900/credit

Graduate Student Fee not applicable to all programs

Master of Arts in Teaching/Teach Certification Program	$650/credit
Master of Education	$650/credit
092 Intermediate Administrator Certification Traditional *Additional Course Fee: EDL 696: $250; EDL 697: $125*	$810/credit

6thYear Degree SEAL for Social Justice	$810/credit		
CT Literacy Specialist Program (102)	$650/credit		
		FNP/DNP Clinical Fee *NU831, NU832*	$1,500/course
		FNP/DNP General Course Fee *NU552, NU556, NU810, NU557, NU820*	$625/course
DSAP	$325/course	Nurse Practitioner/Online Clinical Oversight Fee (FNP) *NU 561/621/631*	$1,500/course
		FNP/DNP Clinical Fee *NU562, NU622, NU632*	$1,550/course
Graduate Student Fee not applicable to all programs		Nursing Online Clinical Oversight MSN *NU619/672/673/680/681/690/691*	$200/course
		Nursing Online Technology Fee (MSN) *NU554/611/612*	$200/course
		Nursing Online Lab Fee (FNP) *NU552/631*	$1,300/course
		Nursing Online Clinical Immersion DNP *NU810/820*	$400/course
Graduate Student Fee*	$35/semester		
Library Fee	$40/semester	Nursing Online Continuous Enrollment (DNP) *NU900*	$1,000/course
Registration Fee	$115/semester		

*Fee(s) may not be applicable to all programs

Doctor of Nursing Practice - Family Nurse Practitioner	$995/credit		
Doctor of Nursing Practice Program (Online)	$995/credit		
Master of Science in Nursing (FNP)	$850/credit	Graduate Student Fee^	$35/semester
Master of Science in Nursing (Online)	$695/credit	Library Fee	$40/semester
Master of Science Family Nurse Practitioner (Online)	$955/credit	Registration Fee	$115/semester

Speech-Language Pathology Full Time Program $13,900/trimester
(Fall/Spring/Late Spring)
Course Fees: SLP501, SLP602: $400

Master of Science in Exercise Science and Nutrition $1,047/credit

Master of Science in Healthcare Informatics $825/credit
Additional Program Fee: $50/term
Course Fee Healthcare Informatics Records: $50

Orthopaedic Residency Program $4,000/semester only

Masters of Public Health $1,030/credit
Additional Program Fee: $250/term

^Certain fees are not applicable to all programs

Graduate Student Fee $55/semester

Study Abroad

Visit the Study Abroad website for tuition and fee information.

Audit Fee $985/course

Doctor of Physical Therapy (DPT) (Fall/Spring) $19,750/semester

Application for Graduation Fee $160

Physical Therapy Clinical Education Fee Course: PT $1,000/course
651/852

Payment Plan Enrollment Fee $65/plan (one per semester)

Master of Science Athletic Training $11,250/trimester
(Fall/Spring/Late Spring)
Additional Program Fee: $575/term

Guaranteed Payment Plan (GPP) $80/plan (one per semester)

Master of Science in Exercise Science & Nutrition $9,950/semester
(Fall/Spring)

GPP Late Charge $90/semester

Returned Check Fee $40

Master of Science in Occupational Therapy $12,950/trimester
(Fall/Spring/Late Spring)
Additional Program Fee: $500/term

Graduate Admissions Application Fee $75
(see Admissions

)

Master of Science Physician Assistant Studies $14,500/trimester
(Fall/Spring/Late Spring)
Additional Program Fee: $500/term

Replacement Diploma for pick-up $50

Replacement Diploma by mail $75

Notes

- If information regarding billing is needed, it is the student's responsibility to contact the Student Accounts Office at (203) 371-7925, prior to the scheduled payment due dates to avoid any late payment charges. *Visit semester payment options for balance due date.*

- Student Accounts representatives may only speak with the student regarding student account details, unless the student identifies an authorized user(s). Authorized User instructions

- It is the sole responsibility of the student to maintain a current mailing address with the Registrar's Office. Log onto WebAdvisor to update your personal information.

All rates are subject to Board of Trustee approval. Charges listed above are subject to audit and do not constitute an official bill.

Other Fees

Additional Fees & Rates 2020-2021

Returned Check Fee	$40
On-Line Payment Plan	$65/plan (one plan per semester)
Guaranteed Payment Plan (GPP)	$80/plan (one plan per semester)
GPP late payment charge	$90/semester
Replacement Diploma(mail)	$75
Replacement Diploma(pick-up)	$50
Transcript Request	$10/transcript

All rates are subject to Board of Trustee approval. Charges listed above are subject to audit and do not constitute an official bill.

Payment of Tuition and Fees

General Payment Policy

- Student Accounts may only assist students. All other parties must be identified by the student as an Authorized User

- Students must be enrolled in a payment plan, paid in full and/or covered by Student Financial Assistance to attend a semester.

- If accounts are not paid to date, classes are subject to cancellation on a date determined by the University.

- Students' accounts that are not paid will be restricted from adding or dropping classes.

- Failure to meet this policy may require payment in order to register for new courses or payment in certified funds.

Pay in Full Payment Schedule: Students not enrolled in a payment plan must pay their account in full by:

- Fall: Payment in full is due August 17

- Spring: Payment in full is due January 1

- Winter & Spring Intensives: payment is due at registration

- Late Spring & Summer 1: payment in full is due April 19

- Summer 2: payment in full is due June 1

- After due date: payment is due at the time of registration. When payment is not received by the due date, a late fee will be assessed at the rate of .75% per month on the unpaid balance (annual rate of 9%), such charge to be computed from the due date.

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/studentaccounts.

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/studentaccounts.

VA Pending Payment Policy

In accordance with the Veterans Benefits and Transition Act of 2018, beneficiaries of Chapter 33 (Post-9/11 GI Bill) and Chapter 31 (Vocational Rehabilitation) may attend courses while VA payments are pending as long as they submit:

1. A valid Certificate of Eligibility (or equivalent e-Benefits form) or valid VA 28-1905 to the Registrar's Office.

2. A written request for VA certification for the term (VA Enrollment Certification Request Form).

3. Provide any additional information needed to properly certify the enrollment as requested by the Registrar's Office.

Beneficiaries who have fulfilled the requirements above will not be denied access to classes, libraries, or institutional facilities, nor will they be prohibited from course registration. Such beneficiaries will not be required to seek alternative or additional funding in place of their pending VA payment. Beneficiaries who have provided proof of eligibility for 100% tuition coverage via Chapter 33 GI Bill, Yellow Ribbon, or Chapter 31 (in addition to the items listed above) will not be assessed late fees for VA covered education expenses while the university is waiting VA payment. Beneficiaries eligible for less than 100% tuition coverage may be assessed a late charge for the uncovered portion of their tuition and non-VA covered education expenses if they have not met financial obligations prior to the semester payment deadline.

Mail payments to: Sacred Heart University, Attn: Office of the Cashier, 5151 Park Avenue, Fairfield, CT 06825

For all payment options, review Student Accounts website: www.sacredheart.edu/StudentAccounts

Tuition Insurance

Tuition Insurance Partner: Liberty Mutual Insurance

As a supplement to the Student Accounts Withdrawal and Refund Policy, we are pleased to offer a Tuition Insurance program through Liberty Mutual Insurance.

The insurance plan supplements our institutional refund policy, and provides up to 100% coverage throughout the entire term. If you withdraw from classes due to illness, injury, mental health issues, unforeseen loss of life or any other eligible reason, the plan will ensure that you receive 100% reimbursement for your insured tuition, room and board, and mandatory fees.

How to enroll: Get a customized quote directly on the Liberty Mutual website. You can purchase a policy for as little as 1% of your Sacred Heart University expenses. Families can choose the specific tuition amount they want to insure, by semester or for the full year.

International and study abroad students are also eligible for Tuition Insurance. Study Abroad students must purchase a policy prior to the first day of classes at the foreign university.

QUESTIONS?

Email: tuitioninsurance@libertymutual.com and receive a response within 1 business day.
Phone: (800) 290-6347

Withdrawal/Refunds

Withdrawals from courses must be made in person through the Office of the Registrar. Official withdrawal is necessary to assure the proper entry of grades on the transcript and the determination of any refund, if applicable. Refunds, which are issued by Student Accounts, are based on the full tuition charges. Failure to withdraw properly will result in the issuance of a withdrawal/failure (WF) grade. Those who improperly withdraw will be charged full tuition. Federal regulations require that veterans follow the University's withdrawal procedure or be liable for repayment of any benefits received. All refunds will be based on the refund schedule and determined by the date of notification to the Registrar's Office, not the date of the last class attended. Tuition refunds are based on the tuition charge:

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

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

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

Refund Allocation Policy for Federal Financial Aid Funds

Bank Mobile Electronic refunds - to set up electronic refund preference go to http://www.Refundselection.com.

Official Withdrawal— Withdrawing from all courses is considered withdrawing from the University. If you do this before 60% of the semester is completed (approximately 8–9 weeks into the semester), your financial aid award will be recalculated, according to the percentage of the semester you have completed. 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 the Office of Student Financial Assistance 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 University is required to send back money to the federal loan programs, the student may incur institutional charges for the term.

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

Refund Allocation Policy for Federal Financial Aid Funds

Direct Deposit electronic refunds – to set up direct deposit refund preference, go to www.refundselection.com

Official Withdrawal—Withdrawing from all courses is considered withdrawing from the University. If you do this before 60% of the semester is completed (approximately 8–9 weeks into the semester), your financial aid award will be recalculated according to the percentage of the semester you have completed. If awarded Title IV (federal) or state aid and you withdraw before completing 60% of the semester, some portion of financial aid must be returned. The formula determines what portion of the aid must be returned and the list below indicates the order in which the aid is returned.

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

1. Federal Unsubsidized Stafford Loan
2. Federal Graduate Plus Loan
3. Other federal sources of aid
4. Other state, private, or institutional aid
5. The student

Refund examples are available in the Student Financial Assistance Office. It is important to discuss withdrawal and refund as it pertains to the individual student and its implications for federal student loan repayment and future eligibility for financial assistance.

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

Total number of class days in the semester

Classes Offered in Modules

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

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

- If a student provides written confirmation that they will return for another module in the same semester
- If a student does not provide written confirmation that they will return for another module in the same semester and does return, the Return to Title IV calculation will be reversed and the student will regain their prior eligibility.

- If a student drops a future module and is attending a current module course at the time of the drop a Return to Title IV calculation will not be performed. However, if the student's enrollment status has changed, this may result in financial aid being adjusted.

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

- Students are considered to be withdrawn if they don't complete all the days they were scheduled to complete within a semester or module for which their aid was intended.
- If a student intends to return for another module in the same semester and does not return, the student is considered to have withdrawn based on the last day of attendance.

Financial Assistance

Qualified graduate students may be able to obtain financial assistance through a variety of programs. For further information on any of the programs listed below, contact the Office of Student Financial Assistance at 203-371-7980 or the sponsoring department.

TUITION DISCOUNT

Diocesan Program Discounts

Diocese Discounts are a courtesy discount between Sacred Heart University and the respective Diocese. Masters in Teaching students employed as teachers by the Dioceses of Bridgeport (call 203-365-4791), Hartford (call 860-396-8465), and Norwich (call 860-376-8408) are eligible for a tuition discount.

Diocesan Discounts are processed by the Office of Student Financial Assistance. The student must submit the Diocese Discount Form at the start of each term in order for the discount to be applied. The discount is 50% of tuition charges only. Fees are not included.

Graduate Program Discounts

These discounts are a courtesy discount between Sacred Heart University and the respective programs. Discounts are processed by the Office of Student Financial Assistance. The student must submit the Graduate Student Discount Form, approved by the appropriate parties, at the start of each term in order for the discount to be applied. The discounts are for tuition charges only. Fees are not included.

Masters in Religious Studies – 50% off tuition approved by the Religious Studies Department for students in the Religious Studies Program.

Master of Public Administration Discount – 50% off tuition for first responders defined as: paramedics, emergency medical technicians, police officers and firefighters.

Fairfield Police Department Discount - 50% off tuition applied to student(s) enrolled in Criminal Justice or Cybersecurity degree or certificate programs. The student(s) must be a sworn officer.

Police Department Discount - 50% off tuition for the Master of Arts Criminal Justice. Also available to first responders in the tri state area (CT, NY and NJ)

Lisbon/Griswold Discount – 25% off tuition for the Masters in Teaching.

Graduate Assistantship Programs

Graduate students assist the community professionally in various areas of the university gaining experience while also receiving compensation in form of tuition and/or stipends. Students have to be fully matriculated in a degree program. Many assistantships require graduate students be enrolled full-time. An up-to-date listing of available positions can be found at https://www.sacredheart.edu/admissions--aid/financial-assistance/graduate-students/graduate-assistants--hall-directors/job-postings

Graduate Research Assistantships are available for graduate students to assist faculty with research projects.

Graduate Staff Assistantships are chosen by the sponsoring administrative department and typically require a full-time employment commitment unless otherwise specified.

Residence Hall Director positions are available for graduate students and sponsored by the Office of Residential Life and Housing Services. These are live-in positions and are usually filled by those who are interested in pursuing a career in student services. Residence hall directors are fully matriculated students who attend school on a full-time basis. Criteria are very selective and hiring decisions are made in the spring for the subsequent fall term.

FEDERAL DIRECT LOANS

Graduate students who have been fully matriculated into the University and enrolled at least half-time, may be eligible to receive a Federal Direct Unsubsidized Loan. This program is administered by the Office of Student Financial Assistance and each loan applicant is required to file a Free Application for Federal Student Aid (FAFSA) form with the U.S. Department of Education. Once a FAFSA form is processed and the information has been received by the University, the Office of Student Financial Assistance can assist the student in applying for a loan application. We suggest visiting https://www.sacredheart.edu/admissions--aid/financial-assistance/graduate-students/ for additional information. Full-time graduate students may borrow a maximum of $20,500 per year from the Direct Loan program. Payment begins six months after graduation, withdrawal, or change to less than half-time status. The student has 10 years to repay the loan.

FEDERAL DIRECT GRADUATE PLUS LOAN

The Federal Direct Graduate PLUS Loan is for graduate/professional students who are interested in federal financing in addition to the Federal Direct Unsubsidized Loan. Graduate PLUS Loans are available to credit-worthy U.S. citizens or eligible non-citizens. To process a loan, you must submit the Free Application for Federal Student Aid (FAFSA) and apply for a Federal Direct Unsubsidized Stafford loan. The amount you are eligible to borrow is determined by the total cost of your educational program less the amount you receive from the Federal Direct Unsubsidized Stafford loan and other financial aid.

FEDERAL TEACH GRANT

The TEACH Grant Program is a non-need based federal program that provides up to $4,000 per year to students enrolled in an eligible TEACH Grant program and who agree to teach as a high-qualified teacher in a high-need field, at a low-income elementary or secondary school for at least four years within eight years of completing the program for which the TEACH grant was awarded. If the grant recipient fails to complete the required teaching service, the TEACH grant is converted to a Federal Direct Unsubsidized Loan with interest accruing from the date the grant was disbursed. For additional information, please visit https://www.sacredheart.edu/admissions--aid/financial-assistance/full-time-undergraduates/scholarships--grants/federal-scholarships--grants/teach-grant/

FELLOWSHIPS

Department of Physical Therapy ("DPT") Emergency Fund

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

Luxembourg Student Fellowship

Established to assist students participating in the Luxembourg MBA Program.

Thomas G. Pepe Memorial Award

Established in memory of Dr. Thomas G. Pepe, this award provides support to an outstanding graduate student in the Isabelle Farrington College of Education.

Dr. Margaret Palliser Scholarship

Recipient must be in their final year of the DPT program. Must have interest and commitment to the rehab efforts of those suffering from lymphedema, breast cancer or related women's health problems. Must be in good academic standing and be recommended by Physical Therapy faculty.

Student-Services

Campus Ministry

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

Campus Ministry responds to student needs for worship, integration, reflection time, social interaction, meaningful discussion of life issues, responsible social action for justice, and exploration of moral, religious, and relational issues.

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

Center for Strategic Planning for Not-For-Profit Organizations

The Center for Nonprofits was established by Sacred Heart University within the Jack Welch College of Business & Technology to provide business assistance to nonprofit organizations. Applying skills developed during their studies, teams of MBA students as part of their capstone course, address issues central to a nonprofit's longer term viability and effectiveness. Under the guidance of an experienced advisor, students assist nonprofit organizations with the development and implementation of strategic, business, and marketing plans necessary to meet the nonprofits' goals and objectives. The students provide a valuable, pro bono service while being exposed to "realities of life" that transcend the formal academic environment. It is the mission of the Center to engender in the University's MBA students a sense of community and an appreciation for those less fortunate by providing them a unique opportunity to use their talents in the service of others. Along with MBA consulting projects the Center presents conferences, conducts training workshops, convenes communities of practice, places interns at nonprofits and promotes social entrepreneurship. For further information go to:
www.sacredheart.edu/cfnp

Computer Facilities and The Factory

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

A host of multiprocessor campus servers support the labs and educational programs. The University's gigabit Internet, backbone support, and wireless network are linked throughout the campus. The network also supports video, voice, and data across the campus. State-of-the-art routers and firewalls provide high-speed connectivity and security to wide area network (WAN) segments, and are managed completely in house. Administrators maintain traffic-shaping, intrusion prevention, and wireless security measures for access as secure as it is convenient.

In support of the laptop program, the University has an on-site Notebook Service Center and Call Center (The Factory) staffed by certified technicians and open 12 hours a day, Monday through Thursday, and 9 hours on Friday. The Factory is staffed five days a week, so that members of the University community can call trained technicians for assistance with anything on campus that pertains to technology. The Factory can be accessed on campus through the internal telephone system and off campus via a toll-free telephone number. This facility is specifically designed to service and troubleshoot problems with laptops. Through Sacred Heart's telephone support hotline, students, faculty, and staff can dial a toll-free number or e-mail tech support to obtain technical assistance. In addition, Sacred Heart University has a full-time training department, which provides multiple workshops every month to train faculty, staff, and students on various technology applications. One-on-one sessions are available by appointment and can cover any software supported by the University.

SHU MAKERSPACE

Makerspace offers a platform to bring ideas into prototypes. In its 11,000 sqft lab space, there are 30 3d printers which allow simple prototyping to commercial grade product realization. Fully-equipped metal and wood working space has mostly digital controlled systems that eliminate the need of manual controls. There is also possibility for manual workshop abilities to address those who are familiar or prefer manual operations. Electronics section of the lab allows students to build their own circuits and program microcontrollers. Several breakout rooms and conference rooms also bring the capability of holding meetings or project group gatherings. 40 seat classroom in the lab is used for instruction and presentations. A custom drone research lab from Quanser is also housed in this classroom. Characterization room also offers a unique capability of working with chemicals and utilizing Nikon stereo and optic microscopes.

In more detail, makerspace has 3d printers from Makerbot, Stratsys, FormLabs, Gigabot, and Prusa. Some other digital manufacturing equipment include Universal Laser cutters, Techno CNC routers, Optomax waterjet cutter, CNC mills and lathes, and Voltera circuit prototyping. Tektronix electronics instrumentation such as spectrum analyzer, LCR meter, oscilloscopes, function generators, power supplies, and high resolution multimeters. Visit SHU Makerspace for more information.

Dining Services

The University has contracted with Chartwells, a professional food service corporation, to provide meals for students. Between food courts, all-you-can-eat services, convenience stores, cafes, and diner-style establishments, your choices for food are varied and wide. 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 residents, commuters, faculty, and 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. Meal plan points are applied to your SHUCard for ease of payment. Cash is another payment option for those not on a meal plan.

All first-year undergraduate residents are required to be on a "Big Red" meal plan. All first and second-year undergraduate commuter students are required to be on the "Jefferson" meal plan. All other undergraduate students are required to be on a meal plan at 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 at most other dining locations on campus as well as at all home football and basketball games.

Please refer to the Dining Services link on the Sacred Heart website for all dining locations, special menus, and their hours of operations.

English as a Second Language

The English Language Institute at Sacred Heart University offers an accredited, full-time Intensive English Language Program. Students can take up to 20 hours of class per week in our CEA-accredited Intensive English Program. Full-time ESL students enroll in eight-week sessions, taking courses in Grammar, Reading, Writing and Listening & Speaking. Placement in the non-credit, pre-academic Intensive English Language Program is determined by an English Placement Test and the student's language profile.

Students who successfully complete their ESL classes at the Sacred Heart English Language Institute are not required to take another proficiency test to enroll in other degree programs at Sacred Heart University. Admission to the English Language Institute does not guarantee admission to the University. For more information regarding the program, contact the Assistant Director at 203-365-7528 or esl@sacredheart.edu. The program runs five semesters per year. Please see the English Language Institute web site for further information.

Maureen Hamilton Wellness Center Vaccination Laws

Meningococcal Vaccine Law

Beginning with the 2002–2003 academic year, the State of Connecticut requires that all students who reside in on-campus halls must be vaccinated against meningitis. Proof of this vaccination must be presented to the appropriate University officials before a student can obtain entry to their residence hall. This guideline for Connecticut colleges and universities is provided in Public Act 01-93. For additional information, call the University's Health Services at 203-371-7838.

Visit our Wellness Center website for an up-to-date listing as changes occur here.

MEASLES VACCINATION 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 residence hall. This guideline for Connecticut colleges and universities is provided in Public Act 01-93. For additional information, call the University's Health Services at 203-371-7838.

VARICELLA VACCINE LAW

The State of Connecticut General Status Sec. 10a-155 and Sacred Heart University requires for all students born on or after January 1, 1980, proof of two doses of the varicella (chicken pox) vaccine or documentation of date of varicella disease signed by your healthcare provider or evidence of immunity to varicella via blood titers (lab report is required).

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.

Instructional Technology and Student Mobile Computing Program

Recognizing the increasingly important role of technology in our society and in education, Sacred Heart University has made a commitment to and a serious investment in computers, networking, and its supporting technologies. The University's network infrastructure provides

connectivity to every facility on campus via a fiber-optic multi-gigabit Ethernet backbone.

802.11ac 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 Center supporting 802.11ac connections.

The students' computing laboratories are currently comprised of 776 desktop computers distributed throughout several academic facilities. Thirty 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.

Sacred Heart University's Learning Management System, Blackboard, provides faculty with the virtual tools to remain connected to students in and outside of the physical classroom. Blackboard's functionality allows faculty to add course content, foster group communication, integrate multimedia options and administer assessments when required.

The University provides faculty with a suite of video collaboration tools to support synchronous virtual activities. The suite includes WebEx, Zoom, and Microsoft Teams. Students are provided with account access to those systems to host independent class sessions to facilitate classroom activities. Asynchronous classroom recordings are provisioned with the use of a lecture Capture solution known as Echo360. This Lecture Capture solution is deployed at the faculty member's discretion.

The Microsoft Office 365 portal provides the Sacred Heart community with additional collaboration tools. Users can create documents, share with colleagues and edit them simultaneously. Students have the ability to use OneNote, a digital notebook application, to keep their course notes organized, and Microsoft Sway brings new features to a group presentation. To access the Microsoft portal, please visit https://portal.office.com and log in with your Sacred Heart University credentials. For training on technology tools, or to learn more about the possibilities, please contact the Instructional Technology Department.

International Student Visa Certification

An international student requesting an application for a student visa (F-l) 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 Principal Designated School Official (PDSO) in the Office of Immigration and Support Services. If a student wishes to travel during the authorized time of study at the University, he or she must present a current I-20 form to the PDSO for certification prior to departure. A student not following the regulations of the Department of Homeland Security, U.S. Immigration and Customs Enforcement is considered out of status and may be subject to deportation from the United States.

IPTV

Sacred Heart University is pleased to offer Philo Edu to all of our students in SHU housing**, as well as staff! Philo Edu allows you to watch live television on your own terms – on laptops and other devices anywhere on campus. With a stellar channel lineup, the ability to pause and rewind live TV, and unlimited DVR space, Philo Edu gives you the flexibility and control you need to stay up-to-date on sports, current events, and the shows that matter to you most.

Check out our Philo Information Page to learn how to access Philo on different types of devices, how to log in, and more!

**Students living in Oakwood Gardens have a different channel lineup, and can enjoy Philo Edu when they are on the campus network

Jandrisevits Learning Center

The Jandrisevits Learning Center (JLC) is located in the Sheila Hamilton Student Success Center on Park Avenue. 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.

Office of Special Learning Services

The Office of Special Learning Services (OSLS) is also located in the Student Success Center, and 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.

Public Safety and Parking

PUBLIC SAFETY AND PARKING

The Department of Public Safety, located on the Lower Level of the WSHU Broadcast 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, jump-starts, and training, 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 or visitor parking pass. Parking permits are available from and distributed by the Public Safety Parking Office in the Main Academic Building. Visitor parking passes weekdays between 7:00 a.m. and 4:00 p.m. can be obtained at the security booth. Students, faculty and staff can apply online through the parking portal on the Public Safety website. For any parking questions email: parkinginfo@sacredheart.edu or visit the Public Safety website for general information.

Department of Public Safety Telephone Numbers

Routine Business: 203-371-7995
EMERGENCIES ONLY: 203-371-7911
Fax Number: 203-396-8372
Information Line Phone: 203-365-SNOW (7669)
Visit: Public Safety Web Page

Radio Stations

WSHU Public Radio is a professionally operated group of public radio stations licensed to Sacred Heart University with studios and control centers located on the Fairfield campus. A full member of NPR, it is one of only two such stations in Connecticut and 268 in the United States. WSHU is the principal public radio source for Fairfield, New Haven, and Litchfield Counties in Connecticut and Suffolk and Duchess Counties in New York. More than 264,000 listeners tune in to the station's blend of acclaimed NPR news and talk programs, locally produced classical music, award-winning regional reporting, and unique entertainment.

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

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. For a current list of our distinct residential lifestyles, from traditional high-rise resident halls to on- and off-campus apartments, go to our Resident Hall site.

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

SHU Print and Delivery - SHUPAD

The SHUPAD (SHU Print and Delivery) is now in two locations. We are still on the main campus (SHUPAD Main) and now we're located on the West Campus (SHUPAD West). We 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. Feel free to browse the SHUPAD web site for all that we have to offer!

SHU ID Card

The University has adopted the Transact system to create a simplified means for identification and commerce transactions on campus. Students must carry their Student Identification Card at all times and must show it to campus officials or their designees upon request. The ID card acts as your SHU Library card, meal card, door access control, and entrance to student events.

SHUCash is the convenient, cashless way to pay off campus at the area's most popular businesses. A prepaid, stored-value account that's part of your SHUCard, SHUCash has you covered with whatever you need, whenever you need it, 24 hours a day, 365 days a year.

From copy, laundry (no need to stockpile quarters!) and vending machines to the game room, post office and campus store, SHUCash has you covered. So forget about carrying cash, checks, ATM and other cards. You've got SHUCash. You've got The Way to Pay. Family members can deposit funds onto the SHU ID Card with knowledge of your ID number at SHU Card and choose Make Guest Deposit. Students and employees can also use the PHIL (Payment Headquarters in Location) machine on campus in the Main Academic Center building near the Student Union Office to make a deposit.

The SHU ID card can also be used at select off-campus merchant locations to facilitate additional commerce transactions. For a list of off-campus merchant locations, please go to SHUCard Participating Merchants.

The Student Success Center

The Student Success Center is SHU's central academic support service and is open to all SHU students. Our mission is to provide academic support to strengthen student learning and empower every student to develop as self-directed and lifelong learners. The Success Center offers students at every academic level an opportunity to improve their content area knowledge and develop academic skills needed to succeed in their coursework. Operated by highly experienced staff, we offer faculty, graduate, and peer tutors in disciplines across the curriculum. It is a warm, friendly learning environment that fosters the growth of self-directed learning.

Student Services

Career Development and Placement Center

The Career Development Center offers a variety of services to enhance graduate students' professional development. Students matriculated into graduate degree programs can receive individual assistance and participate in group workshops towards the enhancement of professional development.

Additional services include:

- Online Job Postings: The Center maintains an online job-search management website with opportunities (jobs and internships) posted by employers seeking to recruit Sacred Heart University students.

- Career Expo, On-Campus Interviewing, Employer Engagement: On-campus recruitment events are offered each semester.

- 1:1 Appointments: Supporting professional document review, identifying internship and employment opportunities, strategizing effective networking and interviewing strategies.

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

Graduate Student Advisory Committee

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

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

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

Graduate, International and Veteran Student Affairs & Activities

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

We work to coordinate events and programming among the five graduate colleges, oversee the Graduate Student Advisory Committee (GSAC), provide students with information about student services and general information about community resources, assist in orienting new students each semester and function as a general ombudsman and advocate throughout their SHU graduate college career. Check the GSA site regularly at http://www.sacredheart.edu/GSA. for updated information and check your SHU e-mail for news and events that are important to development as a graduate student here at Sacred Heart University.

Study Abroad

Through the Office of Global Affairs, there are a select number of short-term study abroad programs available to graduate students. Program options may be offered at our own Global Campuses located in Dingle, Ireland or Luxembourg City, Luxembourg. Other SHU faculty-led program opportunities may be available. Please visit the SHU Study Abroad website for more information on current offerings.

Students participating in SHU programs pay the Sacred Heart University tuition rate associated with their Graduate program plus applicable program and/or study abroad fees. Federal and state financial assistance as well as Sacred Heart University grants may apply to SHU and SHU-affiliated study abroad programs, dependent on students' individual aid packages. Specific program cost and scholarship information is located on the SHU Study Abroad website.

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

University Facilities

Sacred Heart University comprises more than 300 acres of land, including an 18-hole golf course and the former global headquarters of General Electric, now known as West Campus. The main campus of the University sits on more than 100 acres in Fairfield, Connecticut, and is located less than 60 miles from Manhattan and approximately 150 miles from Boston. The University maintains branch operations for working adults in Bridgeport, Griswold, and Stamford, Connecticut.

Academic Center

The Academic Center contains mostly classrooms and faculty, administrative, and academic departmental offices. This includes Campus Ministry, Campus Operations, Public Safety, Student Affairs, Global Affairs, and Student Government offices. Academic and administrative offices for St. Vincent's College are located in the Science Wing. It is also a multipurpose activity center, housing the computer center, dining hall, the Art & Design Gallery, SHU Print-and-Delivery (a.k.a. SHUPAD), science and language laboratories, and the Edgerton Center for the Performing Arts. Hawley Lounge serves as a student lounge and recreational activity center. Food service locations in this building include 63's Dining Halls, Mahogany Room, and Outtakes.

Bobby Valentine Health and Recreation Center

Opening in August 2019, the three-story Bobby Valentine Health and Recreation Center will be the home for student recreation on campus, and will house the Club Sports, Intramurals & Fitness Department. The main floor features a multi-purpose sport court, climbing wall, and open space with free weights, machines & functional training. The top floor features dedicated cardio space, 2 workout studios, a juice bar, and a suspended track that overlooks the court and climbing wall. The lower level has an 18-bike Spin Room, a HD Golf Simulator, Bowling Alley, a Club Sports Athletic Training Room, Locker Rooms, and staff offices.

For hours and membership fees (if applicable), visit our web-site link for Bobby V Rec Center here.

Bookstore

The bookstore is located on the first floor of the Linda E. McMahon Commons. Operated by Follett College Stores, it offers textbooks, supplies, clothing with the University's name and logo, and related items. Bookstore purchases can be made online. Visit the bookstore's website at Sacred Heart University Bookstore.

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 the new Bobby Valentine Health and Recreation Center and Pioneer Park.

Center for Healthcare Education

The faculty offices and many of the instructional spaces of the College of Health Professions and the College of Nursing are located in our Center for Healthcare Education, a short drive or shuttle ride south of our Main 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 dining facilities, a physical therapy clinic, a reading clinic, and administrative offices. Parking is available and the facility is served by a regular university shuttle service.

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 International Admissions, and Student Financial Assistance. The Curtis Theatre is also located in this building.

Dining Services Locations

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.

A complete listing of dining locations available can be found at the SHU Dine On Campus Site.

East Building

The East Building located at our new West Campus on Easton Turnpike in Fairfield serves as home of the academic offices for the Jack Welch College of Business and Technology. Several specialty labs and a 120-seat theater are housed in this building as well. Parking is located in a single-level parking garage below the building and it is served by a repeat university shuttle service.

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 as well as our Strings and Jazz Ensemble, along with the University's Theatre Arts Program (TAP), Performing Arts programs, and Dance Company and Ensemble. For all questions and ticketing information, call the box office at 203-371-7908, or visit the center at Sacred Heart University Edgerton Center for the Performing Arts.

Great River Golf Club

Sacred Heart University has purchased 150 acres of land on the Housatonic River in Milford/Orange, CT, which includes the Northeast's premier semi-private 18-hole Great River Golf Course and a 32,000-square-foot clubhouse. Located just 11 miles away from SHU's main campus, Great River Golf Club is a signature Tommy Fazio-designed facility that has been ranked one of the best in Connecticut through the years.

For more information on this facility, go to Great River Golf Club.

Sheila Hamilton Student Success Center

The Sheila Hamilton Student Success Center is 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. Professional and student tutors 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.

The Jandrisevits Learning Center (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 Student Success Center.

The Student Success Center is on the corner of St. Nicholas Road and Park Avenue.

Maureen Hamilton Wellness Center

The Maureen Hamilton 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.

JP's Diner

Sacred Heart University's newest dining hall, JP's Diner, is a '50s-style diner and the first on-campus diner in all of New England. Named for SHU President John J. Petillo, JP's is located on SHU's newly-constructed Upper Quad, between the William H. Pitt Center and Pioneer Park.

The '50s- and '60s-themed diner offers a variety of food options for students in a fun, unique setting. JP's serves breakfast, lunch and dinner. The menu contains about 25 to 30 classic diner items including burgers, patty melts and club sandwiches. Dessert options include delicious pies, ice cream, cheesecake and, of course, milkshakes, a diner staple. JP's uses dining dollars, offers a take-out menu, and stays open until 3 a.m. on weekends.

The eatery features a big screen tv to showcase vintage black and white movies. The diner seats approximately 110 people inside and 40 people outside.

Martire Center

The Martire Center houses the academic departments within the College of Arts and Sciences and the School of Communication, Media, and the Arts. 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.

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 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.

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.

Melady Hall

The Melady Hall (formerly known as the Administration Building) is named after former University President Thomas Patrick Melady who served as the president of SHU from 1976 to 1986. It houses the office of the President in addition to the offices of the Provost and Vice President for Academic Affairs, the Vice President for Mission and Catholic Identity, the Vice President for Human Resources and Payroll, the Senior Vice President for Finance and Administration, and the Dean of Graduate Studies and Admissions.

Park Avenue Field

Park Avenue Field is home of the Pioneer men's and women's soccer and women's rugby. Opened in 2017, Park Avenue field is located next to the Martire Center and features a turf surface for its multipurpose field.

Pioneer Park

Pioneer Park is one of the finest softball stadiums in the Northeast. In the summer of 2016, the infield was turfed, giving the Pioneers a home field for all weather. It boasts seating for 350, 1 press box, locker rooms connected to both dugouts, a bullpen and batting cages along each foul line. There is a lawn viewing area beyond the outfield fence.

Pioneer Park is located at the bottom of the Jefferson Hill, between JP's Diner and the Scholars Commons residence halls.

William H Pitt Athletic and Convocation Center

The William H. Pitt Athletic and Convocation Center is home to the thirty-two Pioneer Division I men's and women's programs. 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 convocation use.

The main level of the center houses the Athletic Communications suite and a four-court field house with indoor track and retractable batting and throwing cages. A floating wood floor is used for basketball and volleyball competitions.

The lower level of the Pitt Center received a major facelift in the summer of 2007. The 5,000-plus square-foot weight room now reflects a top level Division I weight room with the addition of state of the art weight training equipment, new Mondo rubberized flooring, lighting and a paint job that truly reflects the spirit of Pioneer Athletics. Other changes made were office renovations for men's & women's basketball and football, added locker room space and a total refurbishing of the aerobics room wood floor. The lower level also houses locker rooms for our athletic teams and members, the Pioneer Wrestling Room, Equipment Room and Athletic Training offices.

The upper level of the center houses the Department of Athletics suite of offices and a Student-Athlete Academic suite. 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 distinct residential lifestyles, from traditional high-rise residence halls to on- and off-campus apartments. For a current listing of residential halls and their amenities, go to Sacred Heart Residential Halls

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.

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, started in fall 2016. The SHU MPAS program is 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.

West Building

The West Building located at our new West Campus on Easton Turnpike in Fairfield serves as the campus of innovation, providing space for the Isabelle Farrington College of Education, Jack Welch College of Business, School of Computer Science and Engineering, and the FTMA (Film, Television, and Media Arts) program. Classrooms, an innovation lab, and maker space are included in this building. Academic offices for the College of Education, Social Work, and the FTMA academic program reside in this building as well. Administrative Offices in this building include the Registrar's Office, Bursar's Office, Business Office, Information Technology, Marketing and Communications, University Advancement, SHUPAD West, Graduate Student Affairs, and Upward Bound.

New to this building is the iHub, a partnership with Verizon who created, manages, and operates an innovative coworking space here. This is Verizon's first coworking space located on a college campus. For more information, visit our iHub site

There is food services available in this building. Ample parking is located in a two-level parking garage below the building and it is served by a repeat university shuttle service.

WSHU Broadcast Center

The three-story, 21,000 square foot building on Park Avenue that serves as home for WSHU, the onsite National Public Radio station serving Fairfield County and southeastern Connecticut, as well as home to SHU's Public Safety Department was opened in 2018. The venue provides the opportunity for enhanced programming, training and special events for the radio station, in addition to a state-of-the art communication and dispatch center that enhances the Public Safety Department's service needs, responsibilities and requirements.

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 Student Planning and Advising (SPA) regularly. Questions should be addressed to graduation@sacredheart.edu. Academic advisors can assist in understanding degree requirements and planning course selections but the primary responsibility for meeting these requirements rests with the student. Students are responsible for adhering to program-specific policies and procedures that may be more stringent than those outlined in the University's catalog. Students should refer to the College's or Department's Student Handbook.

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

Changes of Curriculum and Continuous Enrollment

A matriculated student has the right to graduate under the requirements that existed at the time of his/her matriculation as long as continuous enrollment has been maintained. Students are required to enroll in any two terms (fall, spring, late spring/summer I) during the academic year, unless they have been formally approved for a leave of absence. Students who drop all their courses during the add/drop period may not use that semester as part of their continuous enrollment calculation. Students who fail to maintain continuous enrollment must apply for readmission.

A student who wishes to register for continuous registration for a given term must contact the academic department and request access to the department's continuous registration section. This registration will continue all network access. A fee will be applied.

Mandated Vaccination and Immunization Requirements

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

Academic Calendar

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

https://www.sacredheart.edu/offices--departments-directory/registrar/academic-calendars/

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 on course syllabi to the University's policy on academic integrity and any additional College- or program-specific policies.

- Reinforce these expectations and consequences when designing assignments and explaining exams, especially in Colleges and programs that have more specific guidelines.

- 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

Violations of Academic Integrity

Academic integrity can flourish only when members of the University voluntarily govern their personal behavior by high ethical standards. 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 that will appear in handbooks or student guides and on syllabi.

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.

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 web-based sources, and submitting that paper or passages of it as one's own work.

- Pasting a passage from web-based 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.

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.

SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY

Sanctions for Violations of Academic Integrity

When a faculty member encounters a possible violation of academic integrity, he or she should address the matter with the student within ten working days, after collecting whatever evidence

When a faculty member encounters a possible violation of academic integrity, he or she should address the matter with the student within ten working days, after collecting whatever evidence may be available. The faculty member has the right to ask the student to provide evidence about sources or make other reasonable requests related to the work.

Cases of improper citation are a matter of faculty discretion. If the faculty member concludes that a student has violated the academic integrity policy, he or she may immediately assign a sanction of a grade down to and including a zero for the assignment. He or she may also assign the student a grade of F for the course, which may not be forgiven. This determination must be sent in writing by the faculty member to the student within ten working days after initially addressing the matter with the student.

The faculty member will report the incident with supporting documentation and the sanction imposed to the Office of the Provost, which tracks violations. Subsequently, the Office of Provost will review the violation and send an official written letter via email acknowledging the violation and the sanction imposed to the student, the student's College, and the student's advisor within ten working days.

OTHER VIOLATIONS

Other Violations

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

- Providing 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 any web-based platform without that person's permission.

STUDENT APPEALS PROCESS

The student who maintains that he or she did not violate the policy should first attempt a resolution with the faculty member. This discussion should occur during the initial meeting between faculty and student. The student may appeal his or her case in writing with supporting evidence to the department chair or program director of the faculty member involved within thirty working days. The chair or program director will consult with the faculty member in an attempt to resolve the matter. The outcome will be sent in writing from the chair to the student within thirty working days from the appeal received.

If the resolution is not satisfactory to the student, he or she may submit a written appeal to the dean of the college in which the course was taken, explaining how the work in question is in compliance with the policy and providing relevant supporting documentation. The appeal must be presented to the dean of the college within thirty working days of the notification being sent to the student from the chair or program director.

If the dean (or the dean's designee) finds that the appeal has merit, he or she has thirty working days to 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, this committee will decide whether the grade should stand or be reviewed by the faculty member. A letter explaining the committee's decision will be sent to the dean within ten working days after it meets. The dean will then have ten working days to inform the student of the findings and determine the final outcome. This concludes the process.

SECOND AND SUBSEQUENT VIOLATIONS

After confirmation of a second violation, the Office of the Provost will refer the matter to the Standing Committee on Academic Integrity.

The purpose of this committee is not to reconsider the student's guilt or innocence, but to recommend any additional sanctions. The sanction imposed by the committee might include dismissal from the University for one or two semesters or a complete expulsion from the University. The committee will have available to it the full documentation of the student's previous violation of academic integrity and the authority to request additional information and documentation as warranted.

Faculty members of this committee will be elected from each College at the University for two-year terms in elections that it holds. The committee will also include the Dean of Students as a non-voting member.

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. No external advocates may be present during the student meeting with the committee. The committee might also wish to hear from the student's academic advisor and the chair or program director of the student's major department(s).

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 provost. The decision of the provost will be final, after which point, he or she will have ten working days to send final notification to the student and all appropriate parties.

The timeline outlined herein applies under normal circumstances and barring institutional exigencies.

VIOLATIONS OUTSIDE OF A COURSE

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

Grading System

SACRED HEART UNIVERSITY GRADUATE GRADING SYSTEM

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

* as designated by Department

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

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

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

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

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

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

If a student repeats a course that had a passing grade, the best grade will be calculated into the student's overall GPA. The initial grade will remain on the transcript but will not be calculated in the overall GPA. The student will receive academic credit for the course only once. See the policy for repeating a failed course under the Academic Forgiveness section (p. 41).

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

CHANGE OF GRADES

An instructor may submit a Change of Grade only due to miscalculation or clerical error of the original grade. Grade changes must be submitted by the instructor of record using the appropriate form or online procedure in Web Advisor. Grade changes must be submitted no later than the end of the following semester in which the grade was posted. Any exceptions will require additional approval.

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 FORGIVENESS

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

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

HONORS DESIGNATION FOR GRADUATING GRADUATE STUDENTS

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

- Students must be in top 20% of the graduating group within the degree program.

- Students must have obtained at least a cumulative GPA of 3.7.

- Students must have engaged in significant work (e.g., thesis, major project, course paper, etc.) that makes a recognized and documented contribution to the field of discipline.

- A recommendation that an honors designation be granted must be sent to the program director by a faculty member.

- Endorsement by the program director of the faculty member's recommendation and a recommendation for the award to the dean of the college.

ACADEMIC PROBATION

Any student whose cumulative GPA is below 3.0 will be considered to be on academic probation and may be required to obtain written permission from the program director before registering for additional coursework.

PROGRAM DISMISSAL

A student whose cumulative GPA is below 2.7 after attempting 18 credit hours will be dismissed from the University. A student who is dismissed may submit an appeal for change of status. The procedure for appeal is listed below in the Academic Policies section (p. 42).

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

ACADEMIC APPEALS

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

Academic Policies

STUDENT STATUS

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

Graduate students who are enrolled for a minimum of 3 credits in a term are considered half-time. International students (on an F-1 visa) must enroll for nine credit hours each term, Summer sessions excluded.

GENERAL DEGREE REQUIRMENTS

A graduate degree requires the completion of a minimum of 30 credits which must include all required courses with a minimum cumulative GPA of 3.0. Students who do not meet credit requirement may only graduate with approval from the Dean.

A student must complete all the requirements for the degree within six years of the date of completion of the first course in the program. An extension of the time limit for completion of the degree can be granted only by the dean of the college after consultation with the program director.

RESEARCH PROJECTS AND INDEPENDENT STUDY

Many programs allow or require students to participate in research projects and/or courses of independent study. In both instances, these require prior approval by the academic program director and dean of the college, and close supervision by a faculty member. Students should consult with the academic program director about their interest in a research project or independent study, and must obtain the necessary approval before registering for a research project or independent study course.

In research designs proposing to use human subjects, students are required to seek approval from the University's Human Subject Review Committee before engaging in their research project. For further information, contact the dean of the appropriate college.

THESIS

A thesis may be required, encouraged, or an option of a student's graduate program. Since a thesis is a special form of original research, it requires careful supervision by either an individual faculty member or a program thesis committee. Students considering a thesis should discuss their interest with the appropriate program director or the office of the dean of the appropriate college.

Academic Procedures

COLLEAGUE SELF SERVICE

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

ONLINE REGISTRATION

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

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

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

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

REGISTRATION CONDITIONS

The University reserves the right to change class schedules or instructors at any time. In the event a course is cancelled, full refund of tuition and fees for the course will be processed. If course cancellations occur, students will be notified by the academic department through SHU e-mail in order to adjust their schedules. Students must initiate all registration, drop, or withdrawal actions. Requests from faculty or staff will not be processed unless a signed form or letter from the student is attached.

IN-PROCESS STUDENT REGISTRATION

Qualified students who have not yet completed the application process, or who have not received an admissions decision on their application, may register as an in-process student with written permission from the Graduate Admissions Office. Students may complete up to 6 or 9 credit hours under this designation depending on the academic program requirements. In-process registration does not guarantee admission into a graduate program.

COURSE PREREQUISITES

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

AUDITORS

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

COURSE CHANGES—ADD/DROP

A student may change his/her course selection only within the add/drop period. The procedure for schedule changes is available on the Registrar's webpage

(http://www.sacredheart.edu/officesservices/registrar/).This process must be followed to ensure course registration and the proper calculation of tuition and issuance of refunds as listed in the Expenses and Student Financial Assistance chapter of this catalog. Students may not add a course after the add/drop period without written permission of the course instructor and the department chair. See Academic Calendars for add/drop deadlines.

COURSE WITHDRAWAL

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

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

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

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

Withdrawing from courses or failing to attend courses will impact your financial aid. For details please see SHU's Financial Assistance Withdrawal Policy (p. 23).

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.

INTERRUPTION 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. University refund policies apply. 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. Leaves of Absence are defined as temporary separation from the University.

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 policies before they return to the University.

Students on leave are considered to be in continuous matriculation during the leave period. However, students should speak to their SHU Financial Assistance counselor to understand implications regarding their financial aid.

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:

• For Personal Leaves of Absence, the student must be in good academic and disciplinary standing at Sacred Heart University when their leave began.

• For all Leaves of Absence, if a student was later placed on academic warning, probation, dismissal, suspension or expelled as the result of a judicial decision, the sanctions in place take precedence over the leave of absence.

This policy does not bind the University to alter the curricula or major program, which may have been discontinued or substantially altered during the approved leave. Students who change their major upon their return will be under the major requirements in effect at the time of their return.

Students may request approval for a Leave of Absence for good reason by following the process indicated below and filling out the appropriate forms.

Leaves are generally approved for one semester but an extension for an additional semester may be requested.

Students on leave may not take courses at another institution without prior written permission from the department chair and the dean of their college.

Personal Leave of Absence

Graduate students may request a personal leave of absence for good reason. They should fill out the Leave of Absence form and forward it to the program director. Upon approval from the Program Director the form will be forwarded to the Registrar's office. Personal Leaves of Absence are generally approved for one semester but an extension for an additional semester may be requested. Students must be in Good Academic Standing. Students in cohort programs who return from a leave will be placed in the appropriate cohort according to their current standing and prior progression in the program.

Medical Leave of Absence

Students who must leave the University because of a documented medical condition may request a medical leave of absence. Documentation of the serious nature of the medical condition must be provided to the Director of Student Wellness. Students may apply for a Medical leave of Absence by filling out the Medical Leave of Absence form. Once approved, the completed form will be sent to the Registrar's Office to enter into the student's record and to forward to the Assistant Dean of the College of Arts and Sciences for distribution.

Medical leaves are generally approved for one semester but may be renewed for one additional semester with written permission from the Director of Student Wellness. Students must provide supporting documentation of their ability to return from their medical personnel to the Director of Student Wellness who will consult with other University personnel such as the Office of Student Accessibility and the Program Director or Department Chair. The decision to return will be made on a case by case basis. The student will be informed of the decision. The Director of Health and Wellness will send the written permission to return to classes to the Registrar and the Assistant Dean of the College of Arts and Science for distribution. Students on medical leave 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. An additional form needs to be completed.

Military Leave of Absence

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

- Withdrawing from the courses with a full tuition refund or tuition credit, in accordance with University and government guidelines.

- If a student completed at least 70% of the coursework and upon recommendation of his/her dean, the student may elect to take incompletes and make special arrangements for course completion with individual instructors.

- Students are eligible to return within one year following active duty. However, the degree requirements may have changed, and the student may be required to comply with degree program requirements in effect at the time of their return to the University.

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

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

READMISSION

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

SUBSTITUTIONS AND WAIVERS

In order to maintain academic quality and integrity, no student will be granted a substitution for a course or credits unless it is in accordance with the University's policy. A substitution may be granted at the discretion of the department chair/program director for any course in the respective discipline. However, if a student did not meet the academic requirements for a course, a substitution for that course will not be allowed. If the basis for the request of a substitution is a learning or physical disability, the student must contact the Director of Special Services and provide documentation of the disability. For information regarding this procedure, contact the Director of Special Services. All waivers and substitutions must meet the requirements of any academic program accredited and/or licensed by an outside accrediting body or governmental agency.

APPLICATION FOR GRADUATION

To receive a degree, a student must complete all requirements for that degree as listed in the catalog in effect at the time of admission into the program and a 3.0 GPA. Other conditions may apply for specific

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

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

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

TRANSCRIPTS

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

College of Arts and Sciences

Robin L. Cautin , PhD
Dean
Phone: 203-396-8020 Fax: 203-396-8076
E-mail: cautinr@sacredheart.edu

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

Graduate programs in Broadcast Journalism & Media Production, Chemistry, Criminal Justice, Film & Television Production, Industrial/Organizational Psychology, Public Adminstration, Social Work, Sports Communication & Media, and Strategic Communication & Public Relations offer students an ideal balance of hands-on, practical training and rigorous academic study. These programs of study are supplemented with a robust internship program, which prepares our graduate students for employment in the professional fields. As with all programs of study at Sacred Heart, our graduate students distinguish themselves through their pursuit of the common good and a commitment to high moral character.

School of Communication, Media and the Arts

Jim Castonguay, PhD
Director
Phone: 203-371-7710
E-mail: castonguayj@sacredheart.edu

The School of Communication, Media and the Arts offers five graduate degrees: Master of Arts in Broadcast Journalism and Media Productions, Master of Arts and Master of Fine Arts in Film and Television Production, Master of Arts in Sports Communication and Media, and Master of Arts in Strategic Communication and Public Relations.

Master of Arts in Strategic Communications and Public Relations

Goals and Objectives

The 36-Credit Master of Arts in Strategic Communication and Public Relations provides students with the background, knowledge, and skills necessary to successfully convey ideas across a wide variety of media. Students in SCPR develop a critical understanding of the profound ethical and social responsibilities that come with being a professional communicator and engaged citizen. The individual courses and the overall curricular pathway bring together both the theory and practice of public communication in contemporary digital culture. Therefore, SCPR aims to graduate students knowledgeable of the tenets of strategic communication and public relations who will have:

• Developed a theoretical, historical and practical understanding of the relationship of media to democracy and society, and the profound ethical and social responsibilities that come with being a professional communicator.

• Developed a critical and aesthetic understanding of strategic communication and its social impact.

• Acquired the social, artistic, and technical skills necessary to create and implement substantive and professional multimedia strategic communication campaigns, events, presentations, and artifacts.

• Acquired the skills necessary to succeed in today's organizational environment, including effective communication, critical thinking, and time management skills; teamwork and problem solving; and planning, organizing, and ethical leadership in a professional context.

Admission Requirements

A bachelor's degree with a minimum GPA of 3.0 from an accredited institution and official transcripts from all undergraduate institutions attended are required. A personal statement describing career goals and reasons for interest in the program, along with two letters of recommendation, and a professional résumé are also required. Students who have obtained their bachelor's degrees from a university/college outside of the United States (i.e., international students) are also required to provide TOEFL scores and to demonstrate English language proficiency.

DEGREE REQUIREMENTS

The SCPR degree requires the completion of 36 credits.

Students must complete 27 credits in SCPR required courses and 9 credits in SCPR elective courses.

SCPR Required Courses

CM 502	Strategic Communication in the Digital Age I	3
CM 503	Media Ethics in a Professional Context	3
CM 519	Multimedia Communications I	3
CM 520	Multimedia Communications II	3
CM 602	Political Communication	3
CM 603	Culture, Identity & Communication	3
CM 626	Capstone in Strategic Communication and Public Relations	3
CM 642	Branding & the Visual Communication	3
CM 646	Advertising, PR and Consumer Culture	3

Subtotal: 27

Elective Requirements

Students must complete 3 courses (9 credits) of the four below:

CM 616	Event Planning	3
CM 640	Social Media & Strategic Communication	3
CM 660	Crisis Communication	3
CM 696	Internship I	3

Subtotal: 9

Subtotal: 36

Masters of Art in Broadcast Journalism and Media Production

Program Overview

The Master of Arts in Broadcast Journalism and Media Production (BJMP) program provides students with the knowledge, skills and experiences to become successful communication professionals in the 21st century.

Developed in collaboration with leading professional and academic experts, the BJMP curriculum is carried out through a hands-on approach, allowing students to create real-world multimedia productions and news coverage for organizations, businesses, publications and media outlets. Students will be using the latest technologies mirroring the way news is covered and the way media is created and will progress in the future. Our students become expert content creators in the use of the latest media programs and software. Through internships and capstone projects, BJMP students gain practical experience and build the portfolio they will need to compete and excel in today's media.

Admission Requirements

A bachelor's degree with a minimum GPA of 3.0 from an accredited institution and official transcripts from all undergraduate institutions attended are required. A personal statement describing career goals and reasons for interest in the program, along with two letters of recommendation, and a professional résumé are also required. Students who have obtained their bachelor's degrees from a university/college outside of the United States (i.e., international students) are also required to provide TOEFL scores and to demonstrate English language proficiency.

DEGREE REQUIREMENTS

Required Courses

CM 501	Media, Culture, & Communication	3
CM 503	Media Ethics in a Professional Context	3
CM 517	Multimedia Production I	3
CM 518	Multimedia Production II	3
CM 563	Social Media & Journalism	3.00 Credit(s)
CM 564	News Reporting & Producing	
CM 614	TV News Magazine	
CM 617	Live Event Production	3
CM 627	Capstone in Communication	3
CM 696	Internship I	3
CM 697	Internship 2	
CM 699	Digital Portfolio & Mentorship	3 CH each

Master of Fine Arts in Film and Television Production

The Film and Television Masters Programs (MFA and MA) offered by the School of Communication and Media Arts at Sacred Heart University are "conservatory style" programs devoted to cinematic storytelling across all platforms.

Our program is designed to foster the next generation of storytellers through dynamic workshops and independent projects. FTMA's home is in the heart of Connecticut's "Creative Corridor" with close ties to nearby New York City. Focusing on story and hands-on production, students

learn the craft and techniques that will empower them to stand out in today's media market. Our program is especially unique in that our students complete their own professional portfolio while going beyond the classroom into professional environments. Through partnerships with media companies and guidance from industry professionals, our students tailor their concentration to meet their career needs.

Master of Arts in Film and Television Production

The Master of Arts in Film and Television Production (FTMA) is a 36-credit program offered at SHU's Stamford Graduate Center at Landmark Square. FTMA students acquire the artistic and technical skills necessary to create substantive and professional film and television productions or artifacts using the latest digital technologies, equipment, and software. Students will develop a theoretical, aesthetic, and historical understanding of film and television as narrative media and as industries. Students will learn all of the aspects of film and television production from narrative, screenwriting, cinematography, editing, lighting, and post-production to directing, producing, marketing, and distribution. The degree has a professional focus and a pedagogical approach through which students "learn by doing" in hands-on courses that produce real-world projects and are taught by established film and television scholars and industry professionals. The FTMA program will provide the education necessary for students to compete nationally for jobs in film and television, and to join the region's thriving film and television production industry. Each FTMA student will leave with a portfolio of professional artifacts in her or his area of concentration (film or television).

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

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

Goals and Objectives

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

- Acquiring the social, artistic, and technical skills necessary to create substantive and professional film and television productions or artifacts.

- Acquiring the skills necessary to succeed in today's job market and work environment, including effective communication and time management, teamwork and problem-solving, and planning, organizing, and leading in a professional context.

- Becoming proficient in the use of the industry-standard digital technologies, equipment, and software used to produce and distribute professional film and television content.

- Developing a theoretical, historical, and practical understanding of the social and ethical dimensions of the film and television as storytelling media and modes of communication.

- Understanding the economics and structure of the film and television industries, from the production process through distribution.

Admission Requirements

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

DEGREE REQUIREMENTS

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

FTMA Required Courses (36 credits)

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

Master of Arts in Sports Communication and Media

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

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

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

Admission Requirements

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

DEGREE REQUIREMENTS

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

SCM Required Courses (36 credits)

CM 550	Sport Communication in the Digital Age	3
CM 551	Sport, Culture, & the Media	3
CM 555	Sports Media Production	3
CM 556	Sports Event Production	3
CM 561	Studio Sports Broadcasting	3
CM 562	Sports Journalism	3
CM 565	Sport Communication & Social Media	3
CM 566	Sports Media Ethics	3
CM 656-657	Sport Communication Practicum I and II	3 CH each
CM 696/697	Internship I and II	3 CH each

Required Courses

CM 550	Sport Communication in the Digital Age	3
CM 551	Sport, Culture, & the Media	3
CM 556	Sports Event Production	3
557	Advanced Editting	
CM 561	Studio Sports Broadcasting	3
CM 562	Sports Journalism	3
CM 565	Sport Communication & Social Media	3
CM 566	Sports Media Ethics	3
CM 657	Sport Communication Practicum II	3 CH each
CM 696	Internship I	3
CM 697	Internship 2	

Chemistry

EID ALKHATIB, Ph.D.
Program Director
Phone: 203-365-7546

E-mail: alkhatibe@sacredheart.edu

Chemistry Laboratories

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

Chromatography

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

Electrochemistry

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

Spectroscopy

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

Computers and Software

Licenses

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

Others

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

Master of Science in Chemistry

Sacred Heart University's Graduate Chemistry program includes a number of graduates with a Bachelor of Science degree in Chemistry who are working in the region and aspire to an advanced degree in chemistry. The program is also composed of science graduates with a BS degree in other fields of science who are shifting career interests and want to obtain a degree in chemistry. Enrollment in this program allows these students to use their science background to obtain an advanced degree in chemistry without first obtaining a BS in Chemistry. This approach allows students to obtain a higher degree in the same time

frame that it would have taken them to obtain just a BS in Chemistry. Local chemical industry scientists participate in the teaching of graduate courses. Students who opt to do research are allowed, if and when possible, to pursue their projects at their place of employment with joint supervision of their employer and University faculty. This allows students to work on relevant projects that interest them while at the same time increasing collaboration between the University and local industries.

Goals and Objectives

The Master of Science in Chemistry program builds on the strength of the University's undergraduate Chemistry program. The program meets the needs of students and the chemical industry by offering a unique opportunity for career and personal advancement to employees of the local chemical industry, while serving the industry to employ and recruit better-qualified chemists. In order to serve part-time as well as full-time students, many graduate courses are offered in the evenings. This, together with the University's ideal location, allows chemical industry employees to continue their study on a part-time basis while working full-time and thus take advantage of tuition reimbursement programs offered by their employers.

Courseloads

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

Student Transfer Credit Policy

Transfer credits are granted for appropriate graduate-level courses with a grade of B or better, taken at other regionally accredited institutions. Students, however, must complete at least 70 percent of the required credits including the thesis (when applicable) at Sacred Heart University, plus pass the comprehensive exam, in order to obtain an MS degree in Chemistry.

Admission Requirements

Admission to the program is in January and September of each year. Full-time students are expected to finish the degree requirements in four semesters. Part-time students may require at least three years. The University's graduate admission policy is observed when admitting students to the program. Applicants with a BS degree in Chemistry or Chemical Engineering are accepted based on their undergraduate performance in chemistry and other supporting subjects. Applicants with a BS degree in other areas of science and mathematics are admitted after completing the appropriate courses in chemistry in order to meet individual graduate course prerequisites.

Students who have obtained their BSc in Chemistry from a university/college outside of the United States (i.e., international students) and students who have a non-chemistry BSc from a U.S. school are required to take an ACS standardized test in general chemistry and organic chemistry before registering for classes. Students who do not perform satisfactorily on the exam will be required to take undergraduate course(s) in general and/or organic chemistry.

DEGREE REQUIREMENTS

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

- MS in Chemistry, Thesis Option

- MS in Chemistry, Non-Thesis Option

- MS in Molecular Biochemistry, Non-Thesis Option

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

MS in Chemistry, Thesis Option

Thirty (30) semester hours of approved graduate credits must be completed for the degree with a minimum grade point average (GPA) of 3.0. Students must complete a 12-credit core plus a thesis. (6 cr's) and 12 credit electives.

Required Courses

CH 521	Advanced Organic Chemistry	3
	or	
CH 522	Organic Synthesis	3
CH 531	Advanced Physical Chemistry I: Molecular Structure	3
CH 551	Advanced Analytical Instrumentation: Spectroscopy	3
	or	
CH 552	ADVANCED ANALYTICAL CHEM: CHROMATOGRAPHY	3
CH 553	Advanced Inorganic Chemistry	3
CH 599	Thesis	1-6

MS in Chemistry, Non-Thesis Option

Thirty-four (34) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete 13 credits of core plus 21 elective credits.

Required Courses

CH 521	Advanced Organic Chemistry	3
	or	
CH 522	Organic Synthesis	3
CH 531	Advanced Physical Chemistry I: Molecular Structure	3
CH 551	Advanced Analytical Instrumentation: Spectroscopy	3
	or	
CH 552	ADVANCED ANALYTICAL CHEM: CHROMATOGRAPHY	3
CH 553	Advanced Inorganic Chemistry	3
CH 598	Comprehensive Exam Chemistry	1

MS in Molecular Biochemistry, Non-Thesis Option

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

Required Courses

CH 521	Advanced Organic Chemistry	3
	or	
CH 522	Organic Synthesis	3
CH 533	BIOPHYSICAL CHEMISTRY	3
CH 553	Advanced Inorganic Chemistry	3
CH 563	Biochemical Analysis	3
CH 597	MOLECULAR MODELING AND DRUG DESIGN	3
CH 598	Comprehensive Exam Chemistry	1

MS in Chem-Bioinformatics, Non-Thesis Option

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

Required Courses

CH 521	Advanced Organic Chemistry	3
	or	
CH 522	Organic Synthesis	3
CH 531	Advanced Physical Chemistry I: Molecular Structure	3
	or	
CH 533	BIOPHYSICAL CHEMISTRY	3
CH 545	Bioinformatics	3
CH 553	Advanced Inorganic Chemistry	3
CH 590	Chemical Information: Sources & Technology	3
CH 598	Comprehensive Exam Chemistry	1
CS 603	Database Design (Oracle)	3
CS 616	Machine Learning	3

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

Elective Courses (for all four tracks)

CH 524	Special Topics in Organic Chemistry	3
CH 525	Supramolecular Chemistry	3
CH 526	Medicinal Chemistry & Pharmacology	3
CH 529	NMR Spectroscopy	3
CH 533	BIOPHYSICAL CHEMISTRY	3
CH 534NMR/534L	ORGANIC STRUCTURE DETERMINATION LAB	3
CH 545	Bioinformatics	3
CH 547	Computational Chemistry & Molecular Model	3
CH 549	Special Topics in Biochemistry	3
CH 554	Special Topics: Analytical Chemistry	3
CH 556	Chemical Applications of Group Theory	3
CH 559	Special Topics: Inorganic Chemistry	3
CH 561	Advanced Environmental Chemistry	3
CH 590	Chemical Information: Sources & Technology	3

CH 597	MOLECULAR MODELING AND DRUG DESIGN	3
CH xxx	Special Topics	3
CS 348	Programming in Unix	3
CS 550	Dynamic Webpage Development	3
CS 551	Introduction to Object-Oriented Programming with Java	3
CS 615	Programming in Unix	3

BS/MS Combined Degree in Chemistry

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

This is a five-year undergraduate/graduate accelerated track. Students who complete this track receive both BS and MS degrees. Students must elect this track in their freshman, sophomore, or junior year and must apply to the graduate school at Sacred Heart University by the end of the first semester of their junior year. Traditional and biochemistry concentrations are available at the undergraduate level. Students are required to complete 145 credits of undergraduate and graduate-level courses and a thesis. The thesis involves 6 credits of original research.

Criminal Justice

ANTHONY PAPA, J.D.
Program Director (MACJ)
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Master of Arts in Criminal Justice

Goals and Objectives

The Master of Arts in Criminal Justice program provides students with comprehensive knowledge of all components of the criminal justice system. This program is designed to be rigorous and challenging academically, but flexible to meet individual student interests. The program is open to individuals with undergraduate degrees in any field of study. Thirty (30) credits are required to graduate from the program, which may be completed on a part-time or full-time basis. Students must complete 12 credits of required courses plus an additional 18 elective credits. Students may also choose a 12-credit concentration of their own design. Examples of concentrations in management and national security are shown. The program also awards life-experience credit to eligible students. Up to 6 credits can be earned by students demonstrating substantial experience that is relevant to the educational program. Students are also required to prepare a thesis. The thesis is a 3-credit course and is part of the overall 30-credit requirement. In lieu of the thesis requirement, students may opt for the comprehensive exam plus one additional elective course.

Admission Requirements

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

DEGREE REQUIREMENTS

Required Courses (12 credits)

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

Elective Courses (18 credits)

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

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

Concentration in National Security (12 credits)

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

Concentration in Criminal Justice Management (12 credits)

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

Psychology

WILLIAM MAYER, PsyD
Program Director
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Master of Science in Industrial-Organizational Psychology

MARY E. IGNAGNI, Ph.D.
Program Director
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Goals and Objectives

The Masters of Science in Industrial/Organizational (MS in I/O) Psychology is a terminal degree within Industrial/Organizational Psychology. The degree will allow students to work within the field as well as allow those professionals seeking the degree to gain mobility within their organizations. The program at Sacred Heart University prepares students to enter the field at the master's level. The program is a hybrid delivery, running in eight-week modules, thus allowing the students to complete the degree in one year, full-time. The pedagogy of the MS in I/O program is a mix of the scientist/practitioner paradigm, which is fundamental to the field with an emphasis on the applied nature of Industrial/Organizational Psychology. The program is structured so that students will take 30 credits of required courses and 6 credits of electives. The courses are in line with the key competencies outlined by the Society of Industrial/Organizational Psychology (SIOP). The curriculum is set to prepare students to be ethical practitioners of Industrial/Organizational psychology. As well as to give students a research and statistical basis in which they will be able to apply their skills within organizations based on evidence. Students will gain the ability to develop selection processes, training and development processes, as well as other key competencies within organizations. The curriculum will enable students to work in diverse, multi-cultural, multi-ethnic environments. Students will also be required to complete an applied practicum as their capstone.

PROGRAM REQUIREMENTS

Required Courses (30 Credits)

PS 510	Statistics	3
PS 515	Research Methods	3
PS 521	Organizational Psychology	3
PS 530	Personnel Psychology	3
PS 532	Job Analysis and Competency Modeling	3
PS 533	Training & Development	3
PS 534	Selection Procedure & Development	3
PS 535	Survey Research	3
PS 545	Diversity & Cross-Cultural within Organizations	3
PS 605	Applied Practicum	3

Elective Courses (6 Credits)

PS 553	Applications of Advanced Organizational Analytics	3
PS 555	Leadership Development/Coaching/Performance Coaching	3
PS 560	Work Motivation	3
PS 565	Individual Assessment	3
PS 570	Worker Well-Being	3
PS 575	Contemporary Issues in I/O	3

Admission Requirements

Applications are reviewed on a rolling basis. A Bachelor of Arts or Science with a minimum GPA of 3.0 from a four-year accredited institution and official transcripts from all undergraduate institutions attended are required. Two letters of recommendations, a resume, and a statement of professional goals and interest in the program are also required.

Public Administration

Lesley DeNardis, Ph.D.
Program Director for the Master of Public Administration (MPA) Program
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denardisl@sacredheart.edu

The Master of Public Administration (MPA) degree at Sacred Heart University will provide you with the skills to thrive in the 21st century public and non-profit workplace.

As part of the MPA degree at Sacred Heart, you can choose from the following concentrations to better match your existing skills and experience, as well as your career objectives in the future:

- **Non-profit Management**: develop managerial skills such as financial administration, strategic planning, human resources and fundraising to help nonprofits fulfill their core missions

- **Emergency Management**: increase your skills and capabilities in disaster management and preparedness at the federal, state and local level and in private industry

- **Self-designed concentration:** allows student to pursue a self-designed concentration tailored to their professional needs and interests

Masters in Public Administration

Sacred Heart University students with a major in Political Science and a 3.0 grade point average are eligible for the accelerated program, which leads to the completion of both Bachelor of Science (BS) and Master of Arts (MA) degrees in five years. Eligible students can take up to six credits of graduate-level coursework in their senior year that can be applied to both degrees. Students should speak with their academic advisor in the Department of Government, Politics and Global Studies at the beginning of their junior year of study to discuss eligibility.

DEGREE REQUIREMENTS

Required Courses (24 credits)

PAD 500	Principles of Public Administration	3
PAD 505	Budgeting Public Sector and Non-Profit Organizations	3
PAD 510	Human Resource Management for Public Sector and Non-Profit Organizations	3
PAD 515	Data Analytics and Information Technology for the Public Sector	3

PAD 520	Public Policy and Law	3
PAD 599	Capstone Seminar	3
CM 502	Strategic Communication in the Digital Age I	3
SW 524	Human Diversity & Social Justice	3.00 Credit(s)

Non-Profit Management Concentration (12 credits)

PAD 525 Non-Profit Management and Leadership   3 credits

PAD 530 Fundraising for Non-Profits   3 credits

Choose 2 courses from the following:

PAD 535 Program Development and Evaluation   3 credits

PAD 540 Non-Profit Financial Management   3 credits

PAD 545 Social Entrepreneurship   3 credits

Emergency Management Concentration (12 credits)

PAD 550 Emergency Planning and Preparedness   3 credits

PAD 555 Disaster Response Operations and Recovery   3 credits

PAD 560 Risk Assessment and Decision-making   3 credits

CJ 514   Domestic and International Terrorism   3 credits

General Concentration (12 credits)

Choose from any of the non-profit and emergency management electives plus any of the general concentration courses for a total of four concentration courses.

SW 565	Social Welfare Policy I	3.00 Credit(s)
SW 566	Social Welfare Policy II	3.00
HR 610	Performance Management	3
HR 611	Workforce Management & Talent Development	3
HR 612	Strategic Human Resources	3
HR 613	Diversity & Inclusion	3

MPH 550 Community Health Development   3 credits

MPH 551 Essential Community Services   3 credits

Master of Social Work

JASON OSTRANDER, Ph.D., MSW
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DEGREE REQUIREMENTS

The MSW degree is a total of 60 credits for the entire program unless you are an Advanced Standing student, which required 30 credits.

A capstone project is required for graduation (completed during the specialized year) and incorporates program content and practice integration.

The program requires 1,100 hours of field practicum to be conducted over the course of the program. Sacred Heart University currently has an extensive network of agencies eager to accept graduate-level students. Agencies include those in urban and suburban settings, and public and private not-for—profit organizations such as: schools, hospitals, adult mental health clinics, juvenile justice, adult probation, substance abuse programs, disabilities, adoptions, child protective services, public housing, domestic violence, refugee and re-settlement, adult psychiatric services and children's mental health.

Advanced Standing students will already have completed approximately half of the field practicum hours in the BSW program and will enter the master's program at the Specialized Year. The Advanced Standing student will be required to complete a 550-hour field practicum

Required Courses (54 credits)

SW 580	Generalist Field Practicum II	3.00 Credit(s)
SW 590	Methods of Social Work Research	3.00 Credit(s)
SW 675	Specialized Practice I	3
SW 676	Specialized Practice II	3.00 Credit(s)
SW 678	Specialized Field Practicum I	3.00 Credit(s)
SW 680	Specialized Field Practicum II	3.00 Credit(s)
SW 585	Assessment of Client Systems	3.00 Credit(s)
SW 591	Research Practicum	3.00 Credit(s)
SW 586	Clinical Assessment & Diagnosis	3.00 Credit(s)
SW 587	Community Assessment	3.00 Credit(s)

Choose one of the following required research courses during your Generalist Year (this option is only available for students studying on ground):

- SW 591 Research Practicum

- SW 592 Research for Social Work Practice

Choose one of the following required courses based on your academic focus during your Specialized Year:

- SW 586: Clinical Assessment & Diagnosis

- SW 587: Community Assessment

Elective Courses

2 Electives from the list (6 credits) - effective Fall 2019:

SW 530	Group Work	3.00 Credit(s)
SW 540	Mental Health & Addiction	3
SW 550	Loss & Life Transition	3.00 Credit(s)
SW 555	Children and Families	3.00 Credit(s)
SW 570	Inter-Professional Education	3.00 Credit(s)
SW 524	Human Diversity & Social Justice	3.00 Credit(s)
SW 565	Social Welfare Policy I	3.00 Credit(s)
SW 566	Social Welfare Policy II	3.00

SW 567	Human Behavior & Social Environment I	3.00 Credit(s)
SW 568	Human Behavior & Social Environment II	3.00 Credit(s)
SW 575	Social Work Generalist Practice I	3.00 Credit(s)
SW 576	Social Work Generalist Practicum II	3.00 Credit(s)
SW 578	Generalist Field Practicum I	3.00 Credit(s)

Jack Welch College of Business & Technology

Martha Crawford, PhD
Dean
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Mission Statement

The Jack Welch College of Business & Technology (WCOB) mission is to foster a continuous and inquisitive learning community rooted in the Catholic intellectual tradition, to provide students with business knowledge and appropriate skills, and to develop undergraduate and graduate students prepared to achieve their personal and professional goals in the business community and global society.

Who We Are

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

What We Value

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

What We Do

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

Graduate Programs Offered

The College of Business & Technology offers the Doctorate of Business Administration (DBA) in Finance, the Master's in Business Administration (MBA), the Master of Science in Accounting (MSA), the Master of Science in Digital Marketing (MSDM), the Master of Science in Finance and Investment Management (MSFIM), the Master of Business Analytics (MSBA), the Master of Science in Human Resource Management (MSHRM), the Master of Science in Computer Science and Information Technology (MSCSIT), and the Master of .Science in Cybersecurity (MSCYB).

School of Computer Science and Engineering

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Goals and Objectives

The University confers Master of Science degrees in Computer Science and Information Technology (MSCSIT) with tracks in Computer Science (CS) and Information Technology (IT). It also confers a Master of Science in Cybersecurity (MSCYB). In addition to the two degrees we offer graduate certificates in .NET Technology, Computer Gaming Design & Development, Cybersecurity, Database Design, Information Technology, IT & Network Security, Web Development & Interactive Multimedia, and Coding Bootcamp, which are some of the most lucrative and dynamic fields in the contemporary marketplace. Students choose their curriculum track based on their educational and career interests. Course content includes use of software such as VB.net, Adobe CC, Java, C++, C#, ASP.net, and content such as interactive multimedia, data communications, network security, Oracle, Artificial Intelligence (AI), and software engineering. Many classes are held in the evenings or on Saturday mornings. Some courses are offered during the day. This structure accommodates working full-time students as well as those who may wish to participate in internships during the day.

Admission Requirements

Applications are processed on a rolling basis. Applicants should have a cumulative undergraduate GPA of 3.0 or better. However, students may be admitted provisionally if their cumulative GPA is better than 2.5. Such students are allowed to take up to 12 credit hours and must maintain a 3.0 GPA in those courses. Provisional students who have completed 12 credit hours will then be considered for full matriculation. Except under unusual circumstances, applicants with a cumulative GPA of less than 2.5 are not admitted. A GPA of 3.0 is required to maintain good standing in the program and for graduation. All prospective students must complete an application for admission, submit official transcripts from each college or university attended (including Sacred Heart University), and forward two letters of recommendation and a résumé. Course waivers (to a maximum of 9 credits) are granted based on a student's academic record.

Program Prerequisites

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

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

COMPUTER SCIENCE TRACK

Prerequisite Requirements

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

CS 504	Introduction to Programming Using Scripting	3

COMPUTER SCIENCE MASTER'S DEGREE TRACK PROGRAM

The Computer Science track is ideal for those who wish to pursue advanced study in areas of programming, data structures, and fundamental computer language design.

Requirements

This track requires completion of a minimum of 36 credit hours of graduate-level coursework. Students may be required to complete an additional 6 credit hours of prerequisite coursework. Students with an undergraduate degree in Computer or Information Science may receive waivers for up to 6 credits. Course waivers are not granted for work experience. A thesis is not required; however, for those students in the scientific track who elect to complete a thesis, they must enroll in CS 690 Thesis I and CS 691 Thesis II. Those who do not elect to complete a thesis must complete at least three credits of CS 670 Research Project Seminar. A degree will be granted upon satisfactory completion of all coursework and a favorable recommendation of the faculty responsible for CS 670 or CS 690 and CS 691.

Required Courses (24–27 credits)

CS 551	Introduction to Object-Oriented Programming with Java	3
CS 552	Windows Interface Design (VB.net)	3
CS 603	Database Design (Oracle)	3
CS 616	Machine Learning	3
CS 617	Artificial Intelligence	3
CS 638	Concepts in Dynamic and Script Programming	3
CS 650	Big Data Analytics	3
CS 670	Research Project Seminar	3
CS 691	Thesis II	3
CS 611	Operating/Multiprogramming Systems	3

Electives (3–6 credits)

The following is a partial list of electives. A maximum of 6 credits can be an MBA (MGT) offering. It is at the discretion of the academic program director to approve any other CS or MBA course as an appropriate elective. All courses are 3 credits.

CS 554	Fundamentals of Interactive Multimedia	3
CS 557	Web Programming with ASP.NET	3
CS 559	C# Programming	3
CS 571	Computer Gaming	3
CS 622	Network Security I	3

CS 626	Intro to Cybersecurity	3
CS 630	Cloud Computing	3
CS 631	Data Warehousing	3
CS 632	Advanced Database Topics	3
CS 633	Advanced Database Programming	3
CS 662	Game Design, Development and Implementation	3

Degree Total: 30-33 credits

INFORMATION TECHNOLOGY TRACK

Prerequisite Requirements

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

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

INFORMATION TECHNOLOGY MASTER'S DEGREE TRACK PROGRAM

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

Requirements

This track requires completion of a minimum of 36 credit hours of graduate-level coursework. Students may be required to complete an additional 6 credit hours of prerequisite coursework. However, students with an undergraduate degree in Computer or Information Science may receive waivers for some courses. Course waivers are not granted for work experience.

Required Courses (30 credits)

CS 551	Introduction to Object-Oriented Programming with Java	3
CS 504	Introduction to Programming Using Scripting or	3
CS 552	Windows Interface Design (VB.net)	3
CS 553	Web Design with JavaScript	3
CS 554	Fundamentals of Interactive Multimedia	3
CS 603	Database Design (Oracle)	3
CS 616	Machine Learning or	3
CS 617	Artificial Intelligence	3
CS 620	Information Analysis and System Design	3
CS 621	Principles of Data Communication	3

CS 650	Big Data Analytics	3
CS 670	Research Project Seminar	3

Elective Courses (6 credits)

A maximum of 6 credits can be an MBA (MGT) offering. It is also at the discretion of the academic program director to approve any other CS or MBA course offering as an appropriate elective. The following is a partial list of electives:

CS 557	Web Programming with ASP.NET	3
CS 559	C# Programming	3
CS 563	Animation for the Web	3
CS 571	Computer Gaming	3
CS 622	Network Security I	3
CS 626	Intro to Cybersecurity	3
CS 630	Cloud Computing	3
CS 631	Data Warehousing	3
CS 632	Advanced Database Topics	3
CS 633	Advanced Database Programming	3

Degree Total: 36-42 credits

CERTIFICATE PROGRAMS

Coding Boot Camp Certificate

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

CERTIFICATE REQUIREMENTS (12 CREDITS)

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

Prerequisite Courses (6 credits, if required)

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

CS 501 (prerequisite is CS 500)

Required Courses

CS 504	Introduction to Programming Using Scripting	3
CS 551	Introduction to Object-Oriented Programming with Java	3
CS 552	Windows Interface Design (VB.net)	3
CS 553	Web Design with JavaScript	3
CS 559	C# Programming	3

Intelligent Computing

CERTIFICATE REQUIREMENTS

Prerequisite Course

CS 501	Introduction to Data Structures	3

Required Courses

CS 616	Machine Learning	3
CS 617	Artificial Intelligence	3
CS 650	Big Data Analytics	3
	Choose one of the following	
CS 630	Cloud Computing	3
CS 635	Digital Forensics	3

Computer Gaming Design and Development Certificate

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

CERTIFICATE REQUIREMENTS

The program requires the student to complete a minimum of 12 semester credit hours of coursework with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses

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

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

Cybersecurity Certificate

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

• provide a broad knowledge of networking and network security;

• provide an overview of proper technology risk management practices;

- help the individual be able to identify new and existing threats and determine methods to mitigate them;

- provide the individual the skills to handle security incidents; and

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

CERTIFICATE REQUIREMENTS

The program requires the student to complete a minimum of 12 semester credit hours of coursework with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 621 and CS 622. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

CS 621	Principles of Data Communication	3
CS 622	Network Security I	3

Required Courses (9 credits)

CS 626	Intro to Cybersecurity	3
CS 627	System Security	3
CS 628	Security Management	3

Elective Courses (3 credits)

Choose one:

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

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

Database Design Certificate

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

CERTIFICATE REQUIREMENTS

The program requires the student to complete a minimum of 12 semester credit hours of coursework with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisites Courses (6 credits, if required)

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

Required Courses (12 credits)

CS 603	Database Design (Oracle)	3
CS 631	Data Warehousing	3
CS 632	Advanced Database Topics	3
CS 633	Advanced Database Programming	3

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

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

Interactive Multimedia Certificate

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

CERTIFICATE REQUIREMENTS

The program requires the student to complete a minimum of 12 semester credit hours of coursework with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (6 credits)

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

Elective Courses (6 credits)

Choose two:

CS 550	Dynamic Webpage Development	3
CS 552	Windows Interface Design (VB.net)	3
CS 563	Animation for the Web or other electives as approved by the program director	3

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

.NET Technology Certificate

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

CERTIFICATE REQUIREMENTS

The program requires the student to complete a minimum of 12 semester credit hours of coursework with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (9 credits)

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

Elective Courses (3 credits)

CS 558	Advanced Topics in ASP.NET	3
	or	
CS 559	C# Programming	3

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

Web Development Certificate

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

CERTIFICATE REQUIREMENTS

The program requires the student to complete a minimum of 12 semester credit hours of coursework with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 500 and CS 501. Students matriculated in the master's program are not eligible for a graduate certificate. However, all course credits earned in a certificate program may be applied to the master's program. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses (6 credits, if required)

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

Required Courses (12 credits)

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

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

Master of Science in Cybersecurity

SAJAL BHATIA , PhD
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The Graduate Master's Program in Cybersecurity is designed to provide individuals with an in-depth knowledge to information security, risk and threat management, and security architecture. It will give students the skills to effectively address the constantly changing threat landscape faced by people, companies, and governments today. The courses in the program will:

- provide a broad knowledge of networking and network security;

- provide an overview of proper technology risk management practices;

- help the individual to identify new and existing threats and to determine methods to mitigate them;

- provide the individual the skills to handle security incidents;

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

- respond to the pressing need for cybersecurity professionals in the 21st century.

Courses and Degree Requirements

MS in Cybersecurity degree program consists of 10 courses (30 credits) or 12 courses (36 credits) with prerequisites that can be completed over 12-15 months following a trimester-based schedule (fall, spring, and late spring). Distribution of courses that must be taken is as follows:

- Prerequisite courses (if required): 2 courses

- Foundational courses (required): 5 courses

- Thesis or Non-thesis option (any one): 2 thesis courses or 1 non-thesis (capstone project) course

- Elective courses: from the list of elective courses below, any 3 courses for the thesis option or any 4 courses for the non-thesis option

PREREQUISITE COURSES

(if required)

All undergraduate majors are welcome. The following prerequisites are required for students without professional experience or knowledge equivalent to the following courses. Additional prerequisites may be recommended by the program director. All prerequisite courses must be taken in the first trimester and completed with a grade of B or better.

| CS 504 | Introduction to Programming Using Scripting | 3 |
| CS 505 | Computer Networks | 3 |

CYBERSECURITY MASTER'S DEGREE PROGRAM

The Graduate Master's Program in Cybersecurity is designed to provide individuals with an introduction to information security, risk and threat management, and security architecture. It will give students the skills to effectively address the constantly changing threat landscape faced by

people, companies, and governments today. The courses in the program will:

- provide a broad knowledge of networking and network security;

- provide an overview of proper technology risk management practices;

- help the individual to identify new and existing threats and to determine methods to mitigate them;

- provide the individual the skills to handle security incidents;

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

- respond to the pressing need for cybersecurity professionals in the 21st century.

Requirements

Required Courses (15 credits)

CS 622	Network Security I	3
CS 625	Cryptography	3
CS 626	Intro to Cybersecurity	3
CS 627	System Security	3
CS 628	Security Management	3
CS 635	Digital Forensics	3

Thesis or Non-Thesis Options

Students can choose between the thesis or the non-thesis option. The thesis option comprises of two sequential courses that can only be taken in the final two trimesters. The non-thesis option comprises of one capstone project course that can only be taken in the final trimester of the program.

CS 690	Thesis I	3
	and	
CS 691	Thesis II	3
	or	
CS 670	Research Project Seminar	3

Elective Courses (9–12 credits)

Students pursuing the thesis option in their program of study are required to take any 3 elective courses. Students pursuing the non-thesis option are required to choose any 4 elective courses from the list below.

CS 627	System Security	3
CS 629	Ethical Hacking	3
CS 636	Secure Programming Techniques	3
CS 639	Vulnerability Management	3
CS 641	Securing the Cloud	3
CS 645	Advanced Digital Forensics	3
CS 646	Mobile Device Forensics	3
CS 660	Special Topics in Cybersecurity	3
CS 680	Cybersecurity Practicum	

Degree Total: 36 credits

Doctor of Business Administration in Finance

Graduate Catalog – DBA in Finance

LUCJAN T. ORLOWSKI, PhD

Program Director, Professor

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

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

Program-Level Goals and Objectives

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

1. Preparing our graduates for highly specialized careers in financial institutions, consulting firms, government agencies, other business organizations, as well as academic careers that require a doctoral degree.

2. Acquire advanced, current knowledge in finance and gain research skills for conducting independent, complex financial projects.

3. Creation of new knowledge through original research.

4. Gain a comprehensive perspective on trends and issues related to financial markets and institutions.

5. Appreciate the importance of high ethical standards and values for finance professionals.

Degree Requirements

The DBA in Finance degree requires a student to complete 51 credit hours of graduate coursework after earning a relevant master's degree in business or related area. Students are expected to maintain satisfactory academic progress, pass a comprehensive examination, and write, submit, and defend a doctoral thesis. Only prior qualified doctoral work will be considered for transfer credits, and only in exceptional cases. The transfer authorization decision is made by the DBA in Finance program director.

The length of study in our DBA in Finance program is at a minimum of three and a maximum of seven years. An extension beyond the maximum seven-year period may be approved by the Jack Welch College of Business and Technology dean, but only under special circumstances specified in a student's request. A minimum GPA of 3.0 (B) is required.

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

1. Business Foundation Courses

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

2. Finance Courses

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

3. Dissertation Preparation

Students are offered assistance at various stages of their dissertation process. The dissertation seminars/advisory sessions with faculty mentors help students develop their dissertation topics, design research, write dissertations and prepare for the formal dissertation defense.

Comprehensive Field Examination

Upon the conclusion of the required coursework in finance (at the end of Year II), each student takes a comprehensive examination, which evaluates the candidate's ability to integrate the program course material. Students are allowed to proceed to dissertation courses (Year III) after successfully passing the comprehensive exam composed of questions from several finance concentration courses. If a student fails the comprehensive exam, a maximum of two make-up attempts are allowed for this exam.

Doctoral Dissertation

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

1. It must be written within the context of the field of finance or financial economics and be consistent with the scholarly expertise of a faculty mentor.

2. It must be based on original research and add new knowledge to the discipline. Case studies and research papers that merely apply the existing knowledge to solving business problems do not qualify for a doctoral dissertation.

3. It must address up-to-date, relevant issues pertaining to financial markets or institutions in order to reflect the applied nature of our DBA in Finance program.

The doctoral dissertation committee consists of the doctoral faculty mentor and two other qualified members with doctoral level credentials. The committee subsequently conducts the dissertation examination (oral defense). The doctoral thesis must be completed within two years of the coursework completion. Only full-time, academically qualified faculty mentors can serve as thesis supervisors. An academically qualified adjunct faculty may serve as a dissertation committee member.

Delivery Format

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

Admission Requirements

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

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

DBA COURSE REQUIREMENTS

Required Courses (51 credits)

Course	Title	Credits
DBF 900	Business Strategy, Ethics, & Research	1.5
DBF 901	Career Transition Seminar	1.5
903	Comprehensive Examination	0
904	Doctoral Thesis Defense	3
FN 901	Advanced Corporate Finance	3
FN 902	Investment & Asset Pricing	3
FN 903	Quantitative Research Methods I: Advanced Statistics & Mathematical Modeling	3
FN 904	Quantitative Research Methods II (Financial Econometrics)	3

FN 906	Global Financial Markets & Institutions	3
FN 907	Doctoral Field Seminar I	3
FN 913	Advanced Financial Risk Management	3
FN 916	Advanced Research in Corporate Finance	3
FN 914	DBA Field Seminar I	3
	and/or	
FN 915	DBA Field Seminar II	3

Master of Science in Business Analytics

KHAWAJA MAMUN , PhD
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In the 30-credit Master of Business Analytics program, students will learn the iterative, methodical process of exploring an organization's data, with an emphasis on statistical analysis. Students will gain cutting-edge training in data management with a curriculum grounded in rigorous analytics and applied techniques.

What Makes a MS in Business Analytics from Sacred Heart Different?-
- Python Based
- Applied Practicum
- Artificial Intelligence
- Hybrid Format

BUSINESS ANALYTICS COURSE REQUIREMENTS

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

- Analytics for Managers
- Healthcare Data Analytics

Required Courses (21 credits)

BUAN 651	Introduction to Data & Programming	3
BUAN 655	Database Management	3
BUAN 660	Applied Statistics	3
BUAN 665	Data Visualization	3
BUAN 670	Data Mining	3
CS 617	Artificial Intelligence	3
BUAN 690	Applied Analytics Practicum	3

Students will select one of the following concentrations

Analytics for Managers

Take Three Courses from the following:

BUAN 675	Global Supply Chain Analytics	3
BUAN 680	Pricing and Revenue Analytics	3
BUAN 685	Business Strategy and Analytics	3
MK 662	Analysis of Consumer Decisions	3

CS 650	Big Data Analytics	3

Healthcare Data Analytics

Master of Business Administration

NADENE KOLIOPOULOS

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

The MBA program is built on the pillars of:

- Leadership

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

- Ethical responsibility

- Global awareness

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

- Executional excellence and continuous improvement through attention to detail, rigorous analysis, and decision-making

- Accountability for decisions and actions of team and self, putting team goals ahead of individual goals, with the focus on contribution to the organization

- Persuasive communication that is articulate, candid, to the point, and leads to action

- Personal and professional interest and the belief that every person deserves space and dignity

Classes are conducted in the evening. The program serves both professionally employed students and accomplished students who recently received their undergraduate degrees. Both segments earn an advanced degree under the direction of faculty members who possess both academic credentials and pragmatic business expertise.

Program Objectives

The Welch MBA program goals:

- Our graduates will have a broad understanding of the business disciplines and functional skills critical to their roles as business professionals.

- Our graduates will explore ethical standards of behavior and develop their own frames of reference and standards to guide their professional behavior.

- Our graduates will have the oral and written communication skills required to compete effectively in the workplace.

- Our graduates will be able to identify factors that affect business practices in the global environment and propose decisions and actions that are appropriate in specific situations.

- Our graduates will be decision-makers and critical thinkers who use analytic and problem-solving skills.

- Our graduates will have an understanding of leadership theory and demonstrate managerial skills with an understanding of the global environment.

To help students achieve these objectives, the university relies on faculty members who are dedicated to teaching. The faculty combines broad business experience and academic training that define the unique learning experience at Sacred Heart University's Jack Welch College of Business.

The Welch MBA

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

Admission Requirements

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

Applicants with an undergraduate degree in business and satisfactory coursework in microeconomics, macroeconomics, and statistics from an accredited institution are generally eligible for the 36-credit program of study. Applicants without an undergraduate degree in business are generally required to complete up to an additional 9 credits of coursework.

In general, the minimum requirement for admission to the MBA program is an undergraduate GPA of 3.0 on a scale of 4.0 and a 3.0 or better in any graduate work. A current résumé and employer reference must be submitted with the application. Meeting the minimum admission requirements is no guarantee of acceptance into the program.

Upon acceptance, students receive a copy of their planned academic program and are assigned a faculty advisor. Students are encouraged to meet periodically with their advisor to discuss academic progress, career issues, or special needs.

GMAT Waiver Policy

As a general policy, the Welch College of Business requires the GMAT of all applicants. GMAT waiver requests for the MBA and Masters in Digital Marketing program are considered on a case-by-case basis and are based on a combination of advanced academic credentials with a substantial

history of professional achievement. Waivers are not automatic for any candidate.

Eligibility

- Those candidates who hold a graduate degree from an accredited institution and who graduated with an overall grade point average of 3.0 or better (or the equivalent of a "B" average under the system used by that institution). This includes terminal degrees such as JD, PhD, or MD.

- Those candidates who possess a recognized quantitative certification such as a CPA, CFA, CMA, CIA, or CFP.

- Those candidates who complete a graduate business program certificate at Sacred Heart University with a minimum grade point average of 3.5.

- Those candidates who complete an undergraduate degree program at Sacred Heart University with a minimum grade point average of 3.5 within two years of application. Sacred Heart students who have a cumulative grade point average of 3.5 at the end of their junior year will also be considered for the waiver.

- Those candidates who complete an undergraduate degree program at Sacred Heart University with a minimum grade point average of 3.5 within two years of application and those Sacred Heart students who have a cumulative grade point average of 3.5 at the end of their junior year have a high probability of receiving the waiver. Those candidates with a 3.0 cumulative grade point average will be considered for the waiver as part of their application review.

- Those candidates with five or more years of substantive work experience. Factors considered include scale and scope of responsibilities, managerial scope, and accountability for work product. A letter from an employer or supervisor detailing specific work responsibilities is not required but may be included in a letter of recommendation.

MBA Continuous Enrollment Policy

Graduate students in the MBA program must maintain continuous enrollment in the program. Students who fail to enroll for two consecutive terms (exclusive of summer term) must apply for admission. The MBA director may require the student to meet current admissions requirements as a condition of readmission. Applications for readmission should be submitted to the MBA office and will be reviewed by the MBA director. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission.

Degree Requirements

A total of 36 credit hours of graduate coursework (excluding foundational courses) and a minimum GPA of 3.0 are necessary for completion of the Welch MBA program for candidates who are waived from the foundational coursework. Those who are not waived will need up to 9 additional credit hours of foundational coursework. In all cases, a minimum of 27 credit hours (excluding foundational coursework) must be taken at Sacred Heart University in the Welch MBA program.

Course Waiver Policy

Upon application, transcripts will be reviewed for possible course waivers. For students transferring from another accredited graduate program, the MBA director will review transcripts and make a determination of course equivalency. A maximum of 9 credits, plus the

foundation courses, can be transferred. The three foundation courses, as well as WGB 602 and WGB 603, have formal waiver requirements. It is important to note that a strong working knowledge of economics, accounting, and finance is required for the integrated core courses (WGB 640 and WGB 641).

WGB 518 can be waived for those who have completed 3 credit in statistics with a grade of B or better. WGB 519 can be waived for those who have completed microeconomics and macroeconomics each with a grade of B or better. WGB 520 can be waived for those who have completed 3 credit hours in microeconomics or macroeconomics and 3 credit hours in statistics with grades of B or better in all.

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

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

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

DEGREE REQUIREMENTS

Foundation Courses (9 credits)

518	Introduction to Business Statistics	3.00 Credit(s)
WGB 519	Introduction to Economics	3.00 Credit(s)
WGB WGB 520	Introduction to Economics and Statistics	3.00 Credit(s)
WGB 521	Fundamentals of Management	3.00 Credit(s)

Program Courses (27 credits)

In addition to the 9 credits of electives.

WGB 602	Corporate Financial & Management Accounting	3
603	Financial Management	3
WGB 604	Business Competencies I	3
WGB 605	Business Competencies II	3
WGB 612	Leading & Influencing with Integrity	3
WGB 614	Social & Legal Responsibilities in Business	3
WGB 650	Strategic Integration	6
WGB 691	Welch Competency Demonstration & Implementation	3

BREADTH: Business Competencies

WGB 604	Business Competencies I	3
WGB 605	Business Competencies II	3

BREADTH Leadership Competencies

WGB 612	Leading & Influencing with Integrity	3
WGB 614	Social & Legal Responsibilities in Business	3

BREADTH Quantitative Competencies

WGB 602	Corporate Financial & Management Accounting	3
603	Financial Management	3

Integrated Core Course

WGB 650	Strategic Integration	6

Electives (9 credits)

Three 600-level courses (3 credits each)

Students can use these three electives to pursue a concentration in one of the following areas:

Accounting,

 Business Analytics,

Digital Marketing,

Finance,

Human Resource Management,

Management

Capstone Course

WGB 691	Welch Competency Demonstration & Implementation	3

MBA Concentrations

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

Master of Science in Accounting

Mahfuja Malik, Ph.D.

Director of Master of Science in Accounting Program

Associate Professor of Accounting

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

Concentrations

The one-year Master of Science in Accounting program offered through the AACSB-accredited Jack Welch College of Business has two concentrations: forensic accounting and accounting analytics. The forensic accounting concentration will teach students how to apply forensic accounting principles in complex financial transactions such as mergers and acquisitions, bankruptcies, and contract disputes. The accounting analytics concentration is offered in response to the growing demand for technology and analytics in the accounting profession. Students will learn about the database management, descriptive and predictive analytics, data visualization, audit data analytics and tax analytics.

Program Benefits

The MSA program can be completed in one year with hybrid courses taken in a trimester format. Courses will be offered online with monthly Saturday seminars. Saturday classes will meet at our Fairfield West campus from 9 a.m.–5 p.m. Our faculty members are established scholars in the accounting field and the program content is essential as students prepare for the CPA exam. Students enrolled in this program will have access to the Becker CPA Review materials.

Admissions Requirements

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

• Online application and non-refundable application fee

• Official transcripts from all undergraduate institutions attended, with a minimum cumulative GPA of 3.0.

• GMAT*

• One-page personal statement, résumé, and two letters of recommendation

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

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

• Students with a baccalaureate degree in accounting are required to complete 30 credits for the program.

• Undergraduates enrolled in the five-year program are required to achieve an overall "B" average in all accounting courses and an overall GPA of 3.0 or better to remain in the program.

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

• Two intermediate accounting courses (3 credits each)

• Auditing (3 credits)

• Federal Taxes (3 credits)

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

ACCOUNTING COURSE REQUIREMENTS

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

• Accounting Analytics

• Forensic Accounting

Required Courses (21 credits)

MSA 600	Financial Accounting Theory & Practice	3
MSA 610	Advanced Issues in Managerial Accounting	3
MSA 621	Federal Taxation	3
MSA 630	Advanced Issues in Financial Accounting	3
MSA 631	Contemporary Issues in Auditing	3
MSA 650	Introduction to Accounting Analytics	3
MSA 690	Financial Statement Analysis	3

Students will select one of the following concentrations:

Accounting Analytics Concentration (9 credits)

MSA 680	Audit Data Analytics	3
MSA 681	Tax Analytics	
MSA 699I	Master's Capstone	3

Forensic Accounting Concentration (9 credits)

MSA 670	Forensic & Investigative Accounting	3
MSA 671	Understanding Business Valuation	3
MSA 699F	Master's Capstone	3

Program Total: 30 credits

Master of Science in Digital Marketing

Gerardo J. Moreira, PhD
Program Director, Assistant Professor of Marketing
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The Master of Science in Digital Marketing (MSDM) program prepares students to meet the growing demand from employers for professionals educated in all aspects of digital marketing. Students who complete the new MS in Digital Marketing will:

• Gain foundational marketing knowledge;

• Get an overview of digital marketing's scope and purpose;

• Gain knowledge of today's digital marketing tools and their impact on business;

- Learn about methods for creating synergy and consumer segmentation;

- Learn about the development and use of digital marketing plans;

- Be aware of the ethical dimensions related to the digital marketing realm;

- Gain helpful information on calculating return on digital marketing investment; and

- Learn about online marketing tools and strategies (including display advertising, e-mail marketing, affiliate marketing, social media, copywriting for the web, search engine optimization [SEO], search engine marketing [SEM], and Web analytics).

Admission

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

- oversight responsibility for the work of others, or

- accountability for the tangible or intangible assets or accounts of others, or

- responsibility for certifying the successful outcome of the work of others, or

- acquiring/analyzing data for the benefit of an employer or client

- current résumé and employer reference must be submitted with the application

- meeting the minimum admission requirements is no guarantee of acceptance into the program.

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

GMAT Waiver Policy

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

DIGITAL MARKETING COURSE REQUIREMENTS

The Masters in Digital Marketing program requires the completion of 36 credits as outlined below:

Foundation Courses (12 credits)

MK 652	Web Design from a Marketing Perspective	3
MK 661	Marketing Management	3
MK 670	Intro to Digital Marketing	3
MK 672	Intro to Big Data Marketing	3

MK 661: May be waived for students with substantial marketing experience.

Digital Marketing (15 credits)

MK 662	Analysis of Consumer Decisions	3
MK 671	Marketing Analytics	3
MK 674	Social Media Marketing	3
MK 676	Digital Advertising	3
MK 677	Customer Experience Management	3 Credit Hours

MK 680: Students will take two "topics" sections to fulfill the required credits.

Special Topics or Capstone Project (9 credits)

MK 680	Applied Topics in Digital Marketing	3
MK 688	Capstone Thesis in Digital Marketing or	3
MK 689	Capstone Project in Digital Marketing	3

Candidates with an undergraduate degree other than business will have to take 6 additional credits (two courses) before they start the program.

The 6 credits are:

WGB WGB 520	Introduction to Economics and Statistics	3.00 Credit(s)
WGB 521	Fundamentals of Management	3.00 Credit(s)

WGB 520, WGB 521: Can be waived with proven coursework in statistics and/or management, respectively.

Program Total: 36–42 credits

Master of Science in Finance and Investment Management

W. KEENER HUGHEN , PhD
Program Director, Associate Finance Professor
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The Master of Science in Finance and Investment Management (MSFIM) program at the Welch College of Business is designed for students who have a strong undergraduate background in mathematics or a related field. Our program caters to students in many different situations, including but not limited to:

- Practitioners seeking to enhance analytical and technical skills in investment management;

- Recent graduates interested in pursuing a career in the finance and investment industry;

- Candidates interested in pursuing the CFA designation;

- Those seeking a solid preparation before pursuing a DBA/PhD in Finance

Full-time Sacred Heart University faculty members teach in the master's program, bringing a wealth of expertise to the classroom. The breadth of their specialties, together with their commitment to excellence in teaching and making a difference in individual students' lives, enriches the program and the options available to students. Our faculty prepare students for careers in asset management, credit and market risk management, treasury operations, portfolio management, research and technical analysis, and corporate risk compliance, and are the same individuals who advise and consult with the major global players in the

fields of investment banking, risk management, and central banking. Their research is published in some of the leading academic and practitioner research outlets in the world. Students in the Welch College of Business have direct access to these scholar professionals as expert lecturers and mentors.

Admission Requirements

- Final transcripts from all colleges and universities attended. A strong academic record is required with a minimum GPA of 3.0 (on a 4.0 scale) normally required.

- Graduate Record Exam (GRE) general test results or the Graduate Management Aptitude Test (GMAT) scores are required for all MSFIM applicants. A minimum GMAT score of 570 is required, but candidates with an outstanding academic record or work experience may be considered with GMAT scores of 500 and above.

- TOEFL or IELTS score. Test of English as a Foreign Language (TOEFL) results are required from all applicants who completed their previous degrees in a country where English is not the official and spoken language. The TOEFL requirement is 80 and the IELTS requirement is 6.5.

FINANCE AND INVESTMENT MANAGEMENT COURSE REQUIREMENTS

Prerequisite Courses (9 credits)

Candidates must demonstrate proficiency in all prerequisite courses. Students not having prior preparation will be required to satisfy these requirements by taking courses within the WCOB prior to commencing the MSFIM.

MFIM 600	Calculus & Linear Algebra	3
MFIM 601	Probability & Statistics	3
MFIM 602	Financial Management	3

Foundational Core Courses (27 credits)

MFIM 636	Quantitative Finance I	3
MFIM 638	Financial Analysis & Firm Valuation	3
MFIM 639	Business Economics	3
MFIM 640	Investment Management	3
MFIM 642	Advanced Derivatives & Risk Management	3
MFIM 644	Fixed Income Securities & Markets	3
MFIM 645	Portfolio Management	3
MFIM 646	Advanced Investment Management	3
MFIM 647	Financial Regulations & Compliance	3

Elective Courses (6 credits) and an Internship (0 Credits)

MFIM 641	Quantitative Finance II	3
MFIM 648	Valuation Models & Practices	3
MFIM 649	Global Financial Markets & Institutions	3
MFIM 650	Numerical Methods in Finance	3
MFIM 700A	Internship	3
	or	
MFIM 700B	Problem-Based Learning Lab	3
MFIM 703	Seminar/Special Topics in Finance & Investment Analysis	3
704	CFA Tutorial	0

Program Total: 33–42 credits

Master of Science in Human Resource Management

MICHAEL CARRIGER, MS, DMgt
Faculty Director
Assistant Professor
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The Masters of Science in Human Resource Management (MSHRM) is designed for human resource professionals seeking upward mobility in the HR field and for professionals wishing to enter the HR field. The Human Resource Management program focuses on developing the next generation of senior HR leaders with a focus on HR as a strategic business partner with quantitative skills and high-level critical thinking skills that are necessary to succeed in a global business environment.

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

- Oversight responsibility for the work of others, or

- Accountability for the tangible or intangible assets or accounts of others, or

- Responsibility for certifying the successful outcome of the work of others, or

- Acquiring/analyzing data for the benefit of an employer or client.

The minimum requirements for admission to the full-time MSHRM program are an undergraduate GPA of 3.0 on a scale of 4.0 and the completion of 3 credits of internship in the HR field during the program.

A current résumé and employer reference, as well as a personal essay, must be submitted when applying to either the part-time or full-time MSHRM program. Meeting the minimum admission requirements is no guarantee of acceptance into the program.

HUMAN RESOURCE MANAGEMENT COURSE REQUIREMENTS

Students in the program must complete 33 credits. Students without significant full-time professional work experience may be required to take two Additional Courses for 6 additional credits. The MS-SHRM program runs on a trimester schedule. Student can take one, two, or three/four courses per trimester in order to complete the degree in four, two, or one year, respectively.

The two additional courses will be:

WGB 521	Fundamentals of Management	3.00 Credit(s)
HR 690	Interships	3

Required Courses (27 credits)

HR 601	HR Operations I	3
HR 602	HR Operations II	
HR 605	Analytics, Metrics, & Problem-Solving for HR Professionals	3
HR 607	Introduction to Human Resource Management	3
HR 610	Performance Management	3
HR 611	Workforce Management & Talent Development	3
HR 612	Strategic Human Resources	3
HR 613	Diversity & Inclusion	3

HR 615	Finance for HR Managers	3
HR 689	Capstone & Applied Research Project	3
HR 636	HR Law	3

Part-Time Program Total: 33 credits

Full-Time Program Total: 39 credits

Graduate Professional Certificates

Students who would like to specialize in one of the areas below without pursuing a full graduate degree or those who already have a master's degree and would like to upgrade their skills may want to consider a graduate professional certificate.

Students who have successfully completed a graduate certificate may apply to the master's program and, upon acceptance, may be able to use credits earned in the certificate program toward the master's degree. Students currently matriculated in the master's program are not eligible for a graduate certificate. Also, an individual course may not be used for multiple certificates. Admission procedures and requirements may vary by graduate certificate program.

Contact the MBA office or Graduate Admissions for further information on the graduate business certificates offered in Accounting, Core Business Skills, Corporate Finance, Digital Marketing, Global Investments, Human Resource Management, International Business, Leadership, and Marketing.

Career Development Office

The Career Development Office offers graduate business students guidance on how to conduct a successful job search. They also arrange for interviews with companies visiting the campus to recruit students. Employment opportunities and internships are publicized through the Career Development Office.

Business Analytics Certificate

12 CREDITS (PLUS PREREQUISITE, IF REQUIRED)

Prerequisite Course (3 credits)

518	Introduction to Business Statistics	3.00 Credit(s)

Required Courses (6 credits)

BU 654	Introduction to Business Analytics	3
BU 655	Introduction to Database Management	3

Elective Courses (6 credits) Choose Two

HINF 501	Foundations in Healthcare Informatics	3
HINF 504	Business of Healthcare Information Technology	3
HINF 602	Clinical & Business Intelligence	3
HR 605	Analytics, Metrics, & Problem-Solving for HR Professionals	3
HR 610	Performance Management	3
MK 671	Marketing Analytics	3
MK 672	Intro to Big Data Marketing	3

MFIM 636	Quantitative Finance I	3
MFIM 699	Special Topics In Finance & Investment	3

Corporate Finance Certificate

(12 CREDITS, PLUS PREREQUISITE IF REQUIRED)

Prerequisite (3 credits)

WGB 602	Corporate Financial & Management Accounting	3

Required Courses (6 credits)

FN 662	Corporate Finance	3
603	Financial Management	3

If WGB 603 is waived, the student will select a third elective course.

Elective Courses (6 credits)

Choose two:

AC 617	Financial Statement Analysis	3
FN 661	Global Financial Markets & Institutions	3
FN 663	Global Investments	3
FN 665	International Financial Management	3
FN 669	Alternative Investments	3
FN 670	Mergers, Acquisitions, & Joint Ventures	3
FN 672	Derivatives & Risk Management	3
FN 675	Financial Regulatory Compliance	3
FN 668	Portfolio Management	3
FN 674	Advanced Risk Management	3
FN 699	Financial Crisis & Risk Management	3

Digital Marketing Certificate

(12 CREDITS)

Required Courses

MK 661	Marketing Management	3
MK 670	Intro to Digital Marketing	3
MK 671	Marketing Analytics	3
MK 680	Applied Topics in Digital Marketing	3

MK 661: For students with substantial work experience in marketing, an additional MK 680 course may be substituted for MK 661 with the consent of the program director.

Global Investments Certificate

(12 CREDITS, PLUS PREREQUISITE IF REQUIRED)

Prerequisite (3 credits)

603	Financial Management	3

If WGB 603 is waived, the student will select a third elective course.

Required Course

FN 663	Global Investments	3

Elective Courses (9 credits)

Choose three:

FN 661	Global Financial Markets & Institutions	3
FN 668	Portfolio Management	3
FN 669	Alternative Investments	3
FN 670	Mergers, Acquisitions, & Joint Ventures	3
FN 672	Derivatives & Risk Management	3
FN 675	Financial Regulatory Compliance	3
FN 699	Financial Crisis & Risk Management	3

Human Resource Management Certificate

(12 CREDITS)

Required Courses (12 credits)

BU 636	Legal Issues in Human Resources	3
HR 610	Performance Management	3
HR 611	Workforce Management & Talent Development	3
HR 615	Finance for HR Managers	3

Alternative

A customized course of study developed for the individual student's unique needs and interests can be created in collaboration with the faculty director.

Leadership Certificate

(12 CREDITS, PLUS PREREQUISITE IF REQUIRED)

Prerequisite (3 credits)

WGB 521	Fundamentals of Management	3.00 Credit(s)

Required Courses (3 credits)

WGB 612	Leading & Influencing with Integrity	3

One course from Group 1 (3 credits)

BU 632	Managing Change	3
	or	
BU 665	International Business	3

Two courses from Group 2 (6 credits)

BU 610	Entrepreneurship	3
BU 635	Human Resources & Career Development	3
BU 636	Legal Issues in Human Resources	3
BU 664	Negotiations	3
BU 687	Contemporary Issues in Global Management	3
BU 699	Special Topics - Management	3

Marketing Certificate

(12 CREDITS)

Required Course (3 credits)

MK 661	Marketing Management	3

Elective Courses (9 credits)

Choose three:

BU 610	Entrepreneurship	3
MK 651	Marketing Research	3
MK 656	Advertising Management	3
MK 658	Consumer Marketing & Behavior	3
MK 669	Contemporary Issues in Marketing	3

Isabelle Farrington College of Education

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Mission

The Isabelle Farrington College of Education prepares and promotes a diverse community of educators whose work is grounded in professional knowledge, skills, and dispositions in service to their students. Guided by fundamental principles of social justice, human dignity, and equity, we prepare our candidates to help their students navigate a global community that is undergoing profound cultural and technological change. We use evidence of candidate performance to continuously improve practice and policy.

To accomplish this mission, the Isabelle Farrington College of Education assures that upon completion of the program of study, its graduates and program completers are highly qualified professionals in their respective areas of expertise, are deeply committed to all youngsters' growth and development, and have a sensitivity to the importance of social and emotional growth as an aspect of students' education. The Isabelle Farrington College of Education adheres to and assures that its candidates address the national and state standards of professional preparation of each of its programs.

Graduate Education Certificate Programs

- Computer Science Education Endorsement (110)
- Initial Teacher Preparation: Elementary (305) Certification
- Initial Teacher Preparation: Secondary English (015) Certification
- Initial Teacher Preparation: Secondary Math (029) Certification
- Initial Teacher Preparation: Secondary General Science (034) Certification
- Initial Teacher Preparation: Secondary Biology (030) Certification
- Initial Teacher Preparation: Secondary Chemistry (031) Certification
- Initial Teacher Preparation: Secondary Social Studies (026) Certification
- Initial Teacher Preparation: Secondary Spanish (023) Certification
- Intermediate Administrator (092) Certification
- Reading and Language Arts Consultant (097) Certification
- Remedial Reading and Remedial Language Arts (102) Certification
- Superintendent of Schools (093) Certification

Graduate Education Degree Programs

- Master of Arts in Teaching (MAT)
- Master of Education (M.Ed)
- Master of Arts in Clinical Mental Health Counseling (MA)
- Certificate of Advanced Studies (CAS): Literacy Specialist (Sixth-Year Degree)
- Certificate of Advanced Studies (CAS): SEAL (Social Emotional & Academic Learning) for Social Justice Leadership (Sixth-Year Degree)
- Certificate of Advanced Studies (CAS): STEAM (Science, Technology, Engineering, Art, & Math) Education (Sixth-Year Degree)
- Doctor of Education in Educational Leadership (Ed.D.)

Application Requirements

Initial Certification Programs

- Candidates must meet the following entrance requirements:
- Complete the online graduate application
- Non-refundable application fee
- Official transcript(s) from all colleges and universities previously attended. Sacred Heart University students and alumni of SHU may authorize the Office of Graduate Admissions to obtain their official SHU transcripts on their behalf. A minimum cumulative undergraduate grade point average (GPA) of 2.67 is required. Applicants whose cumulative GPA is below 2.67 will be considered provisionally, which may result in either additional requirements to be completed prior to admission or denial of the request.
- Essay: In an essay of 1-2 pages, discuss a recent experience interacting with children and/or youth and how this experience relates to your expectations for a teaching career. Faculty members in teacher education will evaluate your essay based on grammar, style, and organization; your experience working with young people from diverse populations; and your expectations for a teaching career. We anticipate admitting students who demonstrate excellent qualities in these areas.
- A Praxis Core Academic Skills score report - Effective July 1, 2016, a satisfactory score on the Praxis Core Academic Skills exam is no longer required for admission to teacher education programs. However, the exam or equivalent is still required. Each person's results shall be used as a diagnostic tool for the purposes of providing any necessary remedial instruction to such person while enrolled in a teacher education program. Qualifying results from SAT or ACT can be submitted in lieu of the Praxis Core score report.
- Plan of Study Interview: Once you have submitted official transcripts and the essay, you may complete the plan of study requirement. You will meet with a faculty advisor to complete a transcript review and a plan of study. Please contact the Isabelle Farrington College of Education to schedule your meeting with a faculty advisor.

  - Elementary candidates must achieve an acceptable academic subject-area major as recommended in the Isabelle Farrington College of Education transcript review. Secondary candidates must achieve a major in their endorsement area (or present the equivalent coursework, as defined by state statutes and the College of Education transcript review).

- All candidates must achieve 39 credits of general education courses including English, math, social studies, science, fine arts, and/or world language. All candidates must present a 3-credit course in American history. Elementary candidates must achieve 6 credits of human growth and development coursework (3 credits are satisfied by ED 553 Education Psychology; the remaining 3 credits must include adolescent development). In the Elementary and Secondary Teacher Certification programs, completion of the master's degree is not required for teacher certification. Candidates who have completed equivalent coursework meeting certification requirements through previous studies should not repeat the same coursework at the graduate level.

- Documentation of 100 child-related service hours: We seek candidates who demonstrate an affinity for teaching young people. To that end, we require applicants to document 100 hours of child-related services as part of the admission process.

- Signed Applicant Statement of Understanding

- Signed Essential Functions of the Education Profession

Graduate Degree Programs and Advanced Certificate Programs

Applicants to all graduate programs in Education must meet the same admissions standards as certification candidates, with respective exceptions and additions noted.

Master of Arts in Teaching (MAT)

Admission requirements for the MAT are the same as admission requirements to the initial teacher certification programs.

Master of Education (MEd)

Admission requirements for the MEd are the same as admission requirements to the initial teacher certification programs, with the following exception; all MEd candidates must be certified and submit proof of certification. Requirements for the Praxis Core Academic Skills for Educators Exam are waived.

Master of Arts in Clinical Mental Health Counseling (MA)

- Non-refundable application fee

- No standardized testing is required (GRE or MAT)

- Successful completion of baccalaureate degree

- Cumulative undergraduate GPA of 2.75 or better. Only applicants with a cumulative GPA of 2.75 and higher will be considered for admissions.

- Official transcripts from all colleges and universities attended (undergraduate and graduate). We will only make admissions decisions based on an official transcript.

- Two (2) professional letters of recommendation (LOR) (one from an academic source and one from employer or volunteer supervisor). LORs from family or friends are not acceptable.

- Completion of a state-specific acknowledgment form while in a conversation with a Counseling Program faculty member. This must be completed with a Counseling Program faculty member

present. Note: This serves as a time for applicants to ask program-specific questions that can only be answered by the Counselor Education program faculty.

- Respond to Personal Statement form questions

- Be available for a video conference interview

- Be available for two (2) week-long, in-person residencies at SHU

Conditional Admission for Master of Arts in Clinical Mental Health Counseling – Conferral of Undergraduate Degree

- Applicants must have completed an undergraduate degree prior to the beginning of their first term. All undergraduate coursework must be completed prior to beginning graduate coursework. Concurrent undergraduate and graduate coursework is not acceptable. In other words, the applicant cannot not be "finishing" undergraduate coursework while "beginning" graduate coursework.

- Students that have recently completed an undergraduate degree, with a cumulative GPA of 2.75 or higher and are waiting on conferral of their degree, may be admitted prior to formal degree conferral.

- Students without a conferred undergraduate degree and whose cumulative undergraduate GPA is less than 2.75, will not be considered for admission.

The terms of a Conditional Admission – Conferral of Undergraduate Degree include:

- The applicant must secure a letter from the Registrar's office noting that all of their undergraduate degree requirements have been met and that all that remains is degree conferral,

- All of the applicant's admissions documents (including the letter from the Registrar) must be received no later than Friday at 5:00 pm (Eastern Time Zone) 2 weeks prior to the start of a new term,

- The counseling program must receive the student's Official Transcripts indicating a conferred degree prior to the end of their first 15-week term, and

- The final transcript (Official Transcript) must indicate a conferred degree with a cumulative GPA of 2.75 or greater.

Applicants may apply up to 2 weeks prior to a term start but no later. On Friday at 5:00 pm (Eastern Time Zone), 2 weeks prior to the start of a new term, applicants with incomplete files will be deferred to a future term start.

Sacred Heart University's Master of Arts in Clinical Mental Health Counseling degree does not currently meet the licensure requirements for *Illinois, Kansas, Missouri, New Jersey, New York, North Carolina, Ohio, Virginia, and Wisconsin*. At this time, we are not enrolling students that live in or are seeking licensure from these states.

Intermediate Administrator (092) Certification

To be eligible for admission, the candidate must meet these requirements:

- Hold a master's degree from a regionally accredited institution with a minimum GPA of 3.0,

- Hold or be eligible for a Connecticut teaching certificate,

- Have completed five years of teaching experience before applying for certification,

- Have completed a course in special education (taken within the last ten years, and a grade of "C" or better) before applying for certification,

- Provide a resume,

- Complete an Applicant Statement of Understanding,

- Complete an application essay, and

- Meet with faculty to complete a preliminary plan of study

Certificate of Advanced Study in SEAL for Social Justice Leadership (Sixth-Year Degree)

To be eligible for admission, the candidate must meet these requirements:

- All admission requirements for the Intermediate Administrator (092) Certification

- All coursework of the Intermediate Administrator (092) Certification program.

Remedial Reading and Remedial Language Arts (102) Certification, Reading and Language Arts Consultant (097) Certification, and CAS: Literacy

To be eligible for admission, the candidate must meet these requirements:

- Hold a master's degree from a regionally accredited institution with a minimum GPA of 3.0,

- Hold or be eligible for a Connecticut teaching certificate,

- Have completed 30 months of teaching experience before applying for 102 certification,

- Have served for 10 months of the equivalent of one academic year in a position for which a 102 is required before applying for 097 certification,

- Have completed a course in special education (within the last ten years, grade of "C" or better, and at least 36 hours) before applying for certification,

- All candidates for reading certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation,

- Provide evidence of having submitted a current state and national criminal history background check,

- Provide a resume,

- Complete an Applicant Statement of Understanding, and

- Meet with faculty to complete a preliminary plan of study.

Certificate of Advanced Study in STEAM Education (Sixth-Year Degree)

- Completed Application

- Non-refundable application fee

- Official transcripts of all college level coursework

- Two letters of recommendation

- Provide a resume

- Personal statement indicating why you are interested in the 6th Year Degree in STEAM

- Copy of current teacher certification

- Statement of Understanding

Superintendent of Schools (093) Certification

To be eligible for admission, the candidate must meet these requirements:

- Have completed at least two years of experience working under their 092 certification.

- Endorsement from the current superintendent of schools attesting to the candidate's fitness for the program and superintendent's willingness to allow the candidate to do internship work in another school system as well as their current system.

Doctor of Education in Educational Leadership

To be eligible for admission, the candidate must meet these requirements:

- Applicants must hold at least a master's degree (GPA of 3.0 or higher) and demonstrate at least three years of experience as a practicing, licensed educator.

- Completed Application

- Official transcript(s) from all colleges and universities previously attended.

- Copy of current educator license

- Provide a resume

- Two letters of recommendation including one from a current supervisor. The letters should attest to the candidate's academic capability to succeed in doctoral level coursework.

- A 2-3 page personal statement discussing your interest in the EdD as well as your background and/or interest in social, emotional, and academic leading.

- Experience, either formal or informal, in an educational leadership role is required. Roles may include but are not limited to superintendent of schools, principal, district curriculum leader, teacher leader, special education director, curriculum coordinator, and instructional coach.

Once all admission requirements are submitted, candidates will be considered for an admission interview with the program director.

Registration Limits

The graduate Education program offers courses during the following terms: Fall and Spring semesters, Summers I and II, and late Spring intensive sessions. To ensure appropriate academic standards, permit field experience, and facilitate reflective engagement in the education process—and recognizing that most of our graduate candidates are fully engaged in an internship or other work responsibilities—the Isabelle Farrington College of Education has established parameters for appropriate course loads during these terms. A graduate candidate is permitted to take four 3-credit courses in each 15-week term, two 3-credit courses in each 6-week term, and one 3-credit course in the intensive session. Permission to take more than these limits may be

granted by the Chair of the Isabelle Farrington College of Education after receipt of a written request.

Transfer Guidelines

A candidate may request to transfer up to 6 graduate credits of coursework completed at another regionally accredited university. Only graduate-level courses in which a candidate has received a grade of B or better that were earned within six years prior to the request, and are not part of a previously earned degree will be considered. Transfer of credits to apply to a planned program of study leading to recommendation for certification may occur when an institution whose planned program is similarly approved or which otherwise meets the particular learning objectives and assessments required by the Sacred Heart University planned program. Requests for transfer of credit should be made to the Chair of the Isabelle Farrington College of Education in writing at the time of application, and should be accompanied by official transcripts and supporting documentation (e.g., catalog descriptions or syllabi).

Application for Degree Completion

All candidates for graduate degrees are required to complete an online application for graduation through Student Planning & Advising (SPA).

Horizons

Horizons at Sacred Heart University is an affiliate of Horizons National, an organization that aims to close the opportunity gap by providing consistent and long term academic and social support to low-income children across the country. Horizons at SHU serves students from the City of Bridgeport from kindergarten through high school. 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 engaged in experiential literacy and math lessons as well as enjoying many different enrichment activities such as swimming, sports, art, music, gardening, STEM, wellness and more.

Graduate Teacher Certification Programs

Antoinette Bruciati, PhD
Chair
Office Phone: (203) 396-8004
E-mail: bruciatia@sacredheart.edu

The Graduate Teacher Certification programs enable candidates to meet requirements (36 credits) to become certified as public school teachers while applying some of the earned credits toward an advanced degree. Candidates who have completed bachelors' degrees in fields other than teacher education may enter the graduate program to obtain a teaching certificate. The Isabelle Farrington College of Education offers approved programs for the preparation of teachers for the elementary grades (1–6) and for the secondary grades (7–12) in the academic areas of English, History and Social Studies, Mathematics, General Science, Biology, Chemistry, and Spanish. Course offerings in the Isabelle Farrington College of Education may also provide certified teachers with the opportunity to obtain additional teaching endorsements.

Required Courses

The graduate program for Teacher Certification requires the completion of 36 credits in professional studies, including student teaching. An additional 12 credits is required to complete a master's degree.

Initial Certification

Candidates admitted to the elementary or secondary-school certification program must complete the courses listed in each of the specified programs. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences. Candidates must complete all 10 prerequisite courses before entering student teaching. Candidates must complete the courses in their program with an average grade of B or better. Candidates for initial certification may need to fulfill additional course requirements in the appropriate academic content area.

Elementary Teacher Certification

COURSE REQUIREMENTS

Courses Prior to Student Teaching

ED 552	Education in the U.S.	3.00 Credit(s)
ED 553	Educational Psychology	3.00 Credit(s)
ED 578	Education Technology	3.00 Credit(s)
ED 523	Multicultural Education	3.00 Credit(s)
ED 565	Classroom Management: Elementary	3.00 Credit(s)
ED 569	Introduction to Exceptionalities	3.00 Credit(s)
ED 555	Elementary Curriculum & Methods: Social Studies	3.00 Credit(s)
ED 554	Elementary Curriculum & Methods: Reading, Writing & Language Arts	3.00 Credit(s)
ED 556	Elementary Curriculum & Methods: Science	3.00 Credit(s)
EDR 560	Children's Literature	3.00 Credit(s)

Student Teaching

ED 589	Student Teaching Seminar: Elementary	6.00 Credit(s)

ED 589: Credits are not applicable to the MAT degree

General and course requirements, as well as Farrington College of Education policies and interpretations of state certification regulations are subject to change.

Secondary Teacher Certification

COURSE REQUIREMENTS

Courses Prior to Student Teaching

ED 552	Education in the U.S.	3.00 Credit(s)
ED 553	Educational Psychology	3.00 Credit(s)
ED 578	Education Technology	3.00 Credit(s)
ED 523	Multicultural Education	3.00 Credit(s)
ED 566	Classroom Management: Secondary	3.00 Credit(s)
ED 569	Introduction to Exceptionalities	3.00 Credit(s)
ED 627	Societal Issues in Adolescence	3.00 Credit(s)
EDR 510	Content Area Reading Instruction (Grades 7-12)	3.00 Credit(s)

One of the following

ED 531	Secondary Methods: Biology	3.00 Credit(s)
ED 532	Secondary Methods: Chemistry	3.00 Credit(s)
ED 533	Secondary Methods: English	3.00 Credit(s)
ED 534	Secondary Methods: General Science	3.00 Credit(s)
ED 535	Secondary Methods: Mathematics	3.00 Credit(s)
ED 536	Secondary Methods: Social Studies	3.00 Credit(s)
ED 537	Secondary Methods: Spanish	3.00 Credit(s)

One of the following

ED 511	Secondary Curriculum: Biology	3.00 Credit(s)
ED 512	Secondary Curriculum: Chemistry	3.00 Credit(s)
ED 513	Secondary Curriculum: English	3.00 Credit(s)
ED 514	Secondary Curriculum: General Science	3.00 Credit(s)
ED 515	Secondary Curriculum: Mathematics	3.00 Credit(s)
ED 516	Secondary Curriculum: Social Studies	3.00 Credit(s)
ED 517	Secondary Curriculum: Spanish	3.00 Credit(s)

Student Teaching

One of the following

ED 581	Student Teaching Seminar: Biology	6.00 Credit(s)
ED 582	Student Teaching Seminar: Chemistry	6.00 Credit(s)
ED 583	Student Teaching Seminar: English	6.00 Credit(s)
ED 584	Student Teaching Seminar: General Science	6.00 Credit(s)
ED 585	Student Teaching Seminar: Mathematics	6.00 Credit(s)
ED 586	Student Teaching Seminar: Social Studies	6.00 Credit(s)
ED 587	Student Teaching Seminar: Spanish	6.00 Credit(s)

ED 581-587: Credits are not applicable to the MAT degree

General and course requirements as well as Isabelle Farrington College of Education policies and interpretations of state certification regulations are subject to change.

Academic Major for Initial Certification

Elementary candidates must have achieved an acceptable academic subject-area major as recommended in the Isabelle Farrington College of Education transcript review. Secondary candidates must have achieved a major in their endorsement area (or present the equivalent coursework, as defined by state statutes and the Isabelle Farrington College of Education transcript review).

General Education Requirements for Initial Certification

All candidates must achieve 39 credits of general education courses, with a grade of "C" or better, in English, math, social studies, science, fine arts, and/or world language. All candidates must present a 3-credit course in American history. Elementary candidates must achieve 6 credits of human growth and development coursework (3 credits are satisfied by ED 553 Education Psychology; the remaining 3 credits must include adolescent development). In the Elementary and Secondary

Teacher Certification programs, completion of the master's degree is not required for teacher certification. Candidates who have completed equivalent coursework meeting certification requirements through previous studies should not repeat the same coursework at the graduate level. The candidate's program is completed with course selections with an advisor's approval.

Internship/Work Experience Program for Initial Certification

The Teacher Internship Work Experience affords candidates the opportunity to complete teacher certification and master's degree program requirements (total of 48 graduate credits) in a supervised internship work experience setting in a public school. Tuition costs for 30 credits of this program are supported by the public school system under a contract arrangement with the University and the candidate. Potential candidates who desire certification in the program begin coursework in the semester/summer prior to placement. Candidates need to meet with an advisor to develop their plans of study and schedule of coursework. Candidates must complete an application for acceptance to the Internship Program.

Durational Shortage Area Permit (DSAP)

Sacred Heart supports the DSAP process for candidates already engaged in the University's planned programs of study. The offer of a DSAP position from a school district cannot be the basis for admission to Sacred Heart's certification programs. Contact the Certification Officer in the Isabelle Farrington College of Education for information and authorization. For DSAP associated with initial certification, the candidate must have completed 12 credits of Sacred Heart's planned program and be admitted to ED 496 and 497. Through these courses, the University provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education.

MAT & MEd

Antoinette Bruciati, PhD
Chair
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Master of Arts in Teaching

The Master of Arts in Teaching (MAT) program is intended to accommodate the educational goals for two sets of educators: those holding a bachelor's degree who are also pursuing initial certification (48 credits), and Sacred Heart candidates who participate in the bachelor's-to-master's Five Year Program (39 credits). Courses build on the applicant's prior academic and school experience in the areas of educational foundations, curriculum and instruction. One or more electives and a culminating experience are included.

Master of Education

The Master of Education (M.Ed) program is intended to accommodate the educational goals for two sets of certified educators: practicing

educators and those who have never taught. Courses (33 credits) build on the applicant's prior academic and school experience in the areas of educational foundations, curriculum, and instruction. One or more electives and a culminating experience are included.

Master of Arts in Clinical Mental Health Counseling

Franc Hudspeth, PhD, LPC-S (AR & MS), NCC, ACS, RPT-S, RPh

Program Director

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Email: Hudspethe@sacredheart.edu

Sacred Heart University's Master of Arts in Clinical Mental Health Counseling degree is a 60 hour program that will prepare students to assist individuals experiencing significant life stress and presenting problems such as: low self-esteem, job loss, depression, substance abuse, grief, anxiety, family violence, relationship issues, eating disorders, and other mental health related challenges.

The Clinical Mental Health Counseling program is designed to meet the highest level of accreditation standards for counseling programs and has a foundation in *The Council for Accreditation of Counseling and Related Educational Programs* (CACREP) *2016 Standards*. It will meet the academic portion of licensure requirements in a majority of states throughout the U.S.

Mission

Sacred Heart University's (SHU) Master of Arts in Clinical Mental Health Counseling is uniquely designed with the mission, vision, and values of SHU at its heart. In the spirit of whole person wellness, the philosophical tenants of counseling as a field align well with the University's deep commitment to the dignity and worth of all people and welcomes people from all faiths and culture. With careful attention to the comprehensive standards set forth by CACREP, SHU's Clinical Mental Health Counseling program is designed in a way that focuses on integrity, respect, and the ethical care of our students and those they choose to serve. Building on SHU's experience of delivering academic excellence in a low-residency online format will allow for broader outreach to a diverse student population.

The Master of Arts in Clinical Mental Health Counseling strongly supports SHU's of preparing educational leaders to "personally and professionally make a difference in the global community." Additionally, the program aligns to Sacred Heart University's Core Values. Specifically, the program is committed to excellence and actively pursues truth and knowledge through teaching and scholarship of its faculty and students. The program is committed to the common good of society by addressing a significant (and growing) societal issue. It explicitly recognizes the dignity and worth of every human being by focusing on prevention, resilience, and holistic well-being.

Methods of Instruction

The 60 hour Master of Arts in Clinical Mental Health Counseling degree at Sacred Heart University is a low-residency, online program. Students complete two (2) week-long, on-ground residency experiences at the Sacred Heart campus in Fairfield, CT. One residency occurs in the first term within the program, and the second residency occurs in the term prior to student's commencement of their clinical experience courses. Courses within the program include both asynchronous and synchronous instruction and is conducted through the learning management system, Blackboard. During the final terms of the program, students will have clinical placements in a clinical mental health counseling setting.

State Licensure

The Master of Arts in Clinical Mental Health Counseling degree at Sacred Heart University is designed to prepare students to meet the educational requirements for licensure in many states.

Student have a responsibility to understand the specific educational requirements for licensure of the state in which they intend to apply and practice. Students should also be aware of any changes to those licensure educational requirements. If a student moves to another state, the requirements for licensure may be different from the state where they currently live. As such, students are responsible for determining the licensure requirements in the state to which they relocate. The National Board for Certified Counselors provides a directory of all state professional counselor licensure boards.

Sacred Heart University does not guarantee that completion of its Master of Arts in Clinical Mental Health Counseling degree will result in state licensure. In addition to successful completion of the degree, students will need to meet other requirements prior to state licensure, which include but are not limited to, successful completion of a national exam, post-master's, clinical experience, and post-master's supervision requirements. Also, students are responsible for understanding if a background check is required as a part of applying for licensure and for understanding if their own life events create any barriers to licensure.

Accreditation

Sacred Heart University is a private, nonprofit university accredited by the New England Commission of Higher Education (NECHE). Currently, Sacred Heart University's Master of Arts in Clinical Mental Health Counseling degree is not accredited by *The Council for Accreditation of Counseling and Related Educational Programs.*

Master of Arts in Clinical Mental Health Counseling

Sacred Heart University's Master of Arts in Clinical Mental Health Counseling degree requires successful completion of a minimum of 60 hours of graduate course credit that includes the core counseling courses, core clinical mental health counseling courses, and clinical placement courses. Also, successful completion of two (2) week-long, on-ground residency experiences as well as professional fitness evaluations by program core faculty are required.

Students must maintain a 3.0 to remain enrolled in the Sacred Heart University's Master of Arts in Clinical Mental Health Counseling program. A grade of C in a course will require that a student repeat the course. Students who earn two (2) Cs will be dismissed from Sacred Heart University's Master of Arts in Clinical Mental Health Counseling program.

DEGREE REQUIREMENTS

Counseling Core Courses (39 credits)

COU 500	Introduction to the Counseling Profession & Introduction to Ethics	3.00 Credit(s)
COU 510	Human Development	3.00 Credit(s)
COU 520	Skills in Helping Relationship - Residency I	3.00 Credit(s)
COU 530	Counseling Theories	3.00 Credit(s)
COU 540	Social & Cultural Foundations	3.00 Credit(s)
COU 550	Assessment & Assessment Techniques	3.00 Credit(s)
COU 560	Psychopathology, Diagnostic Systems, & Advanced Assessments	3.00 Credit(s)
COU 570	Career Counseling	3.00 Credit(s)
COU 580	Research Methods & Program Evaluation	3.00 Credit(s)
COU 590	Substance Use Disorders & Process Addictions	3.00 Credit(s)
COU 600	Crisis & Trauma Assessment & Treatment	3.00 Credit(s)
COU 610	Group Counseling	3.00 Credit(s)
COU 620	Advanced Helping Skills - Residency II	3.00 Credit(s)

Clinical Mental Health Counseling Core Courses

CMH 630	Professional Issues, Laws & Advanced Ethics in Clinical Mental Health	3.00 Credit(s)
CMH 640	Treatment Planning & Integrative Models of Care	3.00 Credit(s)
CMH 650	Practicum in Clinical Mental Health Counseling	3.00 Credit(s)
CMH 660	Internship in Clinical Mental Health Counseling	3.00 Credit(s)
CMH 670	Advanced Internship in Clinical Mental Health Counseling	3.00 Credit(s)

Elective Courses

Choose 2 Electives (Specific electives are determined by the Intended State of Licensure):

CMH 680	Advanced Internship II in Clinical Mental Health Counseling	3.00 Credit(s)
COU 565	Counseling Couples, Families, & Children	0-3.00
COU 575	Human Sexuality	3.00 Credit(s)
COU 585	Counseling Special Populations	3.00

		Credit(s)
COU 665	Psychopharmacology & Advanced Psycopathology	3.00 Credit(s)
COU 675	Consultation & Organizational Administration in Counseling	3.00 Credit(s)

Course Credit Transfer Policy

Requests for courses to be transferred for credit toward a graduate degree are reviewed upon request by the applicant. Such work must represent graduate-level courses relevant to the Master of Arts in Clinical Mental Health Counseling at Sacred Heart University being sought, with course content and level of instruction resulting in applicant competencies at least equivalent to those currently enrolled in the Master of Arts in Clinical Mental Health Counseling at Sacred Heart University.

The Master of Arts in Clinical Mental Health Counseling Course Credit Transfer Policy may be applied in two (2) situations: (a) applicants who enter the Master of Arts in Clinical Mental Health Counseling at Sacred Heart University having already completed coursework that they believe to be equivalent to required program course, and/or (b) applicants currently enrolled in the Master of Arts in Clinical Mental Health Counseling at Sacred Heart University who want to complete a course through another institution.

Note: Requesting transfer course credit means that the course credits will count toward the total degree credit hours.

Applicants seeking transfer credit must provide the following to their academic program:

- Published course description

- Course reading list

- Course requirements, including assignments and grading criteria

- CACREP Standards met in each course (must include year of standards)

- Course Learning Outcomes (when possible, Program Outcomes should be included)

- Information on the types of methods that were used to engage applicants in learning

- Official transcripts noting earned credit for the course.

- **In addition, the following guidelines apply:**

- Coursework must have been complete within the past five (5) years.

- Coursework must have been complete at a regionally accredited institution of higher education.

- Grades earned on transferred work must be equivalent to B or better.

- Skills (individual/group counseling) or field experience (practicum/internship) coursework are not be eligible for transfer credit.

- Courses taken on a pass/fail or satisfactory/unsatisfactory basis will not be included in transfer credit.

- Credit hours earned on transferred work will not be greater than the earned credit hours reflected on the official transcript. When necessary, earned credit hours will be converted to semester hours before posting as transferred credit hours.

Note: The Master of Arts in Clinical Mental Health Counseling at Sacred Heart University has discretion to allow fewer hours.

- The Master of Arts in Clinical Mental Health Counseling at Sacred Heart University does not accept transfer credit for non-credit courses, including courses taken for Continuing Education Units.

- No more than 12 hours of graduate credit may be/will be transferred in to meet the credit hour and course requirements for the Master of Arts in Clinical Mental Health Counseling at Sacred Heart University.

We will only consider course credit transfer for the following courses:

- COU 510 Human Development

- COU 540 Social & Cultural Foundations

- COU 570 Career Counseling

- COU 580 Research Methods & Program Evaluation

- COU 590 Substance Use Disorders & Process Addictions

- COU 565 Counseling Couples, Families, & Children

- COU 575 Human Sexuality

- COU 675 Consultation & Organization Administration in Counseling

Note: Courses must be from counseling programs. Credits from Social Work, Marriage & Family, and/or Psychology courses will not be accepted.

Connecticut Literacy Specialist Program

Karen Waters, EdD

Program Director of Graduate Literacy Programs

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102 and 097 Certification and Certificate of Advanced Studies (CAS) in Literacy

Program Overview:

The purpose of the Certificate of Advanced Study (CAS) in literacy within the Connecticut Literacy Specialist Program (CLSP) is to prepare prospective literacy professionals with strong teaching and leadership skills to address the diverse needs of a rapidly changing population. The 102 certificate for Remedial Reading/Remedial Language Arts and/or the 097 for Reading Consultant qualify the holder to obtain a position as a/an interventionist, literacy coach, reading specialist, staff and curriculum developer or teacher leader. Although specific requirements for specific literacy positions vary from district to district, the State of

Connecticut recognizes the distinction between the two levels of certification as an upper (097) and a lower tier (102) certification, with the 102 as a prerequisite for the 097.

The CAS in literacy is a 36-credit program yielding two levels of state literacy certification in reading and language arts. Candidates have opportunities to integrate research-based theory with practical application focusing on student achievement. The first 21 credits yield the 102 certificate for Remedial Reading/Remedial Language Arts, with the next 12 credits leading to the 097 Reading Consultant Certificate. The candidate has the option to proceed from one program to another in seamless transition or stagger the schedule to accommodate his or her needs. The candidates select the last three credits from electives. Candidates are eligible to apply for state reading certification after the successful completion of program requirements and 30 months of successful classroom teaching under a valid teaching certificate. Candidates are also required to pass the 008 Reading Specialist Test, which is the test of licensure for obtaining the 102/097 certificates.

Full-time certified teachers with a master's degree who have accrued 30 months of teaching experience are eligible to pursue the 102 certificate concurrent with our M.Ed. program.

Tier I: Remedial Reading and Remedial Language Arts (102) Certification

The Remedial Reading and Remedial Language Arts (102) Certification requires 21 credits of study. Candidates may complete these credits as part of a post-baccalaureate degree (MAT or CAS). To be recommended for certification, candidates must provide evidence of 30 months of classroom experience as a teacher and have taken a special education course within the last ten years, with an earned grade of "C" or better.

Tier II: Reading and Language Arts Consultant (097) Certification

The prerequisite for admittance into the 097 program is the 102 certificate for Remedial Reading/Remedial Language Arts. Therefore, candidates applying for admittance into the program must have a valid teaching certificate and at least 1.5 years of successful classroom teaching experience. To be recommended for certification, candidates must provide evidence of 10 months teaching experience or the equivalent of one academic year in a position for which a 102 is required and have taken a special education course within the last ten years, with an earned grade of "C" or better.

CAS in Literacy

Candidates may complete their CAS (sixth-year degree) in the Connecticut Literacy Specialist Program with one additional course (3 credits) beyond the 33 credits of requirements listed above.

PROGRAM REQUIREMENTS

Sequences I and II are program requirements for Remedial Reading and Remedial Language Arts (102) Certification.

Sequence I—Classroom Instruction (9 credits)

EDR 505	Early Reading & Language Arts	3.00 Credit(s)

	Success (PK-3)	
EDR 507	Developmental Reading & Language Arts (4-6)	3.00 Credit(s)
EDR 510	Content Area Reading Instruction (Grades 7-12)	3.00 Credit(s)

EDR 505, EDR 507, EDR 510: Course required for (102) certification.

Sequence II (12 credits)

EDR 540	Advanced Diagnosis & Remediation I	3.00 Credit(s)
EDR 545	Assessment & Evaluation CT Model	3.00 Credit(s)
EDR 550	Clinical Experience I	3.00 Credit(s)
EDR 555	Clinical Experience II	3.00 Credit(s)

EDR 540, EDR 545, EDR 550, EDR 555: Course required for (102) certification.

Upon successful completion of the first seven courses, candidates apply for Remedial Reading and Remedial Language Arts (102) Certification.

Sequence III includes program requirements for Reading and Language Arts Consultant (097) Certification. Prerequisite: Remedial Reading and Remedial Language Arts (102) Certificate.

Sequence III (12 credits)

EDR 527	Organization, Administration and Supervision :Reading & Language	3.00 Credit(s)
EDR 541	Advanced Diagnosis & Remediation II	3.00 Credit(s)
EDR 691	Practicum In Consulting	3.00 Credit(s)
EDR 692	Applied Reading & Language Arts Research	3.00 Credit(s)

EDR 527, EDR 541, EDR 691, EDR 692: Indicates course required for 097 certificate and is available to candidates who have earned 102 certification for Remedial Reading/Remedial Language Arts. Candidate has the option of completing the CAS with the addition of one elective for a total of 36 credits in all.

Sequence IV (3 credits)

Choose one:

EDR 520	Methods of Teaching & Evaluation Writing Process	3.00 Credit(s)
EDR 525	Methods: Teaching Second Language Learners	3.00 Credit(s)
EDR 538	Process Writing: K-12	3.00 Credit(s)
EDR 560	Children's Literature	3.00 Credit(s)
EDR 562	Middle School Literature	3.00 Credit(s)
EDR 564	Young Adult Literature	3.00 Credit(s)
EDR 569	Structured Literacy	3.00 Credit(s)
EDR 580	Reading Interventions	3.00 Credit(s)
EDR 620	Special Topics In Technology K-6	3.00 Credit(s)
EDR 690	Teaching Fellowship	3.00 Credit(s)

Intermediate Administrator (092) Certification

Joseph Polizzi, PhD

Program Director of the 092 Intermediate Administrator Program

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E-mail: polizzij2@sacredheart.edu

Program Goal and Opportunities

The goal of the program is to prepare candidates to succeed as intermediate school supervisors. The 092 certificate qualifies holders for school and district administrative positions with the exception of the Superintendent of Schools. Course offerings engage the candidate in an extensive investigation into leadership theory and practices, combined with clinical experiences that will provide a foundation for success as a school administrator.

Required Curriculum—State of Connecticut

A master's degree is required for admission. Applicants for the Intermediate Administrator Certificate (092) must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen (15) credit hours must be taken at the institution providing the recommendation for certification. State of Connecticut regulations [Sec. 10- 145d-242 (g)] mandate that the categories of study for the Intermediate Administrator Certificate listed below be completed during this program.

Courses taken for the certificate may be applied toward completion of the Certificate of Advanced Study in SEAL (Social Emotional & Academic Learning) for Social Justice Leadership (Sixth-Year Degree) program.

To obtain the Professional Educator Certificate, the candidate must complete no less than 30 semester hours of graduate credit at a regionally accredited institution or institutions in addition to the master's degree.

All applicants for the Intermediate Administrative Certification must pass the Connecticut Administrator Test (CAT). In addition, the Connecticut State Department of Education and the Isabelle Farrington College of Education require candidates to have a 3-credit course in special education (taken within the last ten years with an earned grade of "C" or better). Please check certification requirements when applying to the program.

Two Models for Delivering the Administrative Programs

Two different models are available for completion of both the Intermediate Administrator (092) Certification and the Certificate of Advanced Study in SEAL for Social Justice Leadership (Sixth-Year Degree).

The "accelerated weekend cohort" model is delivered to a cohort of students with each course meeting on Saturdays. Each course runs approximately 2 months, beginning September and ending in June. An additional 4 hours will be assigned by the professor utilizing online activities. The "accelerated weekend cohort" program begins each Fall semester at the Fairfield location.

The "traditional" model follows the university graduate academic calendar with courses meeting weekly, both in-person and online. Candidates in the "traditional" model may register for one or two courses per semester, plus internship, based on their personal plan of study and academic advisor's approval. The "traditional" model program is available at the Fairfield and Griswold locations.

Once a candidate successfully passes all courses in the 092 program and the Connecticut Administrator Test (CAT), the candidate may apply for the Intermediate Administrator (092) Certification.

For those choosing to continue on for the Certificate of Advanced Study in SEAL for Social Justice Leadership (Sixth-Year degree), please see the program director for advisement and plan of study.

Twelve additional credits beyond the 092 certification are required by the State of Connecticut for professional certification. Most 092 candidates meet this requirement by completing the 15 credit Certificate of Advanced Study in SEAL for Social Justice Leadership (Sixth Year Degree).

REQUIRED COURSES (18 CREDITS)

Curriculum Development (3 credits)

EDL 605	Advanced Curriculum	3.00 Credit(s)

Psychological Foundations (3 credits)

EDL 626	Assessment and Evaluation	3.00 Credit(s)

Supervision and Evaluation (3 credits)

EDL 635	Teacher Supervision/Evaluation/Staff Development	3.00 Credit(s)

School Administration (3 credits)

EDL 650	Educational Law & Finance	3.00 Credit(s)

Contemporary Education Problems (3 Credits)

EDL 654	Leadership: Contemporary Education Problems	3.00 Credit(s)

Administrative Internship I, II, III (1 credit each)

EDL 696	Administrative Internship I, II, III	1.00 Credit(s)

EDL 696: Prerequisite: EDL 635 and EDL 654

Certificate of Advanced Study (CAS): SEAL for Social Justice Leadership (Sixth-Year Degree)

Joseph Polizzi, PhD

Program Director of the 092 Intermediate Administrator Program

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The Certificate of Advanced Study (CAS) in SEAL for Social Justice Leadership program is designed for those interested in further study in administration. This fully online program will provide you with

the required credits beyond the Master's degree to advance the 092 endorsement from provisional to professional. The CAS in SEAL consists of an additional 15 credits beyond the 18 credit Intermediate Administrator Certificate program. Many students who complete this program continue on to doctoral studies.

This program engages candidates in such a way that their core professional ideas, experiences, and questions they hold central for becoming a school leader are identified, reflected on, and engaged in an authentic manner. Graduates move on to be dynamic, engaged, and ethical leaders in the 21st Century.

DEGREE REQUIREMENTS

Required Courses (15 credits total)

EDD 712	Literacy for Educational Leaders	3.00 Credit(s)
EDD 713	Special Ed for Educational Leaders	3.00 Credit(s)
EDD 714	Numeracy for Educational Leaders	3.00 Credit(s)

Certificate of Advanced Study in STEAM Education

Bonnie Maur

Program Director

203 - 371 - 7808

Email: Maurb@sacredheart.edu

This Certificate of Advanced Study - one of several offered by the Isabelle Farrington College of Education - is the first STEAM program at this level in the State of Connecticut, filling a much-needed skills gap in the region.

Become an Expert in STEAM Curriculum

Hone your craft as an educator and gain skills in teaching the STEAM disciplines (science, technology, engineering, art, and math) to K-12 students in this 6th year program. Position yourself to move into teacher leader roles, to command a higher salary in public school districts, and to continue your education further with administrative certification and/or a doctoral degree.

Who is this Certificate For?

Designed for full-time working and licensed educators, the Certificate of Advanced Study in STEAM Education is ideal for teachers who are interested in exploring the curricular areas of science, technology, engineering, art, and math (STEAM) rather than in becoming school principals.

Your courses are offered in a flexible, blended format of both on-campus and online to help you maintain balance between work, life, and your education.

Certificate of Advanced Study in STEAM Education

Through this program, you will:

- Expand your knowledge of pedagogy and leadership principles as related to science, technology, engineering, the arts and math

- Become a practitioner of and advocate for the application of STEAM in response to educational practices and challenges

- Deepen your knowledge of and appreciation for the political, economic, and social forces that influence the decisions of teacher leaders

The innovative curriculum includes 33 credits covering a breadth of knowledge in teaching STEAM. You'll take a deep dive into standards, develop your inquiry and classroom practices, learn pedagogical techniques and increase your knowledge in each of the STEAM disciplines, and tackle project-based learning and engineering design in hands-on projects.

To tailor your degree further, you can also choose to gain a cross endorsement in Computer Science in the State of Connecticut by taking a 36-credit program including 4 computer science courses.

KEY TAKEAWAYS

- Designed for full-time, working educators

- Blended format of both online and on-campus offers ultimate flexibility

- Become a more talented and innovative STEAM educator for students from elementary through high school

- Prepare yourself for career advancement and a pay increase in the public school system

- Build knowledge for even further graduate study, such as administrative certification and/or a doctoral degree

- The first program of its kind in Connecticut

- Can be completed in one year

DEGREE REQUIREMENTS

Required Courses - 27 credits

Additional coursework will be determined by the track the candidate chooses.

EDST 601	Deep Dive into STEAM Standards	3.00 Credit(s)
EDST 602	Inquiry and Classroom Practices	3.00 Credit(s)
EDST 603	Problems and Solutions in the Designed World	3.00 Credit(s)
EDST 609	STEAM Education Mentorship I	3.00 Credit(s)
EDCS 501	Computing Systems and Networks	3.00 Credit(s)
EDST 604	Amalgamation of the Arts in STEAM	3.00 Credit(s)
EDST 605	Investigating Math Deeply in STEAM Ed	3.00 Credit(s)
EDST EDST	Crossing Boundaries in Science	3.00 Credit(s)

EDST 610	STEAM Education Mentorship II	3.00 Credit(s)

STEAM Track Requirements

EDST 608	Issues in STEAM Education	3.00 Credit(s)
EDST 607	Field Based Experiences in STEAM Ed	3.00 Credit(s)

Computer Science Education Unique Endorsement Track Requirements

This track will offer two mini tracks, one for Elementary Educators and one for Secondary Educators.

Elementary - EDCS 503, EDCS 505, EDCS 507

Secondary - EDCS 504, EDCS 506, EDCS 508

EDCS 503	Data and Analysis: Elementary	3.00 Credit(s)
EDCS 504	Data and Analysis: Secondary	3.00 Credit(s)
EDCS 505	Algorithms: Elementary	3.00 Credit(s)
EDCS 506	Algorithms: Secondary	3.00 Credit(s)
EDCS 507	Programming: Elementary	3.00 Credit(s)
EDCS 508	Programming: Secondary	3.00 Credit(s)

Superintendent (093) Certification Program

David Title, EdD

Program Director of the 093 Superintendent Preparation Program

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E-mail: titled@sacredheart.edu

The goal of this program is to ensure that every candidate acquires the skills and knowledge necessary to become a highly successful superintendent of schools.

While the content of each course will vary, the following themes will run throughout the program:

Legal and Policy considerations
Effective internal and external communication
Equity, Diversity, Social Justice
Political and symbolic frames of reference
Moral and Ethical Issues

All courses in the program utilize, in part, a case study approach to learning. Case studies allow candidates to put themselves into the role, at a safe distance, of a superintendent of schools, and to apply the principles of leadership to practical situations. Cases are used to illustrate key concepts in the course but do not always reflect effective leadership practices.

REQUIRED COURSES

One Year - 15 credits

- Fall - EDL 930, EDL 931, EDL 935

- Spring - EDL 932, EDL 933, EDL 936

EDL 930	Leading School Systems	3.00 Credit(s)
EDL 931	Utilization of the Human and Financial Resources	3.00 Credit(s)
EDL 935	Superintendent Internship I	1.50 Credit(s)
EDL 932	Leading Core Operations of a School System	3.00 Credit(s)
EDL 933	Policy, Governance and Community Involvement	3.00 Credit(s)
EDL 936	Superintendent Internship II	1.50 Credit(s)

EdD In Educational Leadership

David Title, EdD

Program Director of the Ed.D. in Educational Leadership Program

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Program Outcomes

- Demonstrate competence in designing, conducting, and communicating research that is designed to address complex problems of practice in the SEAL context.

- Apply SEAL-related leadership and management principles in school communities from a whole-child perspective.

- Recommend improvements in practice, policy and law at the local, state and federal levels that would advance social, emotional and academic learning for all students.

- Demonstrate knowledge of current pedagogical and leadership principles related to SEAL, the ability to translate research to practice, and evidence of advocacy for the application of SEAL practices in school, district or organizational settings.

- Demonstrate skills for designing, analyzing and implementing relevant research to affect SEAL-related practice, trauma-sensitive schools, advance social justice, and enact effective SEAL-related change.

- Demonstrate professional oral and written communication skills.

- Demonstrate moral and ethical leadership principles in relationship to SEAL.

EdD in Educational Leadership

DEGREE REQUIREMENTS

The Ed.D. in Educational Leadership can be completed in four years. Students with a sixth year degree from Sacred Heart University will be exempt from two electives in year two and students with post-master's credits from an accredited institution will be evaluated for course exemption on a case by case basis.

Year 1 - 18 credits

- Fall - RCR 700, RCR 701

- Spring - RCR 702, RCR 705

- Summer - EDD 711, RCR 704

Year 2 - 18 credits

- Fall - EDD 710, RCR 703

- Spring - EDD 704, EDD 705

- Summer - EDD 708, EDD 713

    Note: Candidates must take EDD 713 unless these three credits are waived upon admission, or unless candidate enrolls in 092 program for Year 4.

EDD 713	Special Ed for Educational Leaders	3.00 Credit(s)

Year 3 - 18 credits

- Fall - EDD 706, EDD 709

- Spring - EDD 700, EDD 707

- Spring - EDD 712 **OR** EDD 714

- Summer - EDD 701

Note: Candidates will choose either EDD 712 or EDD 714 unless these three credits are waived upon admission or candidate enrolls in 092 program.

EDD 712	Literacy for Educational Leaders	3.00 Credit(s)
EDD 714	Numeracy for Educational Leaders	3.00 Credit(s)

Year 4 - 6 credits

- EDD 702, EDD 703

Computer Science Education Endorsement

Computer Science Education (110)

Darcy Ronan, PhD

Director of Computer Science Education Program

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The Computer Science Education Endorsement sequence is designed to equip certified classroom teachers with the skills and pedagogy to teach computer science successfully leading to a "unique endorsement" in computer science education from the Connecticut State Department of Education at either the elementary (K-6) or secondary (7-12) level.

Who is the Computer Science Education Endorsement program for?

Courses in the Computer Science Education Endorsement sequence are designed for practicing educators who are novices in the field of computer science. No previous experience with computer science or computer programming is required or expected. Only candidates with a teacher certification will be eligible for the state endorsement; however, the sequence is open to non-certified educators who may be working in the private, enrichment, or informal education fields. For candidates with previous professional experience teaching computer science, a customized plan of study can be arranged.

What will I study?

Courses in the Computer Science Education Endorsement sequence will introduce topics such as the design of computer systems and networks, digital data structures and analysis techniques, and the development of algorithms and programs. Technical skills and pedagogical practices are discussed side by side throughout the courses. Candidates will develop a strong conceptual, technical, and pedagogical foundation to apply to the dynamic and fast-growing field of K-12 computer science education. Candidates will be introduced to various coding platforms, including but not limited to, Code.org.

Why choose Computer Science Education at SHU?

Sacred Heart University is the first and only college in Connecticut to design a course sequence for the Computer Science Education Endorsement! As the official CT partner of national nonprofit Code.org, Sacred Heart University is part of the groundswell for K-12 computer science education in every corner of our state. As a result, the faculty for this sequence represent a robust network of experienced K-12 and university computer science educators, professional learning facilitators, and researchers.

COMPUTER SCIENCE EDUCATION SEQUENCE

Elementary

ED 501	Computing Systems and Networks	3.00

Secondary

ED 501	Computing Systems and Networks	3.00

College of Health Professions

MAURA DALY IVERSEN, PT, DPT, SD, MPH, FNAP, FAPTA
Dean, Professor of Public Health and Physical Therapy and Human Movement Sciences

JODY BORTONE, EdD
Associate Dean of Faculty Affairs and New Initiatives, Clinical Associate Professor of Occupational Therapy

GAIL SAMDPERIL, EdD
Associate Dean of Students, Interim Program Director of Master of Athletic Training, Clinical Associate Professor of Athletic Training

MISSION STATEMENT

The College of Health Professions' mission is to create an inclusive, collaborative and experiential learning environment in order to educate skilled health professionals dedicated to social justice, mutual respect, and human dignity. We prepare skilled healthcare professionals whose practice is rooted in evidence and reason and who value interprofessional engagement. We strive to educate to individuals who lead with distinction in practice, teaching, service, and research. We inspire our graduates to advance this mission and to foster strong interpersonal connections with consumers, colleagues, communities, and global partners.

WE ARE

An interprofessional community of faculty who are experienced clinician scholars, translational researchers, public health practitioners, hospital administrators, clinical specialists, and community leaders supported by dedicated administrative staff who serve our undergraduate and graduate students. We actively engage alumni and partner with clinical sites, schools, local community centers and organizations to provide students with clinical internships, preceptorships, and service-learning experiences.

WE ASPIRE TO BECOME RECOGNIZED AS A COMMUNITY OF :

- Educators skilled in the use of innovative pedagogies and high impact practices.

- Practitioners dedicated to reducing healthcare disparities, promoting diversity and inclusion, promoting health and wellness.

- Practice scholars who accelerate the impact of health sciences through interprofessional collaborative teamwork and translational research.

- Service providers who support the needs of our local and global partners.

- Enterprising leaders who serve our clients, students, communities, and advance our professions.

WHAT WE VALUE

The College of Health Professions seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others, and who take leading roles in communities governed by spiritual and moral values.

As a professional college within a Catholic university rooted in the liberal arts tradition, the College of Health Professions is committed to providing an education built upon deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to the building of a more just society. All professional programs in the college are accredited and approved by the appropriate professional and government agencies.

GRADUATE PROGRAMS OFFERED

Doctor of Physical Therapy, Master of Athletic Training, Master of Exercise Science & Nutrition, Master of Health Informatics, Master of Physician Assistant Studies, Master of Public Health, Master of Occupational Therapy, and Master of Speech, Language Pathology.

Athletic Training

Gail Samdperil, EdD, ATC
Program Director
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MASTERS IN ATHLETIC TRAINING

Program Description

The Athletic Training (AT) program is based on a solid liberal arts and science foundation designed to foster the development of human values, effective interpersonal skills and a scientific foundation for the major area of study. Consistent with the goals and objectives of liberal arts and science tradition, the program functions both didactically and clinically.

The goal of the didactic and clinical components is to provide students with a well-rounded base of knowledge relative to the profession of athletic training. Concurrently, the program fosters the student's ability to critically think, analyze information, and communicate both verbally and in written format in an intelligent and effective manner. The program's clinical experience also enables students to develop interpersonal skills, and provides opportunities to shape and develop associated moral and ethical behaviors. Additionally, the Athletic Training program seeks to develop knowledge and clinical skills needed to prepare for professional and personal development.

Program Goals & Objectives

The MS in Athletic Training program will prepare graduates to:

- Demonstrate an understanding of the interrelationships of the various components of athletic training as they relate to a comprehensive wellness team

- Exhibit appropriate proficiency in oral and written communication

- Demonstrate an ability to critically analyze published research

- Design, conduct, and report scholarly activity

- Demonstrate critical thinking skills and formulate appropriate clinical decisions

- Demonstrate mastery of the educational competencies

- Effectively and respectfully provide patient care for people of diverse cultural backgrounds

- Demonstrate safe and effective clinical decision-making in athletic training practice in a manner that integrates quality improvement, evidence-based practice, and patient-oriented outcomes.

- Contribute to the profession through the development and participation in new ideas and insights.

Accreditation

The MSAT is accredited by the Commission for Accreditation of Athletic Training Education. In 2017, the program earned 10 years of re-accreditation status. Current Board of Certification exam pass rates for SHU AT graduates can be found on the SHU MSAT website.

Admission Requirements for SHU Undergraduates

Submit your online application

Official transcripts from all institutions attended: Official transcripts from any previous institutions attended must be sent to the Office of Graduate Admissions (even if they have already been submitted to the University Registrar for transfer credit). Sacred Heart University students may authorize the Office of Graduate Admissions to obtain their official SHU transcripts on their behalf.

Documentation of a minimum of 10-15 hours of observation under direct supervision of a Certified Athletic Trainer.

Athletic Training students are required to meet SHU's physical and technical standards, as outlined in the technical standards document to successfully complete all program requirements. Review the technical standards document and sign and return it to the Office of Graduate Admissions. This acknowledges that you have reviewed and understand the technical standards of the athletic training profession.

A 1-2 page essay stating your interest in the field of athletic training as demonstrated by your motivation for becoming a certified athletic trainer and your professional goals upon completion of the program.

Admission Requirements for External Applicants

- Submit your online application via ATCAS portal

- Official transcripts from all institutions attended

- Documentation of a minimum of 10-15 hours of observation under direct supervision of a Certified Athletic Trainer.

Athletic Training students are required to successfully complete all program requirements. Review the University's technical standards document and sign and submit it via ATCAS. This acknowledges that you have reviewed and understand the technical standards of the athletic training profession.

A 1-2 page essay stating your interest in the field of athletic training as demonstrated by your motivation for becoming a certified athletic trainer and your professional goals upon completion of the program.

Program Prerequisites Admissions requirements for the MSAT program include:

Bachelor's degree

Undergraduate cumulative GPA of 3.0

Complete all pre-requisite courses (36 credits) below with a grade of "C" or better

- A&P I w/lab 4 CR

- A&P II w/lab 4 CR

- Physics w/lab 4 CR

- Nutrition 3 CR

- Statistics 3 CR

- General Psychology 3 CR

- General Biology w/lab 4 CR

- Chemistry 3 CR

CastleBranch

Upon acceptance to the MSAT, students will need to complete the following through CastleBranch at their own expense:

- Background Check

- Physical: Completed by a MD, DO, APRN, PA in the past 12 months. Our forms must be completed, signed, and uploaded into CastleBranch (forms found on the SHU MSAT website).CPR: Front and back of signed CPR cards/certificates through American Red Cross or American Heart Association. Certification must be: Basic Life Support.

- Vaccines: Vaccine and titer information must be provided via lab reports. It is HIGHLY recommended students have titers drawn during the Spring semester they are applying to the program, because if they are no longer immune a booster shot will be given, and a new titer will be drawn 30-90 days later. Proof of immunization is necessary for:

- Varicella

- Measles

- Mumps

- Rubella

- PPD

- Tetanus

- Hepatitis B: Students can demonstrate current immunization to Hepatitis B via current titer information. If Hepatitis B does not show immunity then immunization is required. Individuals who do not wish to be immunized must sign a declination form

- Student will be responsible for all fees associated with:

- Receiving a physical

- Receiving immunizations, titers, and boosters

- Background check

- CPR/AED certification

- Registering with CastleBranch

Retaining status within the MSAT Program:

- To retain acceptance status in the program, students must meet and maintain the following criteria as they move through the MSAT program:

- Maintain a minimum of 3.0 GPA each semester

- Complete the 50 credits of core AT coursework

- Earn a minimum of a "C" in each AT course

- Students who do not meet a "C" requirement in a course will not be allowed to matriculate.

- Maintain CastleBranch criteria

- CPR/AED certification

- Immunizations

- Clinical Education

During the second fall semester of year 2, students will be responsible for completing an immersive clinical rotation. Students will be assigned to a clinical site where their full-time responsibility (i.e. 40 hours/week) will be their clinical rotation. These immersive clinical rotations will be no shorter than 4 weeks in length.

Beginning the first fall semester, students enroll in four sequential graded practicums for which they receive credit. These four 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.

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 Basic Life Support, 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.

Technical Standards

Athletic Training students are required to meet physical and behavioral technical standards to successfully complete all program requirements.

Athletic training is an intellectually, physically, and psychologically demanding profession. In addition to those described below, the abilities that an athletic trainer must have to practice safely are those described in the Commission on Accreditation of Athletic Training Education's educational competencies and in the Board of Certification role delineation study (on file in the Program Director's office). Candidates for the degree must be able to meet these minimum standards for successful completion of degree requirements.

Standards

Observation: Observation requires the functional use of vision, hearing and somatic sensations. A student must be able to attend lectures and laboratory demonstrations. The student must be able to observe a patient accurately to determine variations from normal and observe output readings to determine a patient's condition and the status of a treatment. Examples in which these observational skills are required include: palpation of anatomical structures and visual and tactile assessment for the presence and degree of edema.

Communication: Communication includes speech, language, reading, writing and computer literacy. Students must be able to communicate effectively and sensitively with patients to elicit information regarding mood, activities and health complaints, as well as perceive non-verbal communications. Students must be able to communicate effectively and efficiently with other members of the health care and athletic communities to convey information essential for safe and effective care.

Sensory and Motor Function: Students must have sufficient motor function to elicit information from the patient examination, using palpation, muscle strength assessment, joint range of motion measurement and other evaluative maneuvers. Additionally, the student must have sufficient motor function to be the first responder in a potentially catastrophic injury (e.g., in-line stabilization of cervical spine, rescue breathing, obstructed airway management, and cardiopulmonary resuscitation). Students must also be able to execute movements required to provide therapeutic care, such as performing mobilization and wound care techniques. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision. Specific motor function requirements include safely lifting up to 50 lbs independently, safely lifting up to 200 lbs with assistance, and safely being able to push and pull up to 200 lbs.

Intellectual abilities: To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient's history and examination findings to develop an effective treatment program. In addition, students must be able to comprehend three-dimensional relationships and to understand spatial relationships of structures.

Behavioral and Social Attributes: Students must possess the psychological ability required for the full use of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to assessment and care of patients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be

able to adapt to a changing environment, and function in the face of uncertainties inherent in the clinical problems of patients. Students must demonstrate ethical behavior, both in the classroom and during their clinical experience.

Disabilities and Accommodations

Students who wish to identify themselves as having a disability that requires special accommodations to complete program requirements must notify the Director of the Athletic Training Program. Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified for Athletic Training studies with the use of reasonable accommodations. A student requesting accommodations will be required to provide documentation in the form of testing and/or medical opinions. If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of the program, he/she must contact Jandrisevits Learning Center located in the Student Success Center (JLC's Main Office: 203-371-7820) with required documentation before any accommodations can be made. After reviewing that documentation the university may require him/her to submit to our own testing and/or medical evaluations. To be qualified for Athletic Training studies in the Athletic Training Education Program (ATEP), students must be able to meet both our academic standards and essential functions, with or without reasonable accommodation. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education.)

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or an auxiliary aid. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the ATEP curriculum. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills, or supplements clinical and ethical judgment. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the ATEP curriculum.

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 graduate tuition and fees. The fee will be initiated for Athletic Training students starting their first semester.

State Authorization Reciprocity Agreements

Sacred Heart University has been approved by Connecticut to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. For information regarding professional licensure by state, visit Disclosures and Student Complaints.

Exercise Science and Nutrition

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Program Rationale

Exercise Science and Nutrition offers graduate-level study in exercise science with consideration of nutritional applications for patients and clients concerned with athletic performance or chronic disease prevention.

The program offers graduate education for students interested in applying the principles of exercise science and nutrition in hospital settings for individuals working in cardiac and pulmonary rehabilitation and long-term rehabilitation of cancer and immune disease patients, as well as in fitness and sports performance settings. Students applying to this program include current University undergraduate students who are seeking graduate education in the area of exercise science and nutrition, and current practitioners who are pursuing graduate education as a matter of professional development and career advancement.

The MS in Exercise Science and Nutrition program is located within the Department of Physical Therapy and Human Movement Science, along with graduate programs in physical therapy and undergraduate programs in exercise science and athletic training.

Masters in Exercise Science and Nutrition

Program Description

There are three major components of the graduate exercise science and nutrition curriculum: (1) core courses, (2) major track (clinical or performance), and (3) a graduate project or thesis requirement. Students will complete the core courses and select one of two available tracks depending upon their interest. The full degree program will be 39 credit hours taken over two academic years (full-time model).

Program Goals

Core Objectives

The MS in Exercise Science and Nutrition program will prepare graduates to:

- Demonstrate advanced knowledge in exercise physiology, human anatomy, performance/health-field specific research methodology, and nutrition as it relates to chronic disease prevention.

- Appropriately prescribe post-orthopedic rehabilitation resistance training protocols

- Actively engage the professional literature to demonstrate current, best practice in these work settings.

- Contribute to research activities in clinical exercise settings, sport or clinical nutrition, and fitness/sport-related exercise programming.

- Continue their education in the acquisition of a terminal degree (e.g., PhD, EdD).

TRACK-SPECIFIC OBJECTIVES

The MS in Exercise Science and Nutrition Performance Track will also prepare graduates to:

- Demonstrate advanced knowledge in strength and conditioning concepts, nutritional influences on training adaptation and performance, coaching methodology/philosophy, and biomechanics.

- Participate in research activities investigating adaptations to training, testing methodologies, sports nutrition, injury reduction strategies, and biomechanics.

The MS in Exercise Science and Nutrition Clinical Track will also prepare graduates to:

- Demonstrate advanced knowledge in clinical exercise testing and prescription for cardiac, pulmonary, cancer, diabetic, and osteoporotic rehabilitation settings nutrition as it relates to weight management and concepts in health behavior change.

- Participate in clinical research activities with opportunities in cardiac and pulmonary rehabilitation, nutrition, and fitness.

ADMISSIONS REQUIREMENTS

Students will apply through the Graduate Admissions Office of the University. In addition to application materials, applicants must demonstrate completion of the program prerequisites including:

- Completion of a bachelor's degree in a related clinical science, such as exercise physiology, exercise science, physical education, athletic training, or nutrition.

- Undergraduate prerequisite coursework in the following courses, or their equivalent:

- Anatomy and Physiology I and II (with labs) (8 credit)

- Exercise Physiology (3–4 credits)

- Nutrition (3 credits)

- Kinesiology (3–4 credits)

If applying with an unrelated major, students must also take an Exercise Prescription course or enroll in either EX 362 Exercise Testing & Prescription (clinical track students) or EX 363 Developing Strength & Conditioning Programs (performance track students) during their first semester.

PROGRAM OF STUDY (39 CREDITS)

Core Courses (17 Credits):

EX 401	Advanced Applied Physiology	3
EX EX401L	Advanced Applied Physiology Lab	1
EX 403	Research Methods	4
EX 404	Nutrition & Chronic Disease Prevention	3
EX 411	Professional Seminar	2
EX 412	Functional Anatomy	4

Clinical Track Courses (22 Credits):

EX 413	Healthcare in the U.S.	1
EX 416	Applied Pharmacology in Exercise Science	2
EX 521	Advanced Exercise Testing & Prescription I	3
EX 522	Physical Activity & Behavioral Science	3
EX 523	Special Topics in Clinical Nutrition	3
EX 524	Advanced Exercise Testing & Prescription II	4
MPH 552	Physical Activity Behavior	3 (credits)
EX 560	Thesis Preparation	3
	or	
EX 562	Clinical Graduate Project	3
EX 561	Thesis Completion	3
	or	
MPH 558	Public Health Nutrition	3 (credits)

Performance Track Courses (22 Credits):

EX 414	Exercise Prescription for Endurance Athletes	2
EX 415	Fundamentals of Movement Screening	1
EX 531	Nutrition & Performance	3
EX 532	Coaching Methods	3
EX 533	Advanced Concepts in Strength & Conditioning	4
EX 534	Applied Biomechanics	3
EX 560	Thesis Preparation	3
	or	
EX 564	Performance Graduate Project I	3
EX 561	Thesis Completion	3
	or	
EX 565	Performance Graduate Project II	3

Healthcare Informatics

STEPHEN C. BURROWS, DPM, MBA, CPHIMS, FHIMSS
Chair, Healthcare Informatics and Administration
Program Director, Healthcare Informatics
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Program Rationale and Description

This interdisciplinary master's degree program is designed to prepare individuals for successful careers in the complex and dynamic field of healthcare information technology (HIT). Graduates of this master's program will be well versed in the technical and professional knowledge, concepts, and skills required to excel in today's technologically oriented healthcare world.

This program is designed for healthcare professionals (nurses, physicians, physician assistants, pharmacists, technologists, and others) currently working in an HIT setting and information technology (IT) professionals. Students will gain the knowledge and skills to make an impact through the use of HIT.

Program Objectives

The Healthcare Informatics program will prepare its graduates to:

- Emerge as leaders of healthcare teams by utilizing leadership skills that prioritize, strategize, manage, and advocate for solutions tailored to organizational needs.

- Effectively advocate for the use of technology in all healthcare settings.

- Engineer innovative solutions with positive and lasting effects on the future of healthcare information technology.

- Create a vision for technology's use and lead successful projects using best practice approaches.

- Have a positive impact on the quality and efficiency of healthcare delivery.

- Evaluate healthcare organizations' technology needs and formulate solutions within clinical, operational, and financial constraints.

- Synthesize at leadership and managerial levels the privacy, security, legal, ethical, and social challenges inherent to the HIT industry.

- Act as mediator among clinical, information technology, research, and administrative stakeholders in healthcare settings.

- Acquire practical knowledge and skills.

- Gain an understanding of how information technology, people, health, and the healthcare system interrelate.

- Learn how to use information technology and information management concepts and methods in healthcare delivery.

- Develop the capacity to facilitate communication among healthcare practitioners, administrators, and IT professionals—and recognize the needs and constraints of all sides.

- Collaborate and exchange ideas with other students from a variety of professional backgrounds.

Admissions Requirements

Students will apply through the Graduate Admissions Office of the University and are admitted to the MSHI Program upon review and recommendation of the Admissions Committee based on the academic, course prerequisite, and professional requirements listed below.

Admission criteria include:

- A bachelor's degree or its equivalent from an accredited institution with a minimum GPA of 3.0 and official transcripts from all institutions attended.

- A minimum of two years of experience in the field of either healthcare, healthcare information technology, or information technology. This requirement may be waived by the program director if other relevant professional or academic experience is demonstrated.

- A one-page personal statement describing career goals and reasons for interest in the program, two letters of recommendation, and a current curriculum vitae or résumé highlighting relevant experience.

- Personal interview.

- GRE scores are not required but may be submitted as additional evidence of admissions eligibility.

Masters in Healthcare Informatics

Degree Requirements

A total of 36 credit hours of graduate coursework are necessary for completion of the program. Those who require the prerequisite courses will need up to three additional credit hours of foundational coursework.

Prerequisite and Foundations Waiver Policy

Students will be evaluated as to their knowledge and experience of information systems and the healthcare industry. Review of transcripts from accredited institution(s) and curriculum vitae for relevant experience will determine whether the student can be waived from the program prerequisites.

Course Waiver Policy

Upon application, transcripts will be reviewed for possible course waivers. For students transferring from another accredited graduate program, the program director will review transcripts and make a determination of course equivalency. A maximum of 6 credits, plus the foundation courses, can be transferred.

COURSE REQUIREMENTS

Prerequisites (1-3 credits)

HINF 410	Information Technology Overview	3
HINF 412	Introduction to Healthcare & Information Technology	1-3
HINF 415	Convergence of Healthcare & Information Technology	3
HINF 420	Introduction to the Language & Culture of Healthcare	3

Core Courses (27 credits)

HINF 501	Foundations in Healthcare Informatics	3
HINF 505	Healthcare Operations	3
HINF 550	Workflow Design & Reengineering	3
HINF 552	Evidence-Based Practice & Clinical Decision Support	3
HINF 602	Clinical & Business Intelligence	3
HINF 610	Electronic Health Records	3
HINF 615	Population Health	3
HINF 622	Information Analysis & System Design	3
HINF 625	Field Experience I (Required for Full-Time Students)	3
HINF 660	Capstone Project	3

Elective Courses (9 credits)

HINF 600	Special Topics in Healthcare Informatics	3
HINF 601	Healthcare Information Exchange	3
HINF 611	Project Management	3
HINF 612	Emerging Technologies	3
HINF 613	Legal Aspects of Healthcare Information Technology	3
HINF 614	Strategic Application of Information Technology in Healthcare	3
HINF 616	Consumer Health Informatics & Technologies	3
HINF 621	Database Design	3
HINF 626	Field Experience II	3

Healthcare Administration Graduate Certificate

The certificate in Healthcare Administration has been developed to provide the knowledge and skills required to manage organizations in the rapidly evolving field of healthcare. It is designed for individuals who seek a career in healthcare administration, who already have a graduate degree but need to develop specific healthcare management skills, or those who want to increase their skill set and position themselves for advancement within management.

Students completing the certificate program coursework will have knowledge and skills in the following areas: healthcare operations, finance and budgeting, effective management of individuals and organizations, and strategies and techniques for successfully introducing and managing change in organizations.

PROGRAM OF STUDY (12 CREDITS)

Required Courses (9 credits):

HINF 504	Business of Healthcare Information Technology	3
HINF 505	Healthcare Operations	3
WGB 612	Leading & Influencing with Integrity	3

Elective Courses (Minimum 3 credits):

Select 1 of the following courses:

AC 610	Accounting for Decision-Making & Control	3
BU 632	Managing Change	3
BU 639	Innovation Management	3

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

Healthcare Informatics Graduate Certificate

The certificate in Healthcare Informatics has been developed to provide the knowledge and skills required to use information technology to improve healthcare delivery and outcomes and to advance in this growing field.

Coursework is designed for individuals who seek a career in healthcare informatics, who already have a bachelor's degree but need to develop specific healthcare informatics skills, or those who want to increase their skill set and position themselves for advancement.

Students completing the certificate program will have knowledge and skills in the following areas:

• Configuration, implementation, and support of healthcare software

• Workflow design

• Understanding best practices and their integration into healthcare software

• Capture, manage, and analyze healthcare data

PROGRAM OF STUDY (12 CREDITS)

Required Courses (9 credits):

HINF 501	Foundations in Healthcare Informatics	3
HINF 550	Workflow Design & Reengineering	3
HINF 602	Clinical & Business Intelligence	3

Elective Courses (Minimum 3 credits):

Select one of the following courses:

HINF 504	Business of Healthcare Information Technology	3
HINF 552	Evidence-Based Practice & Clinical Decision Support	3
HINF 610	Electronic Health Records	3
HINF 611	Project Management	3
HINF 615	Population Health	3

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

Occupational Therapy

SHARON M. McCLOSKEY, EdD , MBA, OTR/L, DipCOT

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Faculty

SHARON M. McCloskey, EdD , MBA, OTR/L, DipCOT
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JODY BORTON, EdD, OTR/L
Clinical Associate Professor

LOLA HALPERIN, EdD, OTR/L
Assistant Professor

JAIMEE HEGGE, OTD, OTR/L
Clinical Assistant Professor

MARY-ELLEN JOHNSON, OTD, OTR/L
Clinical Assistant Professor

ELLEN MARTINO, OTD, OTR/L
Clinical Assistant Professor

HEATHER MILLER-KUHANECK, PhD, FAOTA, OTR/L
Associate Professor

JOAN SAUVIGNE-KIRSCH, EdD, OTR/L
Assistant Fieldwork Education Coordinator and Clinical Assistant Professor

SHEELAGH SCHLEGEL, MPH, OT/L
Academic Fieldwork Education Coordinator and Clinical Assistant Professor

Master of Science in Occupational Therapy

The Master of Science in Occupational Therapy (MSOT) is for candidates with an earned bachelor's degree in a field other than occupational therapy. The program prepares graduates for entry-level practice and to serve as dynamic leaders, responsive to the needs of the human and professional communities. Graduates will draw from diverse perspectives to collaboratively solve ethical and clinical problems and engage in occupation-based, client and family-centered practice and scholarship that is guided by the principles of occupation, compassionate service, occupational and social justice, and the profession's core values and ethics. The full time, two-year program consists of four academic trimesters plus two trimesters (24 FTE weeks) of supervised clinical fieldwork post the baccalaureate degree. Upon completion of the program, graduates are eligible to sit for the national certification exam for occupational therapy administered by the National Board for Certification in Occupational Therapy (NBCOT) and are prepared for entry-level clinical practice.

What Makes Our Program Unique?

With a growing need for occupational therapists nationwide, and increasing public interest in the profession, our program has made a commitment to personal attention and forging learning partnerships between faculty and students. This allows our faculty and students to get to know each other, create a learning community to engage in collaborative scholarship, and support continual learning for members of our occupational therapy community.

Our program is recognized for the following:

- Strong and compassionate relationships between faculty and students, forged through collaborative engagement in scholarship, professional activities and events, and advising

- Ongoing connections with our graduates who contribute to the education of our current students

- Mission-driven curriculum, with passion for social and occupational justice

- Modern, high–tech facilities, and abundant state-of-the-art space and equipment

- Relationships with local and global community partners

- Expert faculty in every practice area

- Innovative pedagogies, and high impact practices

- Curricular flexibility and continuous improvement based on student feedback

- Focus on the personal and profession development and growth, and mental health of our students and our clients

- Multiple opportunities for onsite interprofessional education

Program Accreditation

Sacred Heart University's Graduate Occupational Therapy Program leading to the Master of Science in Occupational Therapy (MSOT) is fully accredited through 2026/2027 under "The Standards for an Accredited Educational Therapy Program for the Occupational Therapist - 2018" by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethseda, MD 20852-4929. Telephone: 301-625-AOTA.

The program is responsible for complying with all ACOTE accreditation standards and policies and interacting with ACOTE with integrity and honesty. The program will inform ACOTE of all major changes in curriculum, site locations, online/onsite formats, and the program director in a timely manner. The program will honestly and accurately represent the program and its ACOTE accreditation status in all its publications and web page available to the public.

More Information about Accreditation:
Accreditation Council for Occupational Therapy (ACOTE)
6116 Executive Boulevard, Suite 200,
North Bethesda, MD 20852-4929.
Tel: (301) 652-AOTA
Web address: www.acoteonline.org

Note about ACOTE's New Mandate
On April 4, 2019, AOTA's Representative Assembly determined that occupational therapists may enter the profession at the master's or doctoral level. Sacred Heart University's Graduate Occupational Therapy students will be eligible to sit for the NBCOT certification exam and obtain state licensure and will not be required to obtain a doctoral degree to practice.

NBCOT Exam

Students must complete all fieldwork requirements within 24 months of completion of the didactic portion of the program. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All 50 states and three jurisdictions of Washington, DC, Puerto Rico, and Guam, require licensure in order to practice; however, most initial state licenses are usually based on the results of the NBCOT certification examination.

Please note that a felony conviction might affect a graduate's ability to sit for the NBCOT exam and/or attain state licensure.

State Authorization Reciprocity Agreements

Sacred Heart University has been approved by Connecticut to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA) a voluntary, regional approach to state oversight of post-secondary distance education.

For information regarding professional licensure by state, visit Disclosures and Student Complaints in this catalog.

Admissions Requirements

Students entering the program must have completed their undergraduate degree in a discipline of their choice. Sacred Heart University undergraduates interested in completing their undergraduate study in three years may consider the 3 + 2 plan of study, if they major in Health Science, Sociology, Psychology, or Exercise Science, providing that they complete all required prerequisites and meet all enrollment criteria by the end of the summer prior to enrollment. Refer to the respective Sacred Heart University program websites for the 3 + 2 plan of study. Students must have earned a bachelor's degree and completed all prerequisite courses from a university accredited by a United States Department of Education recognized regional accrediting authority. All prerequisites must be successfully completed by the summer semester prior to fall enrollment. Students educated outside the U.S. will need to have their transcripts evaluated by World Education Services (www.wes.org) for equivalency and must meet University established scores for the TOEFL exam. Provisional acceptance may be offered to students requiring the spring and/or summer prior to enrollment to complete the baccalaureate degree or prerequisite requirements.

All applicants applying for fall 2021 entry are required to successfully complete the bachelor's degree and prerequisite requirements, maintain a 3.0 cumulative and 3.0 prerequisite GPA with no individual prerequisite grade below a C.   There is a 3.0 prerequisite science GPA (Biology with lab; Human Anatomy & Physiology I with lab; and, Human Anatomy & Physiology II with lab). Students may retake a maximum of two prerequisite courses for grade replacement. The baccalaureate degree and all prerequisite courses must be successfully completed prior to enrollment. Eligible early and regular decision applicants must complete an interview with a problem-based learning experience upon invitation (depending on COVID-19) as an admission requirement. Students admitted directly into the program as freshmen are not required to interview.

All of the following prerequisite courses must be completed, with grades entered with the University Registrar, by the application deadline published by the Office of Graduate Admissions to determine admission status and eligibility for enrollment in the program: biology with laboratory, human anatomy and physiology I with laboratory, human anatomy and physiology II, psychology, and statistics.

Only official transcript grades submitted by the application deadline can be considered in determining whether or not a student maintains his or her admission status, seat in the program, and eligibility for enrollment. The program cannot hold seats beyond the application deadline to allow for students to take or re-take any of the above listed prerequisite courses. Students who have additional outstanding prerequisites may be considered provisional pending successful completion of all prerequisite courses.

Additional admission criteria include:

- A baccalaureate degree with a 3.0 or better cumulative GPA and official transcripts from all colleges and universities attended.

- A 3.0 or better prerequisite course GPA with no individual prerequisite course grade below a C. Only two prerequisites may be re-taken for grade replacement. Required prerequisite courses are: biology with laboratory*, human anatomy and physiology I with laboratory*, human anatomy and physiology II*, a lifespan development course with content covering the entire lifespan, psychology, abnormal psychology, sociology or anthropology, and statistics* (*must be taken within past five years

- Writing samples completed online with the application (in lieu of interview, depending on COVID-19).

- Two letters of recommendation.

- Relevant volunteer, observation, and/or work experience in the healthcare field with specific knowledge of occupational therapy is recommended.

- All applicants, except students admitted directly into the program as freshman, must successfully complete an interview experience, which may include a group problem-based learning experience with the Occupational Therapy Admissions Committee upon invitation.

All applicants including those admitted as freshman must maintain all GPA and admission requirements as a condition for enrollment.

Students are required to have a laptop computer inclusive of professional-level Microsoft Office Suite, high-speed Internet access, a printer, and proficiency in word processing and e-mail at the time of enrollment and throughout the program.

Required Application Materials

Sacred Heart University students apply online at www.sacredheart.edu or through the Office of Graduate Admissions' webpage. External students complete the national occupational therapy common application (OTCAS) online at www.OTCAS.org. Please refer to the Office of Graduate Admissions' website for details on the Sacred Heart University and OTCAS application processes.

Applications must include the following materials:

- Completed application
  - Freshman Admission and Sacred Heart University internal students applying competitively complete the online application (fee waived) through the Office of Graduate Admissions.
  - External students complete the online application through OTCAS.
- Official transcripts from all colleges and universities attended.
- Interview upon invitation. In lieu of interview, students admitted as freshman will participate in mandatory advisement and orientation meetings as undergraduates.
- Writing samples may be required (depending on COVID-19).
- Observation of occupational therapists in practice is highly recommended. Documented hours are not required.

Application Deadlines for Fall Enrollment

Internal Sacred Heart University students admitted as freshman must complete the Sacred Heart University online application by June 30

following the junior year for 4 + 2 students or following the sophomore year for 3 + 2 students. Application materials are used to verify the student's continued eligibility for enrollment in the Occupational Therapy program. The application fee is waived for Sacred Heart University students.

Internal Sacred Heart University students not admitted as freshman may apply competitively submitting a completed application to the Office of Graduate Admissions by the June 30th deadline following the junior year for 4 + 2 students or following the sophomore year for 3 + 2 students. The application fee is waived for Sacred Heart University students.

Applicants external to Sacred Heart University may apply through a rolling admissions process. The deadline for all applications will be November 1st, however, applications will be accepted until the class is filled. OTCAS will open July 16th, 2020 for the Fall 2021 application cycle.

Please allow a minimum of two to three months for OTCAS to verify your application. Sacred Heart University does not receive applications from the OTCAS system until the application has been completed and verified by OTCAS. OTCAS and Sacred Heart University reviews completed applications only.

Freshman Admissions for Qualified Freshmen Entering Sacred Heart University

Refer to Sacred Heart University's Undergraduate Catalog for freshman admission requirements.

Sacred Heart University freshmen who were admitted into the Graduate Occupational Therapy program as freshman must meet ALL of the program's admission standards as a condition for keeping their seat and enrolling in the Graduate Occupational Therapy program. Students admitted into the program as freshman who do not meet ALL of the criteria at the time of application will forfeit their seat and admission status to the Occupational Therapy program and will be ineligible for continued enrollment into the Graduate Occupational Therapy program.

Sacred Heart University students who were not admitted into the Graduate Occupational Therapy program as freshman may apply competitively to the program.

All applicants must meet ALL of the program's admission standards at the time of application.

Regular Application

The application deadline for all is November 1st (or the date published by Graduate Admissions) for the incoming fall class. All applicants must have successfully completed prerequisite courses in biology with laboratory, human anatomy and physiology I and II with laboratories, psychology, and statistics, with final course grades entered with the University's Registrar, meet GRE requirements (for fall 2021 program entry and beyond), and complete an interview with the Occupational Therapy Admissions Committee upon invitation (depending on COVID-19).

Refer to "Admissions Requirements" above**.**

Transfer of Credits

Students interested in transferring into the Graduate Occupational Therapy program from another occupational therapy program may do so at the discretion of the program director and faculty admissions committee, depending on the student's qualifications, reason for transfer, and available seats. Transfer students must adhere to Sacred Heart University's course grade requirements for transferring into graduate programs (See "Transfer Credits and Residency Requirements" in the Graduate Admissions section of Sacred Heart University's Graduate Catalog). Only courses taken within the past six years at the graduate level from a USDE recognized regionally accredited college or university with a minimum grade of B are eligible for transfer credit. Students interested in transferring into the Graduate Occupational Therapy program must meet all admission criteria and complete an application with the Office of Graduate Admissions.

The Occupational Therapy curriculum reflects its philosophy, problem-based learning pedagogy, vision, mission, and objectives to prepare reflective practitioners. Transfer students, therefore, are required to take all courses rooted in these philosophies and problem-based learning pedagogy regardless of the number of credits that may qualify for transfer. These courses include: OT 504 Therapeutic Use of Self; OT 525 Health & Wellness: Personal Journey; OT 526 Topics in Mental Health; OT 527 Problem-Based Learning in Mental Health; OT 528 Clinical Lab in Mental Health; OT 529 Level I FW & Seminar: Mental Health; OT 542 Health, Prevention, & Well-Being; OT 578 Capstone I: Planning, Permissions, & Approvals; OT 545 Topics in Pediatrics & Adolescence; OT 547 Clinical Lab: Pediatrics & Adolescence; OT 548 Level I FW & Seminar: Pediatrics & Adolescence; OT 549 Problem-Based Learning: Pediatrics & Adolescence; OT 574 Topics in Adults & Geriatrics; OT 575 PBL in Adults & Geriatrics; OT 576 Clinical Lab: Adult & Geriatrics; OT 577 Level I Fieldwork & Seminar; OT 608 Capstone II: Implementation; OT 609 Portfolio; OT 691 Level II Fieldwork; and OT 693 Level II Fieldwork.

Prerequisite Courses

- Biology I with Lab (4 credits)

- Human Anatomy & Physiology I with Lab (4 credits)**

- Human Anatomy & Physiology II with Lab (4 credits)**

- Statistics– 3 credits (analysis of quantitative data including descriptive, inferential probability, confidence intervals, correlation and hypothesis testing)**

- Psychology (3 credits)

- Abnormal Psychology or Psychopathology (3 credits)

- Life Span Development (content must cover birth to death) (3 to 9 credits)

- Sociology, or, Anthropology, or Social Psychology (3 credits)

**Must have been completed within the past 5 years.

Degree Requirements

The program is full time consisting of four academic trimesters followed by two trimesters of two different, 12-week experiences of full-time supervised clinical fieldwork. Coursework during the academic trimesters is completed with classes scheduled during the day and evening. The supervised level II clinical fieldwork is completed as two separate, 12-week, full time experiences with hours determined by the clinical site. Level I fieldwork is integrated into the course schedule during the second, third, and fourth academic trimesters. The curriculum sequence is completed in two calendar years including summers. Successful

completion of all coursework, level I and II fieldwork, a completed portfolio, and the capstone project with professional poster presentation and defense are required for graduation. Level II fieldwork experiences must be successfully completed within 24 months of completion of coursework.

Note: A criminal background or felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure. All graduate programs in occupational therapy require the successful completion of level I and level II supervised clinical fieldwork. The majority of clinical fieldwork sites require students to complete a criminal background check, fingerprinting, and/or drug testing prior to clinical education placements. Additionally, states may restrict or prohibit those with criminal backgrounds from obtaining a professional license, and NBCOT may deem persons with criminal backgrounds as ineligible to sit for the NBCOT certification examination. Therefore, students with criminal backgrounds may not be able to obtain the required clinical education experience(s), thus failing to meet the Occupational Therapy program's academic requirements. It is therefore the program's policy that all admitted students planning to enroll must consent, submit to, and satisfactorily complete a criminal background check (CBC) within six (6) weeks of registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the program director or academic fieldwork coordinator. All expenses associated with the CBC, fingerprinting, and/or drug screening are the responsibility of the applicant. Applicants who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check may be subject to disciplinary action up to and including refusal of matriculation or dismissal from the program.

Some fieldwork placements may require an additional background check, fingerprinting, and/or drug screening prior to beginning the fieldwork experience, which must be completed at the student's expense. The University and or the Occupational Therapy program will have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or fieldwork. Please see the Occupational Therapy program's Student Manual for complete information on criminal background checks and policy regarding adverse information in a CBC report. Students who are twice denied a fieldwork placement based on the results of a background check, fingerprinting, and/or drug screenings will be considered ineligible for placement and unable to complete the program and, therefore, will be dismissed from the program.

REQUIRED COURSES

Fall Semester, PY1

OT 501	Introduction to Occupational Therapy as a Profession	3
OT 504	Therapeutic Use of Self I	2
OT 523	Applied Functional Anatomy & Neuroanatomy	4
OT 524	Physical & Mental Health Conditions Across the Lifespan	3
OT 525	Health & Wellness: Personal Journey	0.5
OT 546	Human Occupation & Activity Analysis	3

Spring Semester, PY1

OT 503	Research I: Introduction to Research	2
OT 526	Topics in Mental Health	2
OT 527	Problem-Based Learning in Mental Health	3
OT 528	Clinical Lab in Mental Health	5
OT 529	Level I FW & Seminar: Mental Health	0.5
OT 530	Groups	2
OT 505	Health Policy & Law	2
OT 543	Needs Assessment & Program Development	3

Summer-Semester-PY1

OT 547	Clinical Lab: Pediatrics & Adolescence	5
OT 575	PBL in Adults & Geriatrics	3
OT 576	Clinical Lab: Adults & Geriatrics	5
OT 529	Level I FW & Seminar: Mental Health	0.5
OT 531	Research II: Single-Subject Design	2
OT 542	Health, Prevention, & Well-Being	2
OT 578	Capstone I: Planning, Permissions, & Approvals	1.5

Fall Semester, PY2

OT 545	Topics in Pediatrics & Adolescence	2
OT 547	Clinical Lab: Pediatrics & Adolescence	5
OT 548	Level I FW & Seminar: Pediatrics & Adolescence	1
OT 549	Problem-Based Learning: Pediatrics & Adolescence	5
OT 607	Leadership & Management	3
OT 608	Capstone II: Implementation	1.5

OT 608: Note: The capstone project, professional poster presentation and defense, and completed portfolio are graduation requirements. Special mandatory presentations and events are scheduled between the two level II fieldwork experiences and prior to the May graduation ceremony. All level I and II fieldwork requirements must be completed within 24 months of completed coursework.

Spring Semester, PY2

OT 609	Portfolio	1
OT 691	Level II Fieldwork	4

OT 609: Note: The capstone project, professional poster presentation and defense, and completed portfolio are graduation requirements. Special mandatory presentations and events are scheduled between the two level II fieldwork experiences and prior to the May graduation ceremony. All level I and II fieldwork requirements must be completed within 24 months of completed coursework.

Summer Semester, PY2

OT 693	Level II Fieldwork	4

Continuous Enrollment Policy

Graduate students in the master's degree program in Occupational Therapy must maintain continuous enrollment in the program. Students who need to take a leave of absence from the program must apply, in writing, to the program chair and director. The student's leave of absence request must state the reason for the leave request, anticipated semester or date of return, and must be dated and signed by the student. The students may be required also append appropriate documentation from a physician or other appropriate persons that supports the request. The Chair and Professional Performance

Committee will review the student's request and a maximum of one 12-month leave of absence may be granted. As the program is a lock-step curriculum, students must reenter the program following a leave of absence in the required curriculum sequence. If a request is denied, or if a student fails to enroll for their next consecutive trimester in the program, the student must apply for readmission through the Office of Graduate Admissions. Students who are readmitted must adhere to the admission criteria, curriculum, policies, and guidelines in effect at the date of readmission. The University may charge a continuous enrollment fee each trimester the student is not enrolled to maintain the the student's matriculation.

Physician Assistant Studies

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Master of Physician Assistant Studies

Master of Physician Assistant Studies

Sacred Heart University's College of Health Professions offers a Master in Physician Assistant Studies (MPAS) degree as a full-time, 27-month, 123-credit program.

The MPAS program will prepare individuals to practice medicine in collaboration with a licensed physician as part of a medical team, in compliance with the PA profession competencies described and accepted by the profession. For more information on the PA profession competencies, visit the NCCPA website.

The SHU MPAS program is designed to prepare future professionals to work as generalist PAs. MPAS graduates will be educated to provide compassionate, respectful, high-quality healthcare, and have proficiency in the competencies as described by the PA profession competencies. After successfully passing the PA National Certification Exam, graduates of the SHU MPAS program will qualify to work in any of the fifty states as a certified PA (PA-C). The PA-C must then apply for and obtain state licensure in the state(s) they wish to work.

Accreditation Status

The ARC-PA has granted Accreditation-Provisional status to the Sacred Heart University Physician Assistant Program sponsored by Sacred Heart University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

For information about accreditation, please visit the ARC-PA website at www.arc-pa.org.

What Makes Our Program Unique

- Join a university rich in the tradition of service, learning, and commitment to community service
- Learn alongside world-class physicians and clinicians in preeminent medical facilities in a variety of clinical settings
- New classroom facilities that include a patient-assessment and simulation suite
- Interprofessional educational experiences with students in other SHU College of Health Professions programs
- Experienced PA educators
- Faculty involvement in national PA organizations
- Student-centered learning environment
- Innovative curriculum that includes specific courses offered in a hybrid online/on-campus format
- First-year clinical integration experiences
- Primary-care, patient-centered focus
- Small class size
- Located in Stamford, a culturally diverse community in southwest Connecticut, within 40 miles of New York City

Physician Assistant Studies Mission

Our mission is to provide students with engaging experiences that facilitate lifelong learning, enhance diverse perspectives, emphasize primary care and collaborative practice, and foster a spirit of service with a commitment to continuously improve the health of our communities.

To achieve our mission, we are committed to the following core values:

Excellence
Our program is dedicated to promoting critical thinking, evidence-based practice, integrity, and professionalism as hallmarks of the PA profession. We foster in our students a desire to contribute to the growth of medical knowledge and continuous advancement of PA practice, integrating quality improvement and patient safety, and to become leaders in our profession and communities.

Diversity
Our program is committed to diversity and global awareness. We are dedicated to advocating inclusion and to appreciating and embracing the diversity of the human community.

Compassion
We value the dignity of those we teach, work with, and the communities we serve. We recognize that caring must be the foundation of our professional and personal interactions, and believe that each person deserves health, wellness, equity, and respect.

Program Goals

To work toward achieving our mission, our program goals are to:

- Prepare graduates to practice in primary-care and other healthcare settings by providing them with the skills to promote health, wellness, and safety in their patients and communities as

- professional, caring providers of high-quality medical care.

- Educate highly qualified individuals from diverse backgrounds and experiences who are committed to our mission.

- Prepare graduates to work collaboratively as members of an interprofessional team, advocating a culture of teamwork and fostering compassionate patient-centered care in a mutually respectful community.

- Promote ethical and professional behavior in all interactions.

- Equip graduates to be lifelong, self-directed learners who assess and improve patient care outcomes by utilizing current evidence-based practice and information exchange systems.

- Encourage students and graduates to make a contribution to the community, acknowledging and respecting social and cultural influences on population health outcomes, by providing opportunities and encouraging on-going participation in community service.

- Support personal and professional growth of students, faculty, and staff by providing development and leadership opportunities.

Admissions Requirements

In recognition of the challenges presented by the COVID-19 pandemic, the MPAS program has updated its admission requirements to now accept labs completed online starting with its 2020 admissions cycle. Additionally, we will be holding all admission interviews for qualified candidates virtually through ZOOM for fall 2020.

Sacred Heart University (SHU) Master of Physician Assistant Studies seeks students who are mature, possess excellent communication skills, are team-oriented, and demonstrate both intellectual capacity and integrity.

The SHU Master of Physician Assistant Studies Program employs a holistic admissions process. This process balances an applicant's cognitive skills, such as GPA, 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(17), 1565-1567.

To apply, all applicants must use the Centralized Application Service for Physician Assistants (CASPA). All prerequisites and requirements must be complete at the time of submission to CASPA. Any additional information, clinical hours, or prerequisites will not be considered after application is submitted. The deadline to apply to the SHU MPAS Program is October 1st.

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.

Degree Prerequisites

An earned baccalaureate degree from a regionally accredited college or university, or an equivalent institution as determined by Sacred Heart

University, **must be conferred at the time of application submission to CASPA.**

Applicants educated outside the U.S. must utilize a transcript evaluation service to verify their degree and course work. The academic record must show credits and grades equivalent to those given by U.S. institutions of higher learning.

Test Scores

- Scores from the Graduate Records Examination (GRE) are NOT required for admission to the SHU MPAS 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 24/30

- Listening 24/30

- Speaking 28/30

- Writing 26/30

Coursework Prerequisites

The following courses must be completed at a regionally accredited institution in the United States, with a grade of "C" or better. **All courses must be completed at the time of application submission to CASPA.**

16 semester units of Biological Science courses*, which must include:

- Microbiology with lab

- Human Anatomy and Physiology I and II with Labs (two semesters required)

- The remaining units can be from any upper level human biological science course with lab

  - Examples of acceptable coursework include: Cell Biology, Human Genetics, Immunology, Molecular Biology, Neurobiology, and Pathology

  - **General Biology/Biology I or II is NOT an acceptable course for the upper division biological science requirement**.

One course of EACH of the following:

- Organic Chemistry I with lab and Organic Chemistry II with lab; or Biochemistry with lab (Biochemistry preferred)

- Statistics (Biostatistics preferred)

- General Psychology

Advanced Placement® (AP) credits will be accepted for Psychology and Statistics

Highly recommended, but not required courses:

- Human Genetics

- Abnormal Psychology

- Biostatistics

- Biochemistry

SHU MPAS Program is unable to 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 SHU MPAS program. All students are expected to complete all didactic and clinical elements of the SHU MPAS program.

*SHU MPAS Program accepts prerequisite lecture courses completed online and starting with the 2020 admissions cycle, the MPAS Program will also accept labs completed online. However, labs completed in a classroom setting are preferred.

Minimum Requirements

- Overall GPA of 3.0

- All Prerequisite courses: Cumulative GPA of 3.0

- A minimum of 1,000 hours of verifiable, paid, 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, direct patient care experiences include 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

- Radiological Technician

- Respiratory Therapist

Highly competitive applicants will also possess the following:

- Participation in community service or volunteer work

- Greater than 1,000 hours of paid, direct patient care experience completed in the U.S. healthcare system

- Prerequisite GPA of 3.4 or higher

- Completed 80 hours or more of college-level science course credit hours

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: https://www.sacredheart.edu/offices--departments-directory/registrar/veteran-benefits/yellow-ribbon-program/

Applicants with an earned bachelor's or master's degree from Sacred Heart University or a current employee of Stamford Hospital or Stamford Health Medical Group 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, including at least one letter from a work supervisor.

- Personal Statement (on CASPA)

- Official College Transcripts (sent to CASPA)

- Supplemental SHU Essay Questions completion (on CASPA)

- Successful interview, by invitation only.

- Must meet all SHU MPAS Program Technical Standards requirements.

- Completion of criminal background check is required prior to starting the PA program.

- Completion of required SHU MPAS Health & Immunization clearance.

- If selected to join SHU's PA Program, a candidate is required to provide proof of paid patient care hours to Graduate Admissions. **Enrollment Fee**

  Upon acceptance to the Program, the applicant is required to remit $1,000 to secure his/her place in the incoming class. This fee is non-refundable. However, this fee is applied to the student's tuition and is not in addition to the tuition due.

Background Check

Successful completion of the MPAS Program includes satisfactory completion of the clinical education component of the curriculum. The majority of clinical sites now require students to complete a criminal background check prior to participating in clinical education placements. Some facilities may also require fingerprinting and/or drug screening. State licensure laws may also restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. Thus, students with criminal convictions or backgrounds may not be able to obtain required clinical education experience(s) thereby failing to meet the academic standards of the Program.
It is therefore the policy of PA Studies Program that all admitted students planning to enroll in the MPAS Program must consent, submit to, and satisfactorily complete a criminal background check before registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the program director or MPAS Director of Clinical Education.
All expenses associated with the criminal background check are the responsibility of the student. Students who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check will be subject to disciplinary action up to and including refusal of matriculation or dismissal from the program.
Criminal background information is strictly confidential, for use only by authorized MPAS Program faculty and/or administrative staff, and shall

be retained only until the student graduates or is dismissed from the program.

Technical Standards

A Physician Assistant (PA) must have the knowledge and skill to practice in a variety of clinical situations and to render a wide spectrum of care based on the patient's needs. In addition to academic achievements, exam results, and recommendations, physician assistant students must possess the physical, emotional, and behavioral capabilities requisite for the practice of medicine as a PA. In order to successfully complete the PA clinical training program, candidates and students must demonstrate proficiency in academic and clinical activities with regard to the competencies described below.

OBSERVATION

Candidates and PA students must have sufficient sensory capacity to observe in the classroom, the laboratory, the outpatient setting, and at the patient's bedside. The sensory skills required to perform an adequate physical examination include functional vision, hearing, smell, and tactile sensation. All of these senses must be adequate to observe a patient's condition and to accurately elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, percussion, and palpation.

COMMUNICATION

Candidates and PA students must be able to:

- Communicate effectively and sensitively with patients and others in both academic and healthcare settings.

- Speak clearly.

- Communicate effectively and efficiently in oral and written English with faculty, staff, patients, and all members of the health care team. Communication includes not only clear speech, but also reading and writing skills.

- Demonstrate reading skills at a level sufficient to accomplish curricular requirements, provide clinical care for patients, and complete appropriate medical records, documents, and plans according to protocol in a thorough and timely manner.

- Perceive and describe changes in mood, posture, activity, and interpret non-verbal communication signs.

MOTOR COORDINATION AND FUNCTION

Candidates and PA students are required to possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures. Additionally, they must possess the ability to execute the motor movements reasonably required to provide basic medical care and emergency care to patients, including but not limited to:

- Cardiopulmonary resuscitation

- Administration of intravenous medication

- Application of pressure to stop hemorrhage

- Opening of obstructed airways

- Suturing of simple wounds

- Performance of simple obstetrical maneuvers

- Negotiate patient care environments and must be able to move between settings, such as clinic, classroom, laboratory, and hospital

- Maintain sufficient physical stamina to complete the rigorous course of didactic and clinical study which include long periods of sitting, standing, or moving in classroom, laboratory, and clinical settings.

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE ABILITIES

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. Candidates and PA students must be able to:

- Measure, calculate, reason, analyze and synthesize. Problem solving, one of the critical skills demanded of physician assistants requires all of these intellectual abilities.

- Interpret dimensional relationships, and understand the spatial relationships of anatomical structures

- Search, read, and interpret medical literature

The ability to incorporate new information from peers, faculty, and the medical literature in formulating diagnoses and plans is essential. To complete the Physician Assistant Program, candidates must be able to demonstrate proficiency of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

BEHAVIORAL AND SOCIAL ATTRIBUTES

Compassion, integrity, ethical standards, concern for others, interpersonal skills, and motivation are all personal qualities important to providing compassionate and quality patient care.

Candidates and PA students must:

- Possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the completion of all academic and patient care responsibilities.

- Develop mature, sensitive and effective relationships with patients, faculty and other members of the health care team.

- Function in the face of uncertainties inherent in clinical practice and adapt to changing environments.

- Possess flexibility, compassion, integrity, motivation, interpersonal skills, and concern for others.

Individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) may be qualified for the Master of Physician Assistant Studies (MPAS) program with the use of reasonable accommodations. Upon enrollment, a student requesting accommodations will be required to provide documentation in the form of testing and/or medical opinions to the University Jandrisevits Learning Center Office of Student Accessibility (OSA). If a student submits documentation that is incomplete or the submitted documentation does not adequately determine if a student has a disability or qualifies for the accommodations being requested, the Office of Student Accessibility (OSA) reserves the right to request additional documentation. All information shared with the Office of Student Accessibility is confidential. To be qualified for enrollment in the

SHU MPAS program, candidates must be able to meet both our Academic Standards and Technical Standards, with or without reasonable accommodation. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education.)

THE USE OF AUXILIARY AIDS AND INTERMEDIARIES

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or an auxiliary aid. Such reasonable accommodations should be designed to help the student meet learning outcomes without eliminating essential program elements or fundamentally altering the MPAS curriculum. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills, or supplements clinical and ethical judgment. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the MPAS curriculum.

Degree Requirements

The program is full-time consisting of seven academic trimesters. Coursework during the academic trimesters is completed with full-time classes. Classes are scheduled during the day and/or evening. The supervised clinical rotations are full-time with the hours determined by the clinical site. The full-time program sequence is completed in 27 months including summers. Successful completion of all coursework, clinical rotations, and the Capstone Project are required for graduation.

STUDENT WORK POLICY
Students are discouraged from working while in the PA Studies program due to the robust nature of the PA program. In the event a student chooses to work, they are not permitted to miss or reschedule lectures, lab sessions, journal clubs, seminar sessions, or any part of their didactic or clinical educational requirements. The program has the right to recommend termination of employment based on academics that fall below the minimum University and program requirements.Additionally, PA students are not permitted to be employed by or perform clerical or administrative tasks for the PA Program.

CURRICULUM
The Sacred Heart University PA Program is a 27-month program that has a 12-consecutive month didactic phase, and a 15-month clinical phase which includes a Masters' Capstone Project.
Clinical rotations are ten 5-week clinical rotations, providing approximately 2,000 hours of hands-on clinical experience. Clinical rotations include supervised experiences in Internal Medicine, General Surgery, Orthopedics, Women's Health, Pediatrics, Mental Health, Family Medicine, Primary Care, and Emergency Medicine. There is also one elective rotation in which the student chooses the area of medicine for this rotation. Most clinical rotation sites are located in Connecticut and Westchester County, NY.
Students must complete all aspects of the curriculum to complete the program. Student are required to successfully complete the entire program in order to qualify to take the Physician Assistant National Certifying Examination (PANCE). For more information on becoming certified, go to the NCCPA website.

Integrated Curriculum Based on Body System Modules
Curriculum integration is used throughout the program to bridge the gaps between subject areas in order to provide students with better learning opportunities that will facilitate the development of knowledge that is relevant and meaningful to clinical practice. The curriculum is based on body systems and follows a systematic, step-wise approach to build on the depth and breadth of knowledge.

Master Capstone Project

Master's Capstone Project:

The Master's Capstone Project (MCP) will be completed during the clinical phase of the SHU PA program; successful completion is required for graduation and conferment of the Masters' Degree. The MCP refers to a manuscript that reports on original research, with the general expectation that the finished product is of publishable quality, meets professional standards, and is useful to some external audience. This course builds on first year courses (Evidence-Based Practice, Healthcare Delivery, and Population Health and Wellness) and is designed for the PA student to complete a Master's Capstone Project (MCP) under the guidance of the DORA and approved external advisor. Students will work in teams of two (when available) to complete the MCP. There are four MCP tracks: Clinical, Global Health, Community Outreach, and PA Education. Each student must choose one of these tracts to complete their MCP; generally, any topic that is appropriate for the MCP will fall into one of these categories. Each team will identify a scholarly question on a clinical, global health, community outreach, or PA education topic, search and analyze the literature, then develop a scholarly paper of publishable quality in a peer-reviewed journal (i.e. JAAPA, Clinical Review, PA Professional, Journal of PA Education, etc.). Each MCP project will also encompass a complementary presentation and may require an additional Capstone Deliverable: Clinical track – scholarly poster, Global Health – scholarly poster, Community Outreach – scholarly poster & community service learning project, PA Education – scholarly poster & presentation/lecture.

Teams will be required to complete each component of their MCP according to the time line outlined in this handbook. Teams will be expected to complete components of the MCP sequentially within their assigned Capstone Block.

LEAVE OF ABSENCE POLICY

Leave of Absence (LOA) is a student-requested withdrawal from all Program activities for a specific and defined period of time. The Program Director and the PPC, through the process described below, may grant a LOA. Students should note that the Program is not obligated to honor a request for LOA when it is determined by the Program that the leave is educationally unsound. By definition, LOA is withdrawal from all Program activities. Student activities cannot be scheduled for the student during the leave, nor may the student present themselves as a SHU Master of Physician Assistant Studies Program student during the leave of absence.

During the didactic year: There is no option for a Leave of Absence (LOA) during the didactic year.

During the clinical phase: Refer to the MPAS Student Clinical Handbook for requesting a LOA during the clinical phase of the program.

Unexpected absences due to illness, injury, or other extenuating circumstances:
During the didactic year, students with unexpected absences due to illness, injury, or other extenuating circumstances who miss one consecutive calendar week or more may be suspended from the program. This is due to the robust, lock-step educational curriculum. At the discretion of the Program Director and PPC, students may return to the program in the next matriculating class with availability, which must be within 24 months from the date of suspension and must be requested in writing to the Program Director and PPC at time of suspension. Any completed courses must be taken again to ensure the student is proficient and current in course content, which will incur additional tuition and costs to complete the program.
For students with unexpected absences that are more than 2 days, but less than one consecutive calendar week, will be taken into consideration on a case-by-case basis.
Please also refer to the Missed Assessment Policy.

Sacred Heart University Dismissal Policy/Academic Appeals
Please refer to the MPAS Program Student Handbook for criteria for dismissal. Please also refer to the section of the SHU Graduate Catalog for the protocol on appealing a grade, and for the grievance and appeals policies.

For updated program information, please visit our website at Sacred Heart Physician Assistant Program.

Public Health

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Program Rationale

The Sacred Heart University Master of Public Health program prepares individuals to protect and improve the health of individuals and communities. As such, students will be required to critically examine how biological, behavioral, social, and environmental factors influence health. Students will learn how to address these factors through the creation and evaluation of programs and policies designed to improve the health of individuals and communities. Students' education will be grounded in a social justice philosophy, which calls for improving the health of the population while ensuring fair treatment of the disadvantaged. The Master in Public Health (MPH) program is located within the Public Health Department

MASTERS IN PUBLIC HEALTH

Program Description

There are three major components of the Master of Public Health curriculum: (1) core courses, (2) community health specialization and (3) a graduate project or thesis requirement. The full degree program will be 45 credit hours taken over two years if attending full-time. Part time options are available as well.

Students who complete the MPH program will:

- Demonstrate advanced knowledge in public health's mission and core functions, epidemiology, biostatistics, social ecological determinants of health, health promotion, public health administration, research methods, health systems and health policy

- Develop a deeper understanding of public health theories, public health program planning and evaluation, community health development, and grant writing

- Develop a deeper understanding of health administration, and leadership and ethics in public health

- Appropriately implement public health programs and policies to support and promote population health and wellness

- Lead and manage in a variety of settings, such as worksites, health care, faith-based settings, and more

Admissions Requirements

Students will apply through the Graduate Admissions Office of the University. In addition to application materials, applicants must demonstrate completion of the program prerequisites including:

- Completion of a bachelor's degree with a minimum GPA of 3.0.

- Undergraduate prerequisite coursework in the following courses with an earned C or higher:

- Psychology (3 credits)

- Statistics (3 credits)

Program of Study 45 credits

Core Courses (36 credits)

MPH 500	Profession and Science of Public Health	3.0
MPH 501	Research Methods	3
MPH 502	Biostatistics	3
MPH 503	Social Ecological Determinants of Health	3
MPH 506	Grant Reporting and Writing	3
MPH 507	Public Health and Health Care Systems	3
MPH 509	Policy in Public Health	3
MPH 597	Public Health Thesis I	3

Community Health Specialization (9 credits)

MPH 554	Health Communication	3
MPH 522	Physical Activity and Behavioral Science	3

Physical Therapy

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Doctor of Physical Therapy

The University's Doctoral Program in Physical Therapy (DPT) prepares students for professional practice as general practitioners who demonstrate self-directed, ongoing learning, competency in clinical practice, a commitment to the application of professional skills, and knowledge in service to others. The program's curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient problems that students study, discuss, and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students and supports the use of peers in learning and problem-solving. Clinical education includes part-time, integrated experiences in each of the academic semesters, and full-time clinical education in the summer following the first year and during the fall and spring of the third year. Clinical education totals thirty-eight (38) weeks of full-time work and approximately twelve (12) to sixteen (16) hours per semester of direct patient care.

Expected Student Learning Outcomes

The Doctoral Program in Physical Therapy established Student Learning Outcomes that align with the College of Health Professions Student Learning Outcomes and the University's Strategic Plan.
Students who graduate from the Doctor of Physical Therapy Program at Sacred Heart University will…

- Practice in a manner consistent with established legal and professional standards and ethical guidelines.

- Apply clinical-decision making skills to effectively develop and implement a clinical examination, physical therapy diagnosis, plan of care and prognosis.

- Apply self-directed, life-long learning principles from the underpinnings of problem-based learning to anticipate, adapt and respond to changes in the health care delivery system.

- Analyze, synthesize, and evaluate evidence to facilitate best patient outcomes by effective use of the professional literature and current information technologies.

- Communicate effectively with patients, families, caregivers, other disciplines and the community in ways that are congruent with situational needs.

- Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.

- Participate in inter-professional activities for the benefit of patients, families, and community.

Admission Requirements

Students entering the program must have completed an undergraduate degree in the discipline of their choice. Students also must have completed the necessary course prerequisites prior to the start of the doctoral program and have no more than two courses outstanding at the time of application. Students are admitted to the program on a competitive basis. External applicants must submit all materials for admission consideration by October 1, 2020 and apply through PTCAS. Internal applicants must submit all materials for admission consideration by September 15, 2020.

Admission Requirements Include:

- Completion of an UG degree and all pre-requisite courses from a regionally accredited College or University

- Undergraduate and pre-requisite GPA of 3.2 or higher

- No grade lower than a "C" in any pre-requisite course. Applicants may retake a maximum of two courses one time each for grade replacement and use in pre-requisite GPA calculation.

- Two letters of recommendation: one from a past employer, one from a recent professor

- Observation of PT practice in two different types of clinical practice settings (i.e. inpatient, outpatient, rehabilitation, etc.) for a minimum of 50 hours total. Please notify our SHU DPT Admissions Representative if the applicant is requesting an extension until April 2021 to complete these hours due to the COVID-19 crisis.

- GRE required (no minimum score

- Successful completion of the Admission Interview. Note: Admissions interviews are schedule for onsite, however this may change to a synchronous online format if needed due to COVID-19.

DEGREE REQUIREMENTS

The program is a three-year, 109 credit course of study offered on a full-time basis only, to allow for the professional socialization of the student and the integration of coursework. This program leads to preparation for licensure as a physical therapist.

Prerequisite Requirements:
Undergraduate prerequisite required coursework includes (see course descriptions below):

- Human Anatomy and Physiology (6-8 credits with lab)

- Biology (6-8 credits with lab)

- Chemistry (Inorganic, 6-8 credits with lab)

- Physics (Non-calculus, 6-8 credits with lab)

- Statistics (Descriptive and inferential, 3-4 credits)

- Mathematics (Pre-calculus or higher, 3-4 credits)

- Psychology (Introduction and upper level, 6-8 credits)

- Human Anatomy and Physiology and Statistics must be taken in the last 10 years

Please note the following:

- Catalog descriptions must match SHU catalog descriptions listed below, especially lab component; this included courses taken in an online format.

- No more than 2 prerequisite courses can be outstanding at the time of application
- AP course credit from high school, accepted by the undergraduate institution, satisfies the prerequisite requirements regardless of where the course was taken. However, AP course grades do not factor into the prerequisite GPA calculation

For SHU Undergraduate Students:

- Up to two 2-course science sequences can be taken away from SHU, such as Anatomy I & II (BI 206/208 & BI 207/209) and Chemistry I & II (CH151/153 and CH 152/154). No more than four courses total may be taken away from SHU.
- Courses taken during Study Abroad semesters count as being taken at SHU.
- It is strongly recommended (but not mandatory) that Physics be taken at SHU.
- ***Must*** take the last 30 credits at SHU.

Timing of course completion:

- Must complete all requirements for UG graduation prior to matriculation into the DPT Program
- Includes all course requirements for the Major and Core Curriculum
- Includes all PT pre-requisite courses

Prerequisite Courses (45 credits)

BI 111	Concepts in Biology I: Molecules to Cells	3
BI 112	Concepts in Biology II: Cells to Organisms	3
BI 113	Concepts in Biology I Laboratory	1
BI 114	Concepts in Biology II Laboratory	1
BI 206	Human Anatomy & Physiology I	3
BI 207	Human Anatomy & Physiology II	3
BI 208	Human Anatomy & Physiology I Laboratory	1
BI 209	Human Anatomy & Physiology II Laboratory	1
CH 151	General Chemistry I	3
CH 152	General Chemistry II	3
CH 153	General Chemistry Laboratory I	1
CH 154	General Chemistry Laboratory II	1
MA 131	Elementary Statistics	3
MA 140	Precalculus	4
PY 111	General Physics I	3
PY 112	General Physics II	3
PY 113	General Physics Laboratory I	1
PY 114	General Physics Laboratory II	1
	Two psychology electives	6

MA 140: or above

Required Courses

Course Sequence Professional Year 1

Fall			Spring	
PT-611 - Structure & Function I	6		PT-612 - Structure & Function II	6
PT-621 - Examination & Documentation I	4		PT-622 - Examination & Documentation I	5
PT-631 - Evaluation & Intervention I	5		PT-632 - Evaluation & Intervention I	6
			PT-642 - Foundations of Evidence Based Practice	2
Total Credits	15		Total Credits	19

Summer

PT-740 - Professional Practice I	1
PT-651 - Clinical Experience I (8 weeks)	4
Total Credits	5

Total Credits Year 1 = 39

Course Sequence Professional Year 2

Fall			Spring	
PT-713 - Structure & Function III	6		PT-714 - Structure & Function IV	5
PT-723 - Examination & Documentation III	4		PT-724 - Examination & Documentation IV	4
PT-733 - Evaluation & Intervention III	4		PT-734 - Evaluation & Intervention IV	5
PT-743 - Grand Rounds	3		PT-741 - Professional Practice II	1
			PT-760 - Special Project I	3
Total Credits	17		Total Credits	18

Total Credits Year 2 = 35

Course Sequence Professional Year 3

Late Spring/Summer		Fall/Spring	
PT-825 - Contemporary Practice in PT	8	PT-852 - Clinical Experience II (10 weeks)	5
PT-845 - Professional Practice III	5	PT-853 - Clinical Experience III (10 weeks)	5
PT-861 - Special Project II	4	PT-854 - Clinical Experience IV (10 weeks)	5
PT-8XX - Special Topics Elective	3		
Total Credits	20	Total Credits	15

Total Credits Year 3 = 35

Total Credits 109

Professional Credits: 90   **Clinical Credits: 19**

Clinical Education

The curriculum includes 19 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summer following the first year and during the fall and spring of the third year. Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings. The DPT program is affiliated with more than 700 clinical facilities representing a wide range of practice settings, located predominately in the northeastern United States, but include sites across the country. Each site must have a formal contractual relationship with the University that includes a description of the responsibilities associated with clinical education. The University supervises the student's clinical education experience through communication with the clinical instructor on site, written student performance evaluations, and on-site visits as necessary. Students should anticipate the additional costs of clinical education in the curriculum, including travel, housing, meals, and living expenses. In some cases, clinical sites may provide some assistance for expenses such as housing. Planning for clinical education is done through the DPT program by the directors of clinical education (DCEs). Students will receive individual advisement regarding clinical education planning. Students will be asked to make clinical education placement requests; however, final placement decisions are the responsibility of the DCEs.

Program Accreditation

The Physical Therapy program was initially accredited by both the Connecticut Department of Higher Education (CTDHE) in 1998 and the Commission on Accreditation of Physical Therapy Education (CAPTE) in 1999, in 2004, and reaffirmed again in 2014. In 2003, both agencies approved transition of the program to the Doctor of Physical Therapy (DPT) degree. The program was recognized in these accreditation proceedings for several strengths, including the high quality of its curriculum, the exceptional qualifications of its faculty, and the level of University support provided to the program. CAPTE accreditation is an ongoing process for all PT programs. The PT program at Sacred Heart University received continuing accreditation in 2014 with the next CAPTE accreditation review occurring in 2023.

Master of Science in Speech-Language Pathology

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Master of Science in Speech-Language Pathology

Master of Science in Speech-Language Pathology

The Speech-Language Pathology (SLP) graduate program in the Department of Communication Disorders at SHU is designed to prepare students to meet the requirements for the Certificate of Clinical Competence in Speech-Language Pathology set by the Council for Clinical Certification in Audiology and Speech-Language Pathology, for Connecticut Licensure as a speech-language pathologist from the Connecticut Department of Public Health, and for Connecticut teacher endorsement.

Students who wish to practice as speech-language pathologists will need to complete all undergraduate prerequisites (or their equivalents), including 25 hours of observation of ASHA-certified speech-language pathologists' practice. They must then complete a master's degree in SLP. Graduate study in SLP requires two calendar years, including one to two summers, of graduate-level coursework and 400 hours of supervised clinical practicum, all of which will be provided as part of SHU's graduate program.

SHU's graduate SLP program has two tracks:

- Two-year track for students with completed prerequisite coursework in Communication Disorders

- Three-year track for students without prerequisite coursework in Communication Disorders

Program Accreditation

SHU's graduate program in SLP has been accredited by the State of Connecticut Department of Higher Education. Program approval from the Connecticut State Department of Education for teacher endorsement as a school-based SLP has also been awarded. The Master's program in Speech-Language Pathology at Sacred Heart University is accredited by the Council on Academic Accreditation in Audiology and Speech-

Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

What Makes Our Program Unique?

SHU's SLP graduate program is the only one in Connecticut in which SLP students have the opportunity to study and work with physical therapy, occupational therapy, nursing, and education students, providing unique interprofessional preservice experiences. In addition, SHU's SLP program utilizes an innovative model of clinical education, in which students work in real field settings from their first semester under the supervision of SHU clinical faculty. Unlike most SLP programs, which use on-campus clinics for initial clinical experiences, SHU's model enables students to practice in teams and learn in authentic work environments throughout their educational program. Finally, SHU offers two areas of optional specialized study, which can be achieved by matriculating for one additional summer following the master's program. Choosing one of these elective specializations will enhance students' experience in (1) autism spectrum disorders and (2) medical settings.

Expected Student Outcomes

Graduates of the SLP program will:

- Demonstrate knowledge of basic biological, physical, and social sciences as well as statistics.

- Demonstrate the ability to integrate information pertaining to normal and disordered human development across the lifespan.

- Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

  a. fluency

  b. articulation

  c. voice and resonance

  d. receptive and expressive language in speaking, listening, reading, writing

  e. hearing

  f. swallowing

  g. cognitive aspects of communication

  h. social aspects of communication

  i. augmentative and alternative communication modalities

- Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.

- Demonstrate knowledge of standards of ethical conduct.

- Demonstrate knowledge of the integration of research principles into evidence-based clinical practice, contemporary professional issues, and professional credentialing.

- Demonstrate skills in oral and written communication sufficient for professional practice.

- Demonstrate skills in evaluation, intervention, and interaction with people with communication disorders and their families.

- Successfully complete a minimum of 400 clock hours of supervised clinical experience (including 25 observation hours) in the practice of speech-language pathology.

Admissions Requirements: All Students

To be admitted to the graduate program in SLP, all students must:

- Successfully complete all required prerequisites (or their equivalents) for the appropriate track by the end of the summer prior to enrollment in a graduate program. No more than one of the prerequisite courses may be repeated.

- Hold a bachelor of science or arts degree from an accredited college or university.

- Have an undergraduate cumulative 3.0 GPA or higher and a prerequisite GPA of 3.3 or higher, with no individual prerequisite course grade below a C.

- Submit Graduate Record Examination (GRE) scores.

- 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 302 Education in the U.S.

  • ED 301 Introduction to Exceptionalities

Other admissions requirements for all students include:

- Applications submitted online through csdcas.liaisoncas.com/applicant-ux/#/login by two-year track applicants.

  OR

- Applications submitted online through https://apply2.sacredheart.edu/apply/ for two-year track applicants who completed a SHU undergraduate degree with a minor or major in Communication Disorders.

- Applications submitted online through https://apply2.sacredheart.edu/apply/ for three-year track applicants.

- Two letters of recommendation from academic sources (e.g., former professor).

- Admissions essay.

- Official transcripts from all colleges and universities attended.

- Interview

Please note: ALL prior schools' transcripts MUST be submitted for review, regardless of whether or not transferred courses appear on the current school transcript.

ADMISSIONS REQUIREMENTS: TWO-YEAR TRACK

In addition to the requirements already listed for all students, applicants to the two-year track must provide documentation of:

- Bachelor of science or arts degree with an overall GPA of at least 3.0.

- Twenty-five (25) hours of guided observation of speech-language pathology or audiology practice by an ASHA-certified SLP or AUD documented on SHU form (available from the Graduate Admissions Office)

Successful completion of the Communication Disorders major at Sacred Heart (refer to Undergraduate Catalog for requirements) or the following course equivalents with no grade below C and a GPA of at least 3.0:

Biological sciences (3 credits)

Physical sciences (3 credits)

Statistics (3 credits)

Social/behavioral sciences (6 credits)

Required Courses

An undergraduate major in Communication Disorder or successful completion of the following courses or equivalents:

SLP 200	Introduction to Communication Disorders	3
SLP 210	Phonetics	3
SLP 300	Anatomy & Physiology of Speech & Swallowing	3
SLP 310	Introduction to Audiology & Hearing Science	3
SLP 320	Speech Science	3
SLP 330	Development of Language	3
SLP 340	Neurological Bases of Communication & Swallowing	3
SLP 350	Clinical Methods & Observation	3

ADMISSIONS REQUIREMENTS: THREE-YEAR TRACK

In addition to the requirements already listed for all students, applicants to the three-year track must provide documentation of:

- Bachelor of science or arts degree with an overall GPA of at least 3.0

- Successful completion of the following course equivalents with no grade below C and a GPA of at least 3.0:

Biological Sciences (3 credits)

Physical Sciences (3 credits)

Statistics 3 CR (3 credits)

Social/Behavioral Sciences (6 credits)

No more than 6 credits of CMD Coursework required for the two-year track may be taken prior to applying for the three-year track.

Students in the three-year track must complete the first year of preclinical coursework with a GPA of at least 3.0 in order to advance to the next level of the graduate program.

State Authorization Reciprocity Agreements

Sacred Heart University has been approved by Connecticut to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of post-secondary education. For information regarding professional licensure by state, visit Disclosures and Student Complaints.

Clinical Education

Graduate students will enroll for at least 4 credits of clinical education each term of the clinical program. Students will be assigned to clinical practicum each term. Each practicum assignment will be accompanied by a clinical seminar, in which students will practice clinical skills, discuss cases, and engage in clinical learning activities. During the first year of the clinical program, students may be placed in clinical assignments in teams. Clinical activities may include direct services in person or via telepractice and/or clinical simulation activities accompanied by a supervisor from SHU. Field placements later in the program will involve assignment of each student to a clinician at the field site. The typical sequence of clinical practica is given below; however, individual placements will be made based on availability, clinical performance, and clinical hours/competency needs.

Clinical Practicum Sequence

Fall/Spring Semester I

- 1-2 days per week in adult or child practicum

- Speech, language, and hearing screenings and evaluations

Late Spring & Summer Semester A & B

- Adult or Child Clinical Practicum: on-campus and/or off-campus clinical site

- Intensive clinical workshops: Intensive clinical programs with a focus on a specific communication/swallowing disorder

Fall/Spring Semester II

- Student teaching in a public school setting OR field placement in sites that may include hospital, rehabilitation, private practice, specialized school, or early intervention

Optional Summer II

Placement in a specialized setting complemented by advanced coursework in specialty area, leading to an optional specialty certificate.

DEGREE REQUIREMENTS

All students will need to have successfully completed the following undergraduate foundation coursework prior to matriculation in a graduate program in SLP:

- Biological sciences (3 credits)

- Physical sciences (3 credits)

- Statistics (3 credits)

- Social/behavioral sciences (6 credits)

Both the two- and three-year tracks of the SLP program are offered only on a full-time basis to allow for professional socialization, clinical placements, and the integration of clinical and academic work. Both programs lead to national certification and state licensure as a speech-language pathologist. All students must complete all academic and clinical coursework required for their track with no grade below B- and

an overall GPA of at least 3.0. They must also successfully complete 400 hours of supervised clinical practicum. Students must successfully complete the supervised clinical practicum hours, as well as required coursework, in order to earn the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language Hearing Association. Students will be placed in fieldwork sites to earn these hours by SHU's the Director of Clinical Education.

Preclinical Coursework

To be completed at the undergraduate level for students on the two-year track, and at the graduate level during the first preclinical year for students on the three-year track.

CMD 200	Introduction to Communication Disorders	3
	or	
SLP 400	Introduction to Communication Disorders	3
CMD 210	Phonetics	3
	or	
SLP 410	Phonetics	3
CMD 300	Anatomy & Physiology of Speech & Swallowing	3
	or	
SLP 411	Anatomy & Physiology of Speech & Swallowing	3
CMD 310	Introduction to Audiology	3
	or	
SLP 412	Introduction to Audiology & Hearing Science	3
CMD 320	Speech Science	3
	or	
SLP 420	Speech Science	3
CMD 330	Development of Language	3
	or	
SLP 430	The Development of Language	3
CMD 340	Neurological Bases of Communication & Swallowing	3
	or	
SLP 440	Neurological Bases of Communication & Swallowing.	3
CMD 350	Introduction to Clinical Methods & Observation	3
	or	
SLP 450	Introduction to Clinical Methods & Observation	3

It is also strongly recommended that all students applying for the SLP program complete requirements

PS 252	Child Development Psychology	3
ED 552	Education in the U.S.	3.00 Credit(s)
ED 569	Introduction to Exceptionalities	3.00 Credit(s)

REQUIRED GRADUATE COURSEWORK

Coursework will be taken in five semesters by students on the two-year track, and in five semesters following successful completion of two semesters of preclinical coursework by students on the three-year track.

To graduate from the SLP master's program, each student is required to complete all coursework and clinical practica listed as "required" below as well as two courses listed as "elective." The following is the typical sequence of graduate coursework for the two clinical years of the graduate program in SLP:

Fall Semester I (18 credits)

Students will be assigned, upon entry into the SLP Program, to either Cohort I or Cohort II.

Cohort I

Students in Cohort I will take the following courses during Fall Semester I:

SLP 500	Speech Sound Disorders	3
SLP 501	Practicum Seminar I: Managing Behavior & Service Delivery	1
SLP 502	Clinical Practicum I	4
SLP 510	Language Disorders in Children Birth-Five	3
SLP 514	Assessment, Diagnosis & Eligibility	1
SLP 530	Language and Literacy Disorders in School-aged Children and Adolescents	3
SLP 530T	Language and Literacy Disorders in School-aged Children and Adolescents Tutorial	0
SLP 580	Disorders of Fluency	3

SLP 500, SLP 501, SLP 502, SLP 510, SLP 514, SLP 530, SLP 530T, SLP 580

Cohort II

Students assigned to Cohort II will take the following courses in Fall Semester I:

SLP 501	Practicum Seminar I: Managing Behavior & Service Delivery	1
SLP 502	Clinical Practicum I	4
SLP 514	Assessment, Diagnosis & Eligibility	1
SLP 550	Dysphagia	3
SLP 550T	Dysphagia Tutorial	0
SLP 540	Adult Neurogenic Disorders I	3
SLP 560	Adult Neurogenic Disorders II	3
SLP 585	Voice & Velopharyngeal Disorders	3

SLP 501, SLP 502, SLP 514, SLP 550, SLP 550T, SLP 540, SLP 560, SLP 585

Spring Semester 1 (18 credits)

Cohort I

Students assigned to Cohort I will take the following courses Spring Semester I:

SLP 503	Practicum Seminar II: Using Evidence-based Reflective Practice	1
SLP 504	Clinical Practicum II	4
SLP 515	Screening and Diagnostics II	1
SLP 550	Dysphagia	3
SLP 550T	Dysphagia Tutorial	0
SLP 540	Adult Neurogenic Disorders I	3
SLP 560	Adult Neurogenic Disorders II	3
SLP 585	Voice & Velopharyngeal Disorders	3

SLP 503, SLP 504, SLP 515, SLP 550, SLP 550T, SLP 540, SLP 560, SLP 585

Cohort II

Students assigned to Cohort II will take the following courses Spring Semester I:

SLP 500	Speech Sound Disorders	3
SLP 503	Practicum Seminar II: Using Evidence-based Reflective Practice	1
SLP 504	Clinical Practicum II	4
SLP 510	Language Disorders in Children Birth-Five	3
SLP 515	Screening and Diagnostics II	1
SLP 530	Language and Literacy Disorders in School-aged Children and Adolescents	3
SLP 530T	Language and Literacy Disorders in School-aged Children and Adolescents Tutorial	0
SLP 580	Disorders of Fluency	3

SLP 500, SLP 503, SLP 504, SLP 510, SLP 515, SLP 530, SLP 530T, SLP 580

Late Spring/Summer 1 (11 credits)

Each student is required to complete ONE section of Intensive Clinical Workshop offered during the Late Spring/Summer terms.

Late Spring I

Students will be assigned to one section of Intensive Clinical Workshop (SLP 511) during the Late Spring OR Summer term.

SLP 511	Intensive Clinical Workshop in Communication or Swalling Disorders	3

Summer I and/or Summer II

SLP 505	Practicum Seminar III: Recordkeeping & Documentation	1
SLP 506	Clinical Practicum III	4
SLP 511	Intensive Clinical Workshop in Communication or Swalling Disorders	3
SLP 520	Aural Rehabilitation	3
SLP 535	Cultural and Linguistic Diversity	Elective 1
SLP 620	Pediatric Medical SLP	Elective 1

SLP 505, SLP 506, SLP 511, SLP 520, SLP 535, SLP 620

Fall Semester II (13–18 credits)

SLP 507, SLP 508, SLP 601, SLP 602 are also required and will be completed during the Fall or Spring of the second year, depending on the Cohort assignment.

Each student is required to complete two of the electives offered during the summer, fall or spring semesters of the final year of graduate study: SLP 535, SLP 611, SLP 620, SLP 681, SLP 682 and SLP 691.

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Cohort I

Students assigned to Cohort I will take the following courses in Fall Semester II:

SLP 507	Practicum Seminar IV: Advanced Clinical Topics	1
SLP 508	Clinical Practicum IV	6
SLP 570	Introduction to Research & Evidence-Based Practice	3
SLP 600	Autism, AAC, & Severe Disabilities of Communication	3
SLP 682	Autism in Childhood	Elective 1
SLP 691	Counseling - Communication Disorders	Elective 1

SLP 507, SLP 508, SLP 570, SLP 600, SLP 682, SLP 691

Cohort II

Students assigned to Cohort II will take the following courses Fall Semester II:

SLP 570	Introduction to Research & Evidence-Based Practice	3
SLP 600	Autism, AAC, & Severe Disabilities of Communication	3
SLP 601	Practicum Seminar V: Team-Based Practice in School Settings	1
SLP 602	Student Teaching	6-9
SLP 691	Counseling - Communication Disorders	Elective 1

SLP 570, SLP 600, SLP 601, SLP 602, SLP 682, SLP 691

Spring Semester II (10–16 credits)

SLP 507, SLP 508, SLP 601, SLP 602, SLP 682, SLP 691 are required and will be completed during the Fall or Spring of the second year, depending on the Cohort assignment.

Each student is required to complete two of the electives offered during the summer, fall or spring semesters of the final year of graduate study: SLP 535, SLP 611, SLP 620, SLP 681, SLP 682 and 691.

Cohort I

Students assigned to Cohort I will complete the following courses during Spring Semester II:

SLP 601	Practicum Seminar V: Team-Based Practice in School Settings	1
SLP 602	Student Teaching	6-9
SLP 611	Adult Medical Speech Language	Elective 1

	Pathology		
SLP 681	Autism In Adulthood	Elective	1
SLP 690	Speech-Language Pathology Capstone		3

SLP 601, SLP 602, SLP 611, SLP 681, SLP 690

Cohort II

Students assigned to Cohort II will complete the following courses in Spring Semester II:

SLP 507	Practicum Seminar IV: Advanced Clinical Topics		1
SLP 508	Clinical Practicum IV		6
SLP 611	Adult Medical Speech Language Pathology	Elective	1
SLP 681	Autism In Adulthood	Elective	1
SLP 690	Speech-Language Pathology Capstone		3

SLP 601, SLP 602, SLP 611, SLP 681, SLP 690

The Dr. Susan L. Davis, RN, & Richard J. Henley College of Nursing

MARY ALICE DONIUS, EdD, RN

Dean of the College of Nursing

Associate Professor

KAREN BAUCE, DNP, MPA, RN, NEA-BC

Associate Dean of Online Programs

Clinical Assistant Professor

SHERYLYN WATSON, PhD, MSN, RN, CNE

Associate Dean of Academic Affairs

Assistant Professor

Focusing on the Catholic Intellectual Traditions of Sacred Heart University and a caring-healing philosophy of nursing, the Davis & Henley College of Nursing offers comprehensive graduate programs embracing spirituality, ethics, diversity, and community. Immersed in the liberal arts tradition, the Davis & Henley College of Nursing is committed to providing a well-rounded education built upon the deep respect for the dignity of all patients and clients and a commitment to advocate for the common good. All graduate programs are designed to advance the career goals of individual nurses as well as the healthcare workforce needs of society.

The Davis & Henley College of Nursing offers graduate students the opportunity to earn a Master's degree in Nursing (MSN) in one of four clinical tracks: Family Nurse Practitioner, Clinical Nurse Leader, Nursing Management and Executive Leadership and Nurse Educator. The RN-BSN-MSN is a specialized program allowing an RN with an associate degree or diploma to accelerate through the BSN program requirements and continue to the MSN program track of choice.

The Doctor of Nursing Practice/Family Nurse Practitioner (FNP/DNP) enrolls nurses with a bachelor's degree to the doctoral program leading to eligibility for APRN certification. The program is offered in a hybrid format with online and on-campus intensive classes.

The post master's Doctor of Nursing Practice (PN/DNP) enrolls Master's prepared nurses and is offered 100% online.

The Davis & Henley College of Nursing proudly focuses on service learning and campus-community partnerships, as well as interprofessional education with other colleges within the University. The college's collaboration with professional partners in the community ensures that students benefit from an integration of academic excellence and clinical experiences. Hands-on clinical practice at local, regional, national, and international health care institutions as well as in state-of-the-art simulation lab rooms provide exceptional learning opportunities for all students.

Advanced Graduate Certificate in Nursing Education

As the health care workforce continues to grow, the demand for qualified educators to teach and develop the next generation of nurses will increase. The Sacred Heart University (SHU) College of Nursing Advanced Graduate Certificate in Nursing Education will compliment your clinical expertise with the latest theories and strategies in teaching and learning. Following this certification, you can explore career opportunities as a clinical instructor in nursing schools or as a staff development educator in a hospital or other health care organizations. Our program curriculum covers the basic understanding of the issues surrounding nursing education to the latest advances in curriculum design and evaluation.

Course Requirements

- All course work can be completed online which provides greater flexibility and less disruption to your personal and employment obligations.
- Courses are 8 weeks in length and are offered on an ongoing basis.
- 180 practicum hours with preceptor in conjunction with NU 619, NU 690, and NU 691 are required.

Admission Requirements

- Master's degree in Nursing or related field with a GPA of 3.0 or greater
- All official transcripts
- Unencumbered RN license in state of residence
- Criminal background check
- One nursing professional reference
- Application processing fee
- Application form

CERTIFICATE REQUIREMENTS

Required Courses

NU 588	Theoretical Basis of Teaching & Learning in Nursing Education	3
NU 589	Curriculum Development & Evaluation in Nursing Education	3
NU 619	Principles of Patient & Staff Education	3
NU 690	Nursing Education Role Practicum	3
NU 691	Capstone: Nurse Educator	3

Advanced Graduate Certificate in Nursing Management and Executive Leadership

The advanced certificate in Nursing Management and Executive Leadership is designed for those students who wish to move into administrative positions in health care organizations. The role of leadership in organizing and delivering high-quality health care is more important today than ever before. Sacred Heart University's Advanced Graduate Certificate Program will compliment your clinical expertise with the latest leadership theories and strategies essential tot he development of your role as a nurse leader.

Course Requirements

- All course work can be completed online which provides greater flexibility and less disruption to your personal and employment obligations.

- Courses are 8 weeks in length and are offered on an ongoing basis.

- No practicum or clinical hours are required. Students are encouraged to select a mentor to enhance discussions.

Admissions Requirements

- Master's degree in Nursing or related field with a GPA of 3.0 or greater

- All official transcripts

- Unencumbered RN license in state of residence

- Criminal background check

- one nursing professional reference

- Application processing fee

- Application form

CERTIFICATE REQUIREMENTS

Required Courses

NU 511	Role Development for Nursing Management & Executive Leadership	3
NU 576	Management of Financial Resources	3
NU 617	Healthcare Delivery Systems	3
NU 665	Quality & Safety in Practice	3

Certificate Program in Home Healthcare Management for RNs Online

The certificate program in Home Health Care Management is designed for nurses in management positions in Home Health Agencies to meet the State of Connecticut, Department of Public Health (DPH) requirements. DPH requires nurses in managerial positions in home care who do not have a BSN to complete at least six credits in health care management or community health from an accredited college, university or school of nursing. The online format permits students to learn at a time and place amenable to their needs.

Required Courses

NU 355 credits	Leadership in Contemporary Nursing Practice (fall)	3
NU 382	Management of Home Health Care Agencies 3 credits (spring)	

Admission Requirements

- Students must apply for the certificate program and enroll as a special student at Sacred Heart University.

- There will be a fee for processing the application

- Students must take the courses for credit, which may later be applied to the RN-BSN degree.

$NAME

Required Courses

NU 355	Leadership in Contemporary Nursing Practice	3
NU 382	Management of Home Healthcare Agencies	3

Post-Master's Doctor of Nursing Practice Program

The Post-Master's Doctor of Nursing Practice (PM/DNP) program infuses practice-focused doctoral education with scholarship, evidence-based practice, and data analytics designed to develop clinical practice and organizational systems leaders, such as nurse executives, nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, and clinical nurse leaders. Graduates of this program are prepared to lead change in population and systems outcomes. The Doctor of Nursing Practice degree is a practice doctorate requiring the completion of a DNP scholarly project focusing on quality improvement and translation of evidence to clinical nursing practice. This cohort program is 39 credits and is designed to be completed in a 3-year, part-time sequence. Optional 4- year, 5-year, and 6-year part time programs of study are also available.

The Doctor of Nursing Practice (DNP) program is designed for the nurse who seeks a career in nursing leadership with a strong connection to clinical practice, as well as for the advanced practice nurse who wants to remain in clinical practice and influence healthcare outcomes at multiple levels. As part of the curriculum, students have a choice of taking a course in either executive leadership or introduction to palliative care.

Course Delivery Method

The DNP program courses are 100% online. The program requires attendance at an on-campus orientation and one required residency over the duration of the program.

Doctor of Nursing Practice Essentials

The Essentials of Doctoral Education for Advanced Nursing Practice is the framework for the DNP program curricula.

- I. Scientific Underpinnings for Practice

- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare

- V. Healthcare Policy for Advocacy in Healthcare

- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- VII. Clinical Prevention and Population Health for Improving the Nation's Health

- VIII. Advanced Nursing Practice

Admission Requirements

Admission to the Post-Master's DNP program is competitive. Students are admitted to the Post-Master's DNP program upon review and recommendation by the admissions committee based on academic, course prerequisite, and professional requirements listed below.

The criteria for admission include:

- Master of Science in Nursing or its equivalent from a college accredited by the appropriate accrediting association, with a minimum GPA of 3.2

- Current U.S. licensure as a Registered Nurse in state of residence

- Current advanced practice nursing licensure and certification documents

- Statement of three professional goals applicant hopes to accomplish upon completion of the degree

- Articulation of a focal area of clinical nursing practice interest that can be supported by the Sacred Heart University doctoral nursing faculty

- Letters of recommendation (one clinical and one academic)

- One page essay of clinical practice interests that applicant may wish to pursue in a scholarly project

- Interview with the program director

- Undergraduate or graduate statistics course within six years of admission strongly recommended

DEGREE REQUIREMENTS

DNP students are required to select an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed, with a minimum GPA of 3.0, to earn the degree. The individual progression plan varies depending on which part-time sequence the student pursues.

Requirements List

Prerequisite Courses

Students that have a master's degree in a field other than nursing may be required to take additional credits of master's level nursing courses in order to achieve program competencies.

Required Doctor of Nursing Practice Core Courses

All DNP students are required to take the following:

NU 700	Theoretical Components of Nursing Science	3
NU 710	Healthcare Policy, Advocacy, & Ethics	3
NU 720	Leading Quality Initiatives & Information Systems	3
NU 721	DNP Project:Topic Development	1
NU 722	DNP Project:Methodology Development	1
NU 723	DNP Project: Proposal Review	1
NU 724	DNP Project: Responsible Conduct of Research	1
NU 725	DNP Project: Implementation & Data Analysis	1
NU 726	DNP Project: Presentation, Dissemination, & Evaluation	1
NU 735	Clinical Scholarship and Analytical Methods for Evidence Based Practice I	3
NU 740	Epidemiology & Population Health	3
NU 755	Clinical Scholarship and Analytical Methods for Evidence Based Practice II	3
NU 760	Strategic Leadership & Collaboration in Health Care Organizations	3
NU 770	Advanced Care of Special Populations	3
NU 810	DNP Scholarship & Advanced Practice I	3
NU 820	DNP Scholarship & Advanced Practice II	3

Total: 36 credits

Elective Courses

In addition to the core requirements and DNP scholarly project, students in the DNP program are required to complete 3 credits of an elective course in either Executive Leadership or Palliative Care.

NU 781	Introduction to Palliative Care	3.00 Credit(s)
NU 782	Executive Leadership	3.00 Credit(s)

Subtotal: 6.00

Optional Supplemental Courses

There are also 6 credits of optional supplemental courses in nursing education offered which are not part of the degree required course credits. The education courses are offered at the discretion of the College of Nursing.

NU 741	Teaching Learning Principles & Curriculum Design in Advanced Nursing Education	3
NU 742	Leadership in Advanced Nursing Education	3

Total Credit Hours: 39

Doctor of Nursing Practice Scholarly Project

The DNP graduate will fulfill the current need for clinical leadership to improve individual population and system outcomes through the rapid translation of best evidence into practice. The DNP scholarly project is

the chosen modality for students to develop and/or refine the skillset needed to fulfill this important role.

The DNP project focuses on a practice problem consistent with the student's identified clinical interests. This scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer-reviewed journal or a book. The DNP faculty Project Leader will act as facilitator of the student's scholarship. Each student will also be required to identify a clinical practice mentor who will assist the student with the requirements of the project.

All DNP students are required to complete a DNP project that demonstrates practice scholarship prior to graduating from the program.

Master of Science in Nursing

The University offers a Master of Science in Nursing (MSN) in four tracks: Nursing Management and Executive Leadership, Family Nurse Practitioner, Clinical Nurse Leader, and Nursing Education. Students may choose to study on a full- or part-time basis; however, they must complete their plan of study within six years. An RN license and BSN degree are required for admission to the FNP program track. An RN license and a bachelor's degree are required for admission to all other MSN tracks.

Tracks

Nursing Management and Executive Leadership

The Nursing Management and Executive Leadership (NMEL) track prepares nurses who hold baccalaureate degrees for positions of administrative responsibility in healthcare organizations. Graduates of this program are prepared to be professional leaders and creatively advance the practice of nursing and facilitate the delivery of cost-effective care through the application of administrative knowledge and skills. Emphasis is placed on the integration of finance, business management, information management, and program evaluation.

Family Nurse Practitioner

The Family Nurse Practitioner (FNP) track is designed to prepare students to successfully pass the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioner's National Certification Examination as a Family Nurse Practitioner. In addition, a 30-hour advanced pharmacology course allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care across the lifespan, and to deliver care in numerous healthcare settings.

Sacred Heart University College of Nursing is required to meet state higher education requirements and state board of nursing regulations for all online MSN/FNP students. Students are responsible to verify the status of state authorization and Board of Nursing or equivalent approval in their state of residence.

Due to requirements of the New York Office of the Professions, Sacred Heart University College of Nursing is restricted from offering clinical placements for APRN licensure programs in the state of New York. Students from the state of New York or any other state, including Connecticut, may enroll in the Online MSN/FNP Program but MAY NOT complete any clinical practica in the state of New York. If students from the state of New York enroll in the Online MSN/FNP Program, it is with the understanding that all clinical hours MUST be accrued in a practice site in a state other than New York.

Clinical Nurse Leader

The Clinical Nurse Leader (CNL) track prepares nurses who have a Bachelor's degree in nursing, or registered nurses with a Bachelor's degree in another discipline, to practice across the continuum of care within any healthcare setting as a CNL. The CNL was developed to address the critical need to improve the quality of patient care outcomes. The CNL is a clinical leader at the point of care who focuses on care coordination, outcomes measurement, transitions of care, interprofessional communication and team leadership, risk assessment, implementation of best practices based on evidence and quality improvement. Students will be prepared to pass the American Association of Colleges of Nursing's CNL Certification Examination. The major roles of the CNL are clinical-care coordinators, outcome managers, patient advocates, educators, information managers, and care team leaders. The Clinical Nurse Leader track may be done in an accelerated RN-to-BSN-to-MSN program as well.

Nursing Education

The Nursing Education track prepares nurses who have a Bachelor's degree in nursing, or registered nurses with a Bachelor's degree in another discipline, to assume leadership roles as vibrant faculty members in baccalaureate and associate degree programs, staff-development educators, and continuing and community-education programs. The role practicum will develop the student's knowledge and skills to apply to a teaching role in a focal area of expertise. The Nursing Education track may be done in the accelerated RN-to-BSN-to-MSN program as well.

Program Formats

Many of the graduate programs are offered online. Nursing Management and Executive Leadership, Clinical Nurse Leader, Family Nurse Practitioner and Nursing Education tracks can be taken exclusively online, with the exception of the clinical experience or role practicum. The Family Nurse Practitioner online track does require a campus orientation and two onsite competency residencies during the program.

Master of Science in Nursing Essentials

The essentials of Master's Education in Nursing is the framework for the MSN program curricula.

I.	Background for Practice from Sciences and Humanities
II.	Organizational and Systems Leadership
III.	Quality Improvement and Safety
IV.	Translating and Integrating Scholarship Into Practice

V.   Informatics and Healthcare Technologies

VI.   Health Policy and Advocacy

VII.   Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VIII.   Clinical Prevention and Population Health for Improving Health

IX.   Master's -Level Nursing Practice

Admission Requirements

Students are admitted to the MSN program upon review and recommendation by the Admissions Committee based on the academic, course prerequisite, and professional requirements listed below.

Admission criteria include:

- Bachelor of Science in Nursing from an accredited college or BA/BS in related field, with a minimum GPA of 3.2 for the FNP Track. A minimum GPA of 3.0 is required for the CNL, NMEL and NE Tracks

- Copy of current unencumbered U.S. RN license in your home state and a copy of license in state of practice

- Copy of individual and professional liability insurance coverage that meets current state requirements

- Completed criminal background check

- Completed application, statement of professional goals, résumé, two letters of recommendation (one from a supervisor from a current or recent position in healthcare and one from a professional nursing peer), and official copies of transcripts of all prior nursing and academic work

- Interview with graduate nursing faculty for the FNP

- Undergraduate statistics course required

- Undergraduate research course recommended

- Undergraduate health assessment course (30 hours or greater required)

DEGREE REQUIREMENTS

MSN students must complete a program track-specific plan of study with a minimum GPA of 3.0 to earn the degree. The plan of study varies depending on the track the student pursues. The Nursing Management and Executive Leadership track requires 36 credits. The online Family Nurse Practitioner track requires 42 credits. The Clinical Nurse Leader track requires 39 credits. The Nursing Education track requires 39 credits.

Prerequisite Courses

MSN applicants must have successfully completed an undergraduate statistics course, and an undergraduate nursing research course is recommended. Applicants for all four tracks must also have successfully completed an undergraduate health assessment course. (30 hours or greater required)

Required Graduate Core Courses

All MSN students are required to take the following:

NU 501	Healthcare Policy & Ethics for Contemporary Nursing Practice	3
NU 530	Theory & Professional Roles for Contemporary Nursing Practice	3
NU 601	Principles of Healthcare Research for Contemporary Nursing Practice	3
NU 602	Evidence-Based Practice for Quality Care	3
NU 603	Principles of Healthcare Research for Evidence-Based Nursing Practice	3

NU 603 is for FNP students only in lieu of NU 601 and NU 602

Total: 9–12 credits dependent on track

GRADUATE CAPSTONE

The graduate capstone project is a culminating experience beyond the specified coursework and represents the student's ability to formulate a project and implement it using a combination of conceptual, technical, and applied knowledge and skill defined by the MSN program competencies. The capstone is required to demonstrate competence in the scholarship of the student's selected master's track and the ability to work independently and to present the results of his or her investigation effectively. The capstone project is incorporated into course requirements for the last role practicum or role immersion course (NU 672, NU 673, NU 680, NU 681, NU 631, NU 690, NU 691 for the NMEL, CNL, FNP, and NE students.

NURSING MANAGEMENT AND EXECUTIVE LEADERSHIP TRACK

In addition to the core requirements and capstone, students in the MSN program in the Nursing Management and Executive Leadership track are required to complete the following plan of study:

Required Courses

NU 511	Role Development for Nursing Management & Executive Leadership	3
NU 521	Creating a Professional Work Environment	3
NU 575	Healthcare Information Systems	3
NU 576	Management of Financial Resources	3
NU 617	Healthcare Delivery Systems	3
NU 665	Quality & Safety in Practice	3
NU 672	Nursing Management & Executive Leadership Practicum	3
NU 673	Capstone: Nursing Management & Executive Leadership	3

Practicum Hours: Minimum of 120
Total Specialty Hours: 24 credits

FAMILY NURSE PRACTITIONER TRACK

In addition to the core requirements and capstone, students in the MSN program in the Family Nurse Practitioner track are required to complete the following plan of study:

Required Courses

NU 550	Family & Community Context for Health Care	3
NU 551	Advanced Pharmacology for the Nurse Practitioner	3
NU 552	Advanced Health Assessment	3

NU 561	Primary Care I: Comprehensive Primary Care of the Adult	6
NU 566	Advanced Pathophysiology for Nurse Practitioners	3
NU 621	Primary Care II: Advanced Primary Care of Families in Complex Systems	7
NU 631	Primary Care III: Advanced Primary Care & Health Promotion of Special Populations	8

NU 631: Capstone incorporated into NU 631

Clinical Hours: Minimum of 540

Lab Hours: 10 (completed during residency 1)

Total Specialty Hours: 33 credits

CLINICAL NURSE LEADER TRACK

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

Required Courses

NU 550	Family & Community Context for Health Care	3
NU 553	Advanced Pathophysiology	3
NU 554	Application of Comprehensive Health Assessment Methods	3
NU 575	Healthcare Information Systems	3
NU 605	Advanced Pharmacology for the Nurse Leader	3
NU 611	Care Management & Resources Across the Continuum	3
NU 612	Disease Management & Outcomes Assessment	3
NU 680	Clinical Nurse Leader Role Practicum	3
NU 681	Capstone: Clinical Nurse Leader	3

Role Immersion Hours: Total of 400 clinical hours across 6 courses
Total Specialty Hours: 27 credits

NURSING EDUCATION TRACK

In addition to the core requirements and capstone, students in the MSN program in the Nursing Education track are required to complete the following plan of study:

Required Courses

NU 553	Advanced Pathophysiology	3
NU 554	Application of Comprehensive Health Assessment Methods	3
NU 575	Healthcare Information Systems	3
NU 588	Theoretical Basis of Teaching & Learning in Nursing Education	3
NU 589	Curriculum Development & Evaluation in Nursing Education	3
NU 605	Advanced Pharmacology for the Nurse Leader	3
NU 619	Principles of Patient & Staff Education	3
NU 690	Nursing Education Role Practicum	3
NU 691	Capstone: Nurse Educator	3

Education Role Practicum Hours: Minimum of 180
Total Specialty Hours: 27 credits

Post Baccalaureate to Doctor of Nursing Practice Program/ Family Nurse Practitioner Program

The Post Baccalaureate to Doctor of Nursing Practice program with a Family Nurse Practitioner (FNP) concentration is for the BSN graduate seeking a clinical doctorate, while concentrating in the advanced specialty area of FNP. The degree program is designed to prepare qualified advanced practice nurses ready to work in primary care. This program is best suited for nurses with clinical experience, however, new graduates will be considered. This cohort program is 69 credits and is designed to be completed in a full-time 36 month sequence. A four year part-time option is also available. Graduates of the FNP/DNP program will be prepared to provide primary care for individuals as well as be leaders in community and population health endeavors. FNPs provide a wide range of healthcare services to individuals and families in a variety of clinical settings. They focus on health promotion and disease prevention beginning in infancy and continuing through the aging process and are educated to diagnose and treat acute and chronic diseases. The FNP/DNP program offers an excellent educational foundation in advanced practice nursing and substantial clinical experience. Graduates of the program are prepared to make independent and collaborative decisions, sound clinical judgments and be leaders in their profession. Graduates are eligible to take a national examination for certification as a family nurse practitioner and to apply for APRN licensure in Connecticut or other states based on regulatory guidelines.

Course Delivery Method

This unique blended program offers students a combination of online and on-campus classes.

Doctor of Nursing Practice Essentials

The Essentials of Doctoral Education for Advanced Nursing Practice is the framework for the DNP program curricula.

- I. Scientific Underpinnings for Practice

- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare

- V. Healthcare Policy for Advocacy in Healthcare

- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- VII. Clinical Prevention and Population Health for Improving the Nation's Health

- VIII. Advanced Nursing Practice

Admission Requirements

This competitive program is designed for the academically talented student who has experience in nursing. The criteria for admission include:

• Completed online application and nonrefundable fee

• Bachelor's degree with a cumulative GPA of a 3.2 or better

• Copy of unencumbered RN License
• One year of nursing experience preferred
• Completion of an undergraduate health assessment course (30 hours or greater)

• Completion of an undergraduate statistics course
• Official copies of all college transcripts
• Two strong letters of recommendation
• Statement of professional goals
• Résumé
• Interview with a graduate nursing faculty by invitation only

DEGREE REQUIREMENTS

BSN to DNP students in the FNP track are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed with a minimum GPA of 3.0 to earn the degree. The plan of study requires the student to complete 69 credits.

Requirements List

Required Courses for BSN to DNP / Family Nurse Practitioner Program

All BSN to DNP students in the FNP track are required to take the following:

NU 555 Family Theory in the Context Community (3 credits)

NU 556 Advanced Pharmacology I for the FNP/DNP (2 credits)

NU 557 Advanced Pharmacology ll for the FNP/DNP (2 credits)

NU 552 Advanced Health Assessment (3 credits)

NU 566 Advanced Pathophysiology for Nurse Practitioners (3 credits)

NU 562 Primary Care I: Comprehensive Primary Care of the Adult (5 credits)

NU 604 Health Care Research and Statistical Foundations for the Advanced Practice Nurse (3 credits)

NU 622 Primary Care II: Advanced Primary Care of Families in Complex Systems (6 credits)

NU 632 Advanced Primary Care & Health Promotion of Special Populations (7 credits)

NU 700 Theoretical Components of Nursing Science (3 credits)

NU 710 Health Care Policy, Advocacy & Ethics (3 credits)

NU 720 Leading Quality Initiatives and Information Systems (3 credits)

NU 743 Epidemiology and Population Health (3 credits)

NU 745 Evidence-based Practice for the Doctorally Prepared Advanced Practice Nurse (3 credits)

NU 760 Strategic Leadership and Collaboration in Health Care (3 credits)

NU 783 Leadership in Chronic Disease Management & Palliative Care (3 credits)

NU 810 DNP Scholarship and Advanced Practice I (3 credits)

NU 820 DNP Scholarship and Advanced Practice II (3 credits)

NU 831 Clinical Immersion I (2 credits)

NU 832 Clinical Immersion II (2 credits)

Total = 69 credits

Subtotal: 69

Doctor of Nursing Practice Project

The DNP graduate will fulfill the current need in our healthcare system by applying and translating evidence into practice to improve quality, clinical and financial outcomes. The DNP project is the chosen modality for students to develop and/or refine the skill set needed to fulfill this important role.

The DNP project focuses on an endeavor consistent with the student's identified clinical interests. This scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer-reviewed journal or a book. The DNP faculty leader for the student's committee will act as facilitator of the student's scholarship. Each student will identify an external practice mentor who will assist the student with the requirements of the practice project. A minimum of 435 practice hours gained through classroom and immersion experiences will be used to collect and evaluate data on a specific population in a practice setting.

All DNP students are required to complete a DNP project that demonstrates practice scholarship prior to graduating from the program.

Accelerated RN-to-BSN-to-MSN Program

This program is for registered nurses who have graduated from accredited diploma or associate degree programs in nursing. The program 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 to BSN to 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 Undergraduate catalog for additional information.

Courses

AC - Accounting

AC 610 - Accounting for Decision-Making & Control (3)

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

Prerequisite: WGB 602 Financial & Management Accounting.

AC 615 - Managerial Controls & Budgeting (3)

The basic considerations of controllership and budgeting are set forth and analyzed, and the importance of business planning and control is emphasized from a management perspective. Emphasis is on budgeting practices and theory as a tool for profit and control.

Prerequisite: WGB 602 Financial & Management Accounting.

AC 617 - Financial Statement Analysis (3)

This course examines current financial reporting and disclosure practices. Emphasis is on development of the ability to analyze financial statements to evaluate the current financial condition of a firm and assess its future trends. Topics include the use of various ratios to analyze income statements, balance sheets, and funds flow.

Prerequisite: WGB 602 Financial & Management Accounting.

AC 629 - Contemporary Issues in Auditing (3)

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

Prerequisite: WGB 602 Financial & Management Accounting.

AC 699 - Special Topics - Accounting (3)

Emphasis is on the usefulness of accounting information in financial markets through the study of the accounting conceptual framework. Analyses include the standard-setting process, asset valuation, and income determination. Examines accounting policies, ethical issues, FASB financial accounting rules, and the impact of international accounting policies, all with a focus on application to current issues.

Prerequisite: AC 610 Accounting for Decision-Making & Control.

AT - Athletic Training

AT 500 - Emergency Care in Athletic Training (6.00 Credit(s))

Distribution: Athletic Training. Offered: Summer 1 Semester All Years.

AT 510 - Research Design & Statistics in Athletic Training (3.00 Credit(s))

Distribution: Athletic Training. Offered: Summer 1 Semester All Years.

AT 532 - Evidence Based Practicum I (2.00 Credit(s))

Distribution: Athletic Training. Corequisite: AT-554 and AT-576. Offered: Fall Semester All Years.

AT 533 - Evidence Based Practicum II (3.00 Credit(s))

Distribution: Athletic Training. Prerequisite: AT-532. Corequisite: AT 555. Offered: Spring Semester All Years.

AT 554 - Advanced Lower Extremity Injury Management (6.00 Credit(s))

Distribution: Athletic Training. Corequisite: Co-Req. AT-532 and AT-576. Offered: Fall Semester All Years.

AT 555 - Advanced Upper Extremity Injury Management (6.00 Credit(s))

Distribution: Athletic Training. Prerequisite: AT-554. Corequisite: AT 533. Offered: Spring Semester All Years.

AT 576 - Clinical Decision Making: Neurological Pathologies (3.00 Credit(s))

Distribution: Athletic Training. Corequisite: Co-Req. AT-532 and AT-554. Offered: Fall Semester All Years.

AT 577 - Social and Behavioral Health (2.00 Credit(s))

Distribution: Athletic Training. Prerequisite: AT 576. Corequisite: AT-533 and AT-555. Offered: Spring Semester All Years.

AT 622 - Seminar: Leadership & Professional Development (3.00 Credit(s))

Distribution: Athletic Training. Offered: Spring Semester All Years.

AT 634 - Evidence Based Practicum III (3.00 Credit(s))

Distribution: Athletic Training. Prerequisite: Pre-Req. AT-533. Corequisite: AT 656. Offered: Fall Semester All Years.

AT 635 - Evidence Based Practicum IV (3.00 Credit(s))

Distribution: Athletic Training. Prerequisite: Pre-Req. AT-634. Offered: Spring Semester All Years.

AT 656 - Clinical Decision Making in Athletic Training (3.00 Credit(s))

Distribution: Athletic Training. Prerequisite: Pre-Req. AT-555. Corequisite: AT 634. Offered: Fall Semester All Years.

AT 657 - General Medicine Topics in Athletic Training (3.00 Credit(s))

Distribution: Athletic Training. Prerequisite: AT 577. Corequisite: AT 634. Offered: Fall Semester All Years.

AT 698 - Masters Capstone Preparation (3.00 Credit(s))

Distribution: Athletic Training. Prerequisite: AT 500, AT-533. Offered: Fall Semester All Years.

AT 699 - Masters Captsone Completion (3.00 Credit(s))

Distribution: Athletic Training. Prerequisite: Pre-Req. AT-698. Offered: Spring Semester All Years.

BU - Business Management

BU 610 - Entrepreneurship (3)

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

Prerequisite: WGB 602 Corporate Financial & Management Accounting (or equivalent), WGB 603 Financial Management (or equivalent), and WGB 640 Dynamic Business Management I.

BU 616 - Sustainability Management Strategies (3.00 Credit(s))

This course discusses the concept of sustainability within a busness setting. It will analyze the complex relationship between business and the environment and aress the importance of environmental and social issues. Furthermore, it aims to discuss how the talents of business might be used to solve world's environment and social problems.

Distribution: Management. Offered: Spring Semester All Years.

BU 621 - Comparative Management & Intercultural Communication (3)

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

Prerequisite: WGB 521 Fundamentals of Management.

BU 632 - Managing Change (3)

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

Prerequisite: WGB 521 Fundamentals of Management or Exemption.

BU 635 - Human Resources & Career Development (3)

This course focuses on the role of the contemporary human resources function in organizations. Emphasis is on analysis of policies related to the organizational life cycle from hiring through termination, workforce and succession planning, compensation and benefits, career development, labor relations, and employee training. These concepts are discussed in light of working with and managing a multicultural workforce.

Prerequisite: WGB 521 Fundamentals of Management or Exemption.

BU 636 - Legal Issues in Human Resources (3)

This course examines the legal relationship between an employer and an employee in the business environment. The course includes a survey and analysis of the laws that govern the employer/employee relationship. Topics include contract law, anti-discrimination law (Title VII, ADA, ADEA, and related EEOC procedure), family and medical leave law, workers compensation law, wage and hour statutes, collective bargaining, and union organizing. The objective of this course is to offer the student the necessary familiarity with prevailing workplace legal issues to enable the student to help recognize and prevent potential liability and efficiently work with legal counsel. Special attention is given to how these issues are dealt with as companies expand globally.

Prerequisite: HR 610 Performance Management.

BU 639 - Innovation Management (3)

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

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

BU 654 - Introduction to Business Analytics (3)

This course introduces the field of business analytics by covering statistical and quantitative methodology for data analysis and managerial decision-making. Some of the topics include regression, forecasting, risk analysis, simulation, linear programming, data mining, and decision analysis. The course will emphasize on conducting analysis in a spreadsheet environment including XLMiner and Tableau.

BU 655 - Introduction to Database Management (3)

This course covers the concepts and design for Relational Database Management Systems (DBMS) and the Structured Query Language (SQL) needed to define and manipulate data. Students will learn the concept of database and data structure, data warehouse, and data mining. They will also learn how to create conceptual, logical and physical designs of relational databases. We will use a Microsoft Access database to design the entity-relationship diagrams (ERD) and implement a working database. The course covers methods for adding data, updating data, extracting data, producing readable output, and creating and manipulating tables and creating and managing constraints using SQL.

BU 664 - Negotiations (3)

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

BU 665 - International Business (3)

This course describes the scope of international business and studies multinational enterprises in light of cultural, historical, political, and economic factors. Trade theories are examined in the context of international economics and finance. The focus then turns to the management of global operations, from initial entry into international markets to strategy development for the multinational enterprise.

BU 667 - Team Management (3)

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

Prerequisite: WGB 521 Fundamentals of Management.

BU 687 - Contemporary Issues in Global Management (3)

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

Prerequisite: WGB 521 Fundamentals of Management or Exemption.

BU 699 - Special Topics - Management (3)

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

Prerequisite: Prerequisites will vary according to the specific course topic.

BUAN - Business Analytics

BUAN 651 - Introduction to Data & Programming (3)

This course introduces fundamentals about data and the standards, technologies and methods for organizing, managing, curating, preserving, and using data. The course will teach students the use of software such as Python for data manipulation, analysis and visualization. The course also incorparates broader issues around data including technologies, behaviors, organizations, policies, and society. Special attention will given to ethical issues surrounding data, social and historical perspectives on data with ethics and policies to help students develop a workable understanding of current ethical issues in data science. Finally, the ethical issues will be addressed that arises throughout the lifecycle of data — from collection to storage to analysis and application.

BUAN 655 - Database Management (3)

To compete in a data-driven world, data analytic skills and database skills are key. Before data is analyzed, correct data first needs to be chosen and pulled from a database within your organization or your client's organization. While the term big data is influenced by the rise of unstructured data (no-SQL database), structured data (SQL/relational database) remains a large and important component because structured data is driven by business processes and workflows. This course mainly focuses on process-driven/structured data and a relational database. This course is not designed to develop database building skills. A large focus of this course is placed on an understanding of database schema (or how business data is collected in relation to other business data) and SQL coding techniques for selecting the right data for the purpose of further analysis.

BUAN 660 - Applied Statistics (3)

This course introduces students to basic mathematical and statistical methods and models, as well as their software applications for solving business problems and/or in making decisions. Included topics are linear regression, analysis of variance, introductory time series analysis & forecasting and several advanced applications of the general linear model. This course uses numerous case studies and examples from economics, finance, marketing, operations and other areas of business to illustrate the realistic use of statistical methods.

BUAN 665 - Data Visualization (3)

Visualizations are graphical depictions of data that can improve comprehension, communication, and decision making. This course is an introduction to the principles and techniques for data visualization. In this course, students will learn visual representation methods and techniques that increase the understanding of complex data and models. Emphasis is placed on the identification of patterns, trends and differences from data sets across categories, space, and time.

BUAN 670 - Data Mining (3)

Data mining involves decision making by detecting patterns, and cluster analysis. This course introduces data mining techniques, real-world applications and its challenges. A number of well-defined data mining tasks such as classification, estimation, prediction, affinity grouping and clustering, and data visualization will be discussed. The course will provide students with a sound understanding of how to utilize data mining to enhance business productivity in a variety of business applications.

BUAN 675 - Global Supply Chain Analytics (3)

In this course, students learn the concepts and development of analytical model building as used in global supply chain decisions. Topics include forecasting and inventory management, sales and operations planning, transportation, logistics and fulfillment, purchasing and supply management, supply chain risk management, etc. in manufacturing, trade and service industries. Students learn to define the right data set, ask the right questions to drive supply chain efficiency and business value, and use the right models and tools to develop data-driven decisions. Software packages such as Python will be utilized.

BUAN 680 - Pricing and Revenue Analytics (3)

Pricing and revenue analytics is a set of practices and tools that firms use to optimize product & service choices, pricing, and promotion strategies. Students will be able to identify and develop opportunities for revenue

optimization in different business contexts including the retail, telecommunications, entertainment, financial services, health care, manufacturing, among others. Adoption of these modeling techniques in the on-line advertising, online retailing, and online markets will also be discussed.

BUAN 685 - Business Strategy and Analytics (3)

This course explores the strategic role of analytics and business intelligence in an organization. Students will learn to evaluate the strategic environment of an organization, use strategic models to formulate a strategy and the implementation of that strategy. The course will then emphasize the interplay between analytics and strategic considerations in an organization. Students will learn the practical application of analytics to formulate an organization's strategy and reversely the influence of the organization's strategy to nature of the analytics within the organization.

BUAN 690 - Applied Analytics Practicum (3)

The course utilizes an integrative team project that gives students the opportunity to demonstrate an understanding of the core competencies taught throughout the program and apply them to real business concerns.

CH - Chemistry

CH 521 - Advanced Organic Chemistry (3)

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

Prerequisite: CH 222 Organic Chemistry II (or equivalent).

CH 522 - Organic Synthesis (3)

Surveys the synthesis of various organic target molecules utilizing: retrosynthetic analysis, functional group transformations, synthons, and other synthetic techniques.

Prerequisite: CH 222 Organic Chemistry II (or equivalent).

CH 524 - Special Topics in Organic Chemistry (3)

Topics include heterocyclic chemistry, medicinal chemistry, polymer chemistry, supramolecular chemistry, organometallic chemistry, radical and photochemistry, and combinatorial chemistry. Course title is shown on the student's transcript.

CH 525 - Supramolecular Chemistry (3)

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

Prerequisite: CH 222 Organic Chemistry II.

CH 526 - Medicinal Chemistry & Pharmacology (3)

A basic medicinal chemistry/pharmacology course in which the principles of drug discovery, computer aided drug design, pharmacokinetics and protein targets are studied. Such topics as the background of drug discovery, protein structure, enzymes, receptors, pharmacokinetics, metabolism, binding, structure, diversity, lead discovery, and lead optimization. Different methods to design drugs are explored such as rational drug design, fragment based, and in silico virtual molecular docking. Virtual labs employing different software are used to exemplify the different concepts covered.

CH 529 - NMR Spectroscopy (3)

The theory and principles of nuclear magnetic resonance and spectroscopy are presented to allow the physical and chemical properties of molecules, particularly organic, to be examined. Detailed information about molecular structure, dynamics, properties, and chemical environment not only in chemistry but also in biochemical and medical compound synthesis and applications are presented, analyzed, and discussed. The lab is a hands-on introduction to modern NMR spectroscopy. Students will gain experience with a wide range of techniques on a high field (400 MHz) NMR spectrometer. They will also have the opportunity to manipulate NMR data using provided software designed specifically for our spectrometer. By the end of the course the student will be proficient in use of NMR spectrometry as applied to a variety of organic compounds.

CH 530 - Physical Chemistry II (3)

This course explores advanced kinetics and quantum mechanics.

Prerequisite: CH 331 Physical Chemistry I.

CH 531 - Advanced Physical Chemistry I: Molecular Structure (3)

Topics in quantum chemistry, molecular structure, group theory, and applications of these topics to spectroscopy.

Prerequisite: CH 332 Physical Chemistry II.

CH 532 - ADV. PHYSICAL CHEMISTRY II: MOLECULAR DYNAMICS (3)

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

Prerequisite: CH 332 Physical Chemistry II.

CH 533 - BIOPHYSICAL CHEMISTRY   (3)

The course provides an introduction to biophysical chemistry. Topics covered include thermodynamics, molecular mechanics, quantum mechanics, statistical mechanics, molecular dynamics, and chemical kinetics as they apply to protein structure, folding, ligand binding, and function. Biophysical experimental and computational methods and techniques used to study proteins and other biomolecules will also be covered.

Prerequisite: CH 331 Physical Chemistry I.

CH 534NMR/534L - ORGANIC STRUCTURE DETERMINATION LAB (3)

This course focuses on using NMR and FT-IR to identify and determine the structure of organic molecules.

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

CH 545 - Bioinformatics (3)

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

CH 547 - Computational Chemistry & Molecular Model (3)

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

CH 549 - Special Topics in Biochemistry (3)

Topics include: carbohydrate chemistry, enzyme kinetics, endocrinology, electrically excitable cells, computer-aided access to proteins and databases, cell motility, and chemical concepts in genetic engineering. Course title is shown on the student's transcript.

CH 550 - Instrumental Analysis (3)

A prerequisite to CH 551

This course explores theory and practice of instrumental methods of analysis, spectrophotometric, electroanalytical, and chromatographic methods of separation and quantification.

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

CH 551 - Advanced Analytical Instrumentation: Spectroscopy (3)

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

Prerequisite: CH 351 Instrumental Analysis.

CH 552 - ADVANCED ANALYTICAL CHEM: CHROMATOGRAPHY   (3)

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

Prerequisite: CH 351 Instrumental Analysis.

CH 553 - Advanced Inorganic Chemistry (3)

The physical and chemical properties of the elements and their compounds are correlated with their positions in the periodic table. Bonding theory and coordination chemistry are emphasized. A grade of B or better required to earn the 3 credits.

Prerequisite: CH 331 Physical Chemistry I (or equivalent).

CH 554 - Special Topics: Analytical Chemistry   (3)

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

Prerequisite: CH 252 Analytical Chemistry.

CH 556 - Chemical Applications of Group Theory (3)

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

CH 559 - Special Topics: Inorganic Chemistry   (3)

Topics include: electronic spectra of transition metal complexes, reactions of transition metal complexes, ionic liquids, and bioinorganic chemistry. Course title is shown on the student's transcript.

CH 561 - Advanced Environmental Chemistry (3)

This course focuses on the chemical aspects of the human environment. Examines the sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments and the effects of technology thereon.

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

CH 563 - Biochemical Analysis (3)

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

Prerequisite: CH 351 Instrumental Analysis.

CH 590 - Chemical Information: Sources & Technology (3)

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

CH 595 - Advanced Integrated Lab (2)

CH 595L - Advanced Integrated Experimental Lab (1)

CH 597 - MOLECULAR MODELING AND DRUG DESIGN   (3)

This course provides a guided and interactive introduction to molecular modeling and computer-enabled drug design. The course will emphasize the practical application of software to visualize, analyze, model, simulate and design drugs to modulate disease-associated protein targets. Theoretical lectures will be kept to a minimum, and classroom time will be mostly devoted to applied modeling and design lectures and activities.

Prerequisite: CH 331 Physical Chemistry I and CH 341 Biochemistry. Offered: As Needed Contact Department.

CH 598 - Comprehensive Exam Chemistry (1)

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

CH 599 - Thesis (1-6)

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

CJ - Criminal Justice

CJ 500 - Foundations of Criminal Law & Procedure (3)

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

CJ 501 - Theories & Analysis of Crime Causation & Deviance (3)

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

CJ 502 - Critical Issues in the Administration & Management of the Criminal Justice System (3)

This course examines the current problems and issues facing the American criminal justice system. The course explores the role of the courts and correctional system, access to the justice system, controversial policies such as the use of force and discretion, and organizational and legal issues related to decision-making within the criminal justice system.

CJ 503 - Law, Society, & Ethics (3)

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

CJ 504 - Issues in the Administration of the Adult & Juvenile Correctional Systems (3)

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

CJ 505 - Criminal Law (3)

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

CJ 506 - Victimology (3)

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

CJ 507 - Organizational Procedures (3)

This course examines the criminal justice system from an organizational perspective. Students will explore fraud control, risk analysis, and corporate crime control through case studies.

CJ 508 - Capital Punishment (3)

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

CJ 509 - Criminal Behavior & the Family (3)

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

CJ 510 - Criminal Profiling (3)

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

CJ 511 - Emergency Management (3)

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

CJ 512 - Mental Health & The Criminal Justice System (3.00 Credit(s))

Introduction and exploration of the criminal justice system as it deals with an increasing number of clients with mental health issues.

Distribution: Criminal Justice. Offered: As Needed Contact Department.

CJ 513 - Issues in National Security (3)

This course examines the changes in American policy fostered by the terrorist attacks of 9/11/01. Students study the organizations and resources developed since 9/11/01 to defend national security. The course explores the role played by all the components of the criminal justice system in providing for the security of the nation. Also studied are the policies and practices that have been developed for this purpose by the various agencies that represent the criminal justice system. Specifically, students study the adjudication process as it relates to issues of national security and the correctional practices employed to maintain national security.

CJ 514 - Domestic & International Terrorism (3)

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

CJ 515 - Budgetary Planning in Public Agencies (3)

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

CJ 516 - Community Based Corrections (3.00 Credit(s))

Studies the purpose of Juvenile and Adult community based corrections. Addressed Issues related to offenders being managed in community settings to include the empirical effectiveness and social consequences of policy.

Distribution: Criminal Justice. Offered: All Semesters All Years.

CJ 517 - Program Evaluation in Criminal Justice (3)

The demand for evidence-based practices requires leaders in criminal justice to have the skillset necessary for proper program evaluation. This course allows for that skillset by allowing students the opportunity to think critically about planning and evaluation.

CJ 518 - Policing in a Democratic Society (3)

Societies experience tensions between desires for order and liberty. This course examines the challenge that tension presents to police organizations. Using theory and research, students will understand the policies defining effective policing.

CJ 581 - Methods of Research Design & Statistical Analysis (3)

This course must be taken at the graduate level. An undergraduate course in this subject cannot be substituted for the graduate course. Examines the research process and is designed to provide students with an understanding of the principles and practices of criminal justice empirical research. More specifically, methods of research and data analysis, as applied to the field of criminal justice, are presented. The application of these methods to criminal justice practice is demonstrated through various exercises. To better prepare capable professionals, students are taught both the language of scientific discourse and the ability to appraise empirical studies critically. To better prepare practitioners who are fair and respectful toward individuals from diverse backgrounds, research ethics, and sensitivity to populations-at-risk are promoted.

CJ 599 - Special Topics in Criminal Justice (3)

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.

CJ 601 - Internship/Practicum Experience in Criminal Justice (3)

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

Prerequisite: Permission of program director.

CJ 650 - Criminal Justice Thesis (3)

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

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

CJ 698 - Criminal Justice Comprehensive Examination (No credit is awarded for this exam.)

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

CM - Communication and Media Studies

CM 501 - Media, Culture, & Communication (3)

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

CM 502 - Strategic Communication in the Digital Age I (3)

This course introduces students to the theory and practice of strategic communication by exploring how to develop, maintain, and strengthen

internal and external relations. Students will consider the social, ethical, and historical implications of using traditional and new communication platforms as part of a strategic communication campaign.

CM 503 - Media Ethics in a Professional Context (3)

CM 503 examines ethical issues in strategic communication through the use of guidelines established by the Society of Professional Journalists (SPJ) and the Public Relations Society of America (PRSA). Students will become familiar with ethical foundations and perspectives and apply those principles using case studies.

CM 505 - The Art of Storytelling in Film & Television (3)

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

CM 515/615 - Directing for Film & Television I and II (3 CH each)

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

CM 517 - Multimedia Production I (3)

The Power of the Image: The objectives of this course are to help the student develop the photographic skills and insights necessary to create powerful images. The goal of the class is to prepare the student to work in the professional world of photography. Emphasis will be placed on making strong visual images and developing a photo essay. This process will encompass everything from preparation and research to the actual photography and the importance of editing. Abode software will be the post-production tools used in this class. In addition, discussions will examine the business of photography; the changing digital world; magazine work, and publishing. Students will also be encouraged to create a portfolio that will help them to work within the field.

CM 518 - Multimedia Production II (3)

The Digital Storyteller: To tell a great story, you need powerful images. In this course, we will be connecting composition to content. This module will help the student develop more advanced lighting & composition techniques. Emphasis will be placed on the process of creating images that affect people and using the camera as a personal voice. Demonstrations will include a detailed understanding of the use flash, strobe & studio lighting. The "Art of the Edit," will be the main topic of our weekly critiques. These skills and ideas will be used to advance the storytelling. Discussions will also address the issues of advocacy and investigative journalism. In this "hands on" class the role and responsibilities of the media professional in society will be explored in-depth.

CM 519 - Multimedia Communications I (3)

This course is an introduction to multimedia technologies for communication, taking a hands-on approach to utilizing and exploring communication technologies. Students will learn how to create sophisticated and effective media materials using digital tools such as Photoshop and Illustrator.

CM 520 - Multimedia Communications II (3)

This course is an overview of advanced multimedia technologies for communication, taking a hands-on approach to utilizing and exploring communication technologies for print and/or online channels. Students will learn how to create sophisticated and effective media materials using digital tools such as Adobe InDesign and web design platforms.

CM 521 - Video Production for Strategic Communication (3)

This course will introduce students to basic methods and technologies of video production. Students will learn how to develop, shoot, and edit video content for strategic communication.

CM 525/625 - Writing for Film & Television I and II (3 CH each)

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

CM 535 - Producing for Film & Television I (3)

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

CM 540 - Foundations in Media Literacy (3)

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

CM 541 - The Great Debates of Media Literacy (3)

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

CM 542 - Media Literacy: Design & Implementation (3)

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

CM 543 - Children & Media (3)

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

CM 544 - Teens & Media (3)

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

CM 545 - Health & Media (3)

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

CM 546 - Race, Politics, and Media (3)

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

CM 547 - Gender, Identity, & Media (3)

This course introduces students to the intersections between gender, sexuality, and identity. In particular, students will explore how media shape gender and sexual politics.

CM 548 - Media & Social Movements (3)

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

CM 550 - Sport Communication in the Digital Age (3)

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

CM 551 - Sport, Culture, & the Media (3)

Sporting culture impacts the American public through economic and ideological institutions that structure our perceptions of the world. In contemporary society, sport is both big business and personal recreation, and yet, despite its influence on American culture, sport remains a relatively unexplored segment of popular culture. In this class we will pay particular attention to the images and narratives of sporting media that construct representations of class, masculinity, gender, and nation in and around everyday mass-mediated athletic activities. This course is an examination of sports and media in our everyday lives.

CM 555 - Sports Media Production (3)

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

CM 556 - Sports Event Production (3)

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

557 - Advanced Editting

CM 561 - Studio Sports Broadcasting (3)

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

CM 562 - Sports Journalism (3)

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

CM 563 - Social Media & Journalism (3.00 Credit(s))

Students in this course will learn of the social, historical and ethical issues that surround and develop journalism focusing on the expansive impact of social media. These issues will be examined and analyzed in connection to the professional world in which the students will enter. Through applied learning, the course will give students a foundation in engaging with digital tools that help shape the message needed to inform the mass audience. Students will produce, podcasts, blogs, video and use other forms of social media to address these issues.

Distribution: Communication. Offered: Fall Semester All Years.

CM 564 - News Reporting & Producing

This is a multimedia production course that is focused on the tools and skills necessary to produce and manage digital content in the contemporary communications environment. The primary focus of this course is the production and reporting of video-based stories. Students will research, shoot, light, report, narrate and edit productions in HD video. In addition to learning the craft of story construction, students will be challenged with the ethical issues and responsibilities of the journalist and will have weekly screenings of some of the seminal events in the history of broadcast news.

Workshops -- Camcorder Instruction, Digital Editing, Introduction to the Studio & Control Room

CM 565 - Sport Communication & Social Media (3)

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

CM 566 - Sports Media Ethics (3)

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

CM 594/694 - Capstone in Film Production I and II (3 CH each)

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

CM 595/695 - Capstone in Television Production I and II (3 CH each)

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

CM 597 - The PR Agency in the Digital Age (3)

This course functions like an actual advertising, public relations, and media production agency. Students will apply theory and practical skills in order to develop campaigns as well as provide products and services to clients.

CM 598 - Script Analysis (3.00 Credit(s))

This course reinforces to students the theory and practice of writing and designing a visual story by exploring how to read and analyze cinematic narrative.

Distribution: Communication.

CM 599 - Special Topics in Communication (3)

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

CM 600 - Special Topics in Multimedia Production (3)

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

CM 602 - Political Communication (3)

This course introduces students to the theory and practice of political communication by exploring the intersections of media and democracy. Students will consider the social, ethical, and historical implications of political communication.

CM 603 - Culture, Identity & Communication (3)

This course focuses on issues of identity and culture and the important roles they play in the fields of strategic communication, public relations, and political communication.

CM 614 - TV News Magazine

Students will produce a series of TV News Magazine Programs. Students will determine the story content and format of the shows. Journalism students will be out in the field producing individual news stories and anchoring broadcasts of the programs. Production students will bring that content into the studio, learning all aspects of studio production, producing programs that will be broadcast on the SHU Campus TV Station and made available to the public via the web. The goal of the course is for students to continue to produce quality content at a professional level.

CM 616 - Event Planning (3)

This course introduces students to the foundations of event planning. Students will learn strategic communication strategies including research, planning, budgeting, publicity, management, and evaluation of special events for corporate and nonprofit organizations.

CM 617 - Live Event Production (3)

This unique course brings together students from Broadcast Journalism, Media Production, Strategic Communications and Public Relations to produce a live televised forum on topical subjects. The program features a moderator and panelists drawn from the highest levels from within the professional media community in the tri-state area. Students are responsible for every aspect of the creation of this live event. Including, research, formatting the program, creating the questions for the moderator, all aspects of television production, creating press releases, inviting guests from the media community and overall creation of successful event production and reception.

CM 620 - Special Topics in Film & Television Studies (3)

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

CM 621 - Special Topics in Film & Television Production (3)

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

CM 626 - Capstone in Strategic Communication and Public Relations (3)

CM 626 is a culminating experience for SCPR graduate students, involving guided independent assignments focused on career preparation and the creation of a digital portfolio.

CM 627 - Capstone in Communication (3)

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

CM 635 - Commercial & Promotional Production (3)

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

CM 640 - Social Media & Strategic Communication (3)

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

CM 641 - Media Industries (3)

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

CM 642 - Branding & the Visual Communication (3)

This course introduces students to fundamental concepts in branding for strategic communication along with the theory and practice of effective visual communication.

CM 643 - Media Aesthetics (3)

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

CM 644 - Media & Violence (3)

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

CM 645 - Media & Body Image (3)

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

CM 646 - Advertising, PR and Consumer Culture (3)

We live in a world where we are surrounded by advertising and PR messages. With the goal of producing more ethical communication professionals, in this course, students will turn a critical eye to the persuasion industries in order to examine their impact on individuals and society.

CM 647 - Multimedia Health Promotion (3)

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

CM 657 - Sport Communication Practicum II (3 CH each)

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

CM 660 - Crisis Communication (3)

CM 660 introduces students to the key concepts of crisis communication. Students will develop an understanding of best practices through an analysis of crisis case studies.

CM 692/698 - Capstone I and II (3 CH each)

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

CM 696 - Internship I (3)

Faculty supervised external placement with professional media outlets, organizations or communication companies in student's area of interest. Students must complete 6 credits of internships in which students are immersed in a professional setting in order to get advanced practical training and real world results.

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

CM 697 - Internship 2

Faculty supervised external placement with professional media outlets, organizations or communication companies in student's area of interest. Students must complete 6 credits of internships in which students are immersed in a professional setting in order to get advanced practical training and real world results.

CM 699 - Digital Portfolio & Mentorship   (3 CH each)

This module will focus on helping students create a website that serves as a portfolio to launch their career.   Students will be taking all of the work they have produced during the program and organize it into a website that showcases their talent and abilities.

Prerequisite: For MACOMM: Completed 24 credits; mentorship agreement must be approved by MACOMM director.

CMH - Clinical Mental Health Counseling

CMH

CMH 630 - Professional Issues, Laws & Advanced Ethics in Clinical Mental Health (3.00 Credit(s))

This course will help clinical mental health counseling students explore the relationship between the law, the framework of ethics, and clinical mental health counseling. Legal duties and the rights of clients and providers will be discussed. The course will also provide a forum for the exploration and analysis of ethical questions and dilemmas encountered by managers and clinicians in clinical mental health counseling. An advanced look is taken of individual state legal requirements as well as well case law impacting counseling ethics.

CMH 640 - Treatment Planning & Integrative Models of Care (3.00 Credit(s))

This course guides clinical mental health counseling students in learn treatment planning strategies, which are based in best practice, evidence-based, integrative care (e.g., ROSC Model), treatment models, that are client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. The course will include discussion of and research into the role of ethical and culturally competent counseling with special populations in integrative models of care and various counseling settings; while, becoming familiar with the various counseling approaches useful in effecting changes in these individuals.

CMH 650 - Practicum in Clinical Mental Health Counseling (3.00 Credit(s))

This synchronous, online course is a clinical-experiential course designed to strengthen clinical mental health counseling students' skills and understanding of the practice of clinical mental health counseling through supervised practice. The course provides for continued development and practice of skills learned Residency I and II. In this initial clinical course, students will complete 100 hours of supervised practice, 40 of the hours must be direct service with clients. Additionally, students will receive feedback, based on recorded sessions and case conceptualizations, from the instructor and peers as well as group supervision from instructors and individual supervision from approved, site supervisors.

CMH 660 - Internship in Clinical Mental Health Counseling (3.00 Credit(s))

This synchronous, online course is a clinical-experiential course designed to strengthen clinical mental health counseling students' skills and understanding of the practice of clinical mental health counseling through supervised practice. The course provides for continued development and practice of skills learned Residency I, II, and Practicum. In this initial Internship course, students will complete 300 hours of supervised practice, 120 of the hours must be direct service with clients. Additionally, students will receive feedback, based on recorded sessions and case conceptualizations, from the instructor and peers as well as group supervision from instructors and individual supervision from approved, site supervisors.

CMH 670 - Advanced Internship in Clinical Mental Health Counseling (3.00 Credit(s))

This synchronous, online course is a clinical-experiential course designed to strengthen clinical mental health counseling students' skills and understanding of the practice of clinical mental health counseling through supervised practice. The course provides for continued development and practice of skills learned Residency I, II Practicum, and Internship. In this Advanced Internship course, students will complete 300 hours of supervised practice, 120 of the hours must be direct service with clients. Additionally, students will receive feedback, based on recorded sessions and advanced case conceptualizations, from the instructor and peers as well as group supervision from instructors and individual supervision from approved, site supervisors.

Prerequisite: CMH 660.

CMH 680 - Advanced Internship II in Clinical Mental Health Counseling (3.00 Credit(s))

This synchronous, online course is a clinical-experiential course designed to strengthen clinical mental health counseling students' skills and understanding of the practice of clinical mental health counseling through supervised practice. The course provides for continued development and practice of skills learned Residency I, II, Practicum, Internship, and Advanced Internship I. This course is intended for students in states that require a greater number of supervised clinical experience hours. In this Advanced Internship II course, students will complete 300 hours of supervised practice, 120 of the hours must be direct service with clients. Additionally, students will receive feedback, based on recorded sessions and advanced case conceptualizations, from the instructor and peers as well as group supervision from instructors and individual supervision from approved, site supervisors.

Prerequisite: CMH 670.

COU

COU 500 - Introduction to the Counseling Profession & Introduction to Ethics (3.00 Credit(s))

This course serves as an orientation to the MA of Clinical Mental Health program; personal growth experiences in the program; the counseling profession; ethical and legal issues, counseling process, skills and theories; professional counselor roles, functions and work settings; and historical foundations of counseling. The course covers history, philosophy, and trends in clinical mental health counseling; roles, responsibilities of counselors; knowledge of clinical mental health settings; legal, ethical issues, policies, laws, and legislation pertinent to counseling. Students will learn basic information about national standards, certification, and licensure requirements.

COU 510 - Human Development (3.00 Credit(s))

This course provides an overview, to clinical mental health counseling students, of the theories, concepts, and research regarding the developmental characteristics of human development. The course will enhance students' understanding of significant developmental changes that occur over the lifespan. Emphasis will be placed on human development throughout the life span, including emotional, physical, cognitive, and social development with an emphasis on the influences of cultural phenomena on behavior. The course will involve critiques of different theories of human development culture, lifespan processes, and the relationships among these. Professional, clinical, legal, and ethical issues will also be addressed.

COU 520 - Skills in Helping Relationship - Residency I (3.00 Credit(s))

This course facilitates the development of individual counseling skills in clinical mental health counseling students. It serves to introduce students to the basic microskills/helping skills and assist them learn how to utilize and apply these counseling skills. The goal of this course is to present the basic skills and techniques that form the foundation of the counseling process. A focus of the course is the development of counselors that will become effective agents of change through therapeutic relationships. This course facilitates self-development related to one's ability to relate to and connect with others and we will emphasize personal growth and self-care throughout the course. The course will involve live, online skills practice, submission of recorded sessions of skills' practice for peer and instructor feedback, and a 1-week, on-ground live component.

COU 530 - Counseling Theories (3.00 Credit(s))

This course introduces clinical mental health counseling students to the seminal counseling theories and helping relationships from individual and systemic perspectives. The course incorporates theory, skills, and techniques in the development of a counselor identity, theoretical orientation. The course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for client populations. The course explores helper and helpee characteristics, sociocultural factors, and legal and ethical considerations.

COU 540 - Social & Cultural Foundations (3.00 Credit(s))

This course is designed to promote development of a theoretical and practical framework, in clinical mental health counseling students, for effective delivery of clinical mental health services within the context of diversity and multiculturalism. In addition to exploring the effects cultural diversity has on the helping relationship, this course will examine the relationship that ethnicity, gender, sexual orientation, religion, minority status, aging, and disability plays in the delivery of clinical mental health services. Students will identify practice-based strategies that address cultural challenges to service delivery including the impact of individual prejudices and discrimination.

COU 550 - Assessment & Assessment Techniques (3.00 Credit(s))

This course is designed as a practical introduction, for clinical mental health counseling students, to testing and assessment as this course covers the basics in assessment. The course explores the theory and techniques of administering, scoring, and interpreting educational and psychological tests and includes test selection, administration, and the dynamics of test interpretation to enable the counselor to synthesize, integrate, and evaluate appraisal data for use in guidance and counseling. Topics include intelligence, achievement, neuropsychological assessment, objective and projective personality testing, and testing of ability, aptitude, and attitudes. The course is designed to enable students to become competent and critical readers of testing data and research, to improve their knowledge of referral options, and to integrate testing data in treatment planning and therapy.

COU 560 - Psychopathology, Diagnostic Systems, & Advanced Assessments (3.00 Credit(s))

This course is based on the DSM 5 and ICD-10 and is designed to provide an in-depth look at the etiology and diagnosis of psychological distress and psychopathology to clinical mental health counseling students.

Students will become familiar with cultural diversity factors impacting diagnosis and assessment. Students will gain an understanding of the biological, neurological, psychosocial and physiological factors that affect human functioning, and behavior. The course allows for students to learn about and assess for mental disorders across the lifespan and include the biological, psychological, social and environmental factors implicated in vulnerability and resilience. A focus is made on the "continuous assessment process" and advancing one's assessment skills.

COU 565 - Counseling Couples, Families, & Children

This course is designed to provide students with an introduction to conducting couple and family counseling. The primary objective of the class is to assist counseling students translate theories into action through the use of family systems theories. As such, the course will include processes of couples and family counseling and special aspects of contemporary couples and family counseling. Students explore the interviewing and counseling techniques that are specific to working with couples and families. Structural, communication, analytic, behavioral, and postmodern theories of couples and family counseling will be explores as well as ethics, legal issues, and current research in family systems theories.

COU 570 - Career Counseling (3.00 Credit(s))

This course introduces clinical mental health counseling students to the theories and stages of career development will serve as the foundation for an exploration of life planning and career development. Career planning will be considered as a process of continuous self-assessment, careful selection, skill development, goal setting, and decision making. The course will examine career development from the dual perspective of personal development.

COU 575 - Human Sexuality (3.00 Credit(s))

This course provides foundational understanding of sexuality from multiple perspectives, ranging from the biological through psychological, as well as cultural, medical, ethical and legal issues. The course also serves to explore issues related to counseling matters of sexuality, including the culture of sexuality, stigma, and special topics. Through examination sexuality and issues related to sexuality, students will be better informed to assume a role in helping clients address issues of human sexuality.

COU 580 - Research Methods & Program Evaluation (3.00 Credit(s))

This course is designed to allow clinical mental health counseling students to explore the methodological foundations of research and program evaluation including issues iN general scientific practice; measurement; both quantitative and qualitative methods of data collection; research design; relationship among problem, theory, and method; and practical and ethical problems in the conduct of research. The course offers developing the ability to critically analyze research in the area of research and program evaluation and becoming consumers of good research.

COU 585 - Counseling Special Populations (3.00 Credit(s))

This course allows students to explore working with selected/special populations with which they may come into contact as counselors. The course will include discussion of and research into the role of ethical and culturally competent counseling with special populations in integrative models of care and various counseling settings; while, becoming familiar

with the various counseling approaches useful in effecting changes in these individuals. The course views special populations through the lens of multiculturalism and diversity.

COU 590 - Substance Use Disorders & Process Addictions (3.00 Credit(s))

This course is designed to provide clinical mental health counseling students with an overview of substances use disorders and process addictions. This course examines the various etiological factors that contribute to substances use disorders and process addictions, including neurobiological, genetic, psychological, socio-cultural, environmental, spiritual, and contextual factors. Emphasis will be placed on a bio-psychosocial model, highlighting the inter-relationship between such factors. Special emphasis will be placed on co-morbid disorders, differential diagnostic issues, and the various methods used to evaluate substance use problems. Barriers to effective treatment will also be discussed.

COU 600 - Crisis & Trauma Assessment & Treatment (3.00 Credit(s))

This course provides clinical mental health counseling students with a solid foundation in the theory and treatment of psychiatric crises and emergencies. Fundamentals of trauma and trauma-causing events and their impact upon crisis intervention work will be examined. The course will examine the differences and similarities of emergencies as opposed to crises. All aspects of psychiatric emergencies will be examined: Emergency assessments and interventions, techniques of lethality assessment, risk factors such as substance abuse, violence history, demographic profile, cultural factors and the presence of mental illness. Differential assessment regarding the various aspects and levels of professional mental health response will be reviewed, including the use of Psychological First Aid, suicide prevention, stabilization, and immediate psychiatric crisis response.

COU 610 - Group Counseling (3.00 Credit(s))

This course is to provide a basis for clinical mental health counseling students. In the theoretical, experiential, and practical understanding of the dynamics, techniques, and other factors involved in group psychotherapy. Content will combine theoretical knowledge of group process, dynamics, facilitation methods and experiential learning and exercises designed to foster understanding of the power and scope of group forces. Aspects of learning will encompass a wide range of topics relative to salient concepts of group work. This will include stages of group development, cultural diversity factors, roles of group members, agents of change in group dynamics, group leadership skills, group composition, various types of groups, methods of evaluation of effectiveness, and legal and ethical considerations. This course will also introduce students to leading therapy groups in a wide range of settings, e.g. outpatient, inpatient, day treatment and community settings. Applicability of various theoretical perspectives, specialty groups, and other identified areas of student interest.

COU 620 - Advanced Helping Skills - Residency II (3.00 Credit(s))

This course facilitates the development of advanced individual counseling skills in clinical mental health counseling students. It serves reinforce students' microskills and introduce them to advanced microskills, and mesoskills, macroskills, group leadership skills, and assist them learn how to utilize and apply these counseling skills. The goal of this course is to present the advanced skills and techniques that form the foundation of the counseling process. A focus of the course is the development of counselors that will become effective agents of change through therapeutic relationships. This course facilitates self-development related to one's ability to relate to and connect with others and we will emphasize personal growth and self-care throughout the course. The course will involve live, online skills practice, submission of recorded sessions of skills' practice for peer and instructor feedback, and a 1-week, on-ground live component.

COU 665 - Psychopharmacology & Advanced Psycopathology (3.00 Credit(s))

This course focuses on the knowledge that counselors should acquire regarding medications utilized to treat mental health issues. It will include the major classes of medications currently in use, drug interactions, and the counselor's role in advocating and educating clients to understand their medications and the ethical dilemma involved in this advocacy. The course also takes an advanced look at psychopathology, research in mental health diagnostics, and how culture influences definitions psychopathology. The course will introduce advanced clinical issues and contemporary neuroscience research related to altered development and maladaptive behaviors.

COU 675 - Consultation & Organizational Administration in Counseling (3.00 Credit(s))

This course examines organizational and administrative models in clinical mental health settings. Models of consultation and supervision will also be examined. In this course, candidates will examine methods and models of program evaluation and procedures utilized in effective service delivery. Students will be introduced to preparation roles and responsibilities within mental health organizations. Finally, candidates will develop of an understanding of the cultural context of relationships both individually and collectively in both personal and professional settings. Includes supervised training in consulting skills that may be incorporated into counseling practices.

CS - Computer Science and Information Technology

CS 500 - Introduction to Structured Programming (3)

This is an introductory course in computer programming using a structured programming language. Representative topics include program development, flow-charting, iteration, selection, procedures, functions, and arrays.

CS 501 - Introduction to Data Structures (3)

A continuation of CS 500, utilizing a structured programming language and classes to further implement multidimensional arrays and other data structures including linked lists, stacks, queues, trees, and more. This course also provides introduction to recursion.

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

CS 504 - Introduction to Programming Using Scripting (3)

This course will provide an introduction to programming using Python. Topics covered include basic programming concepts, control statements, loops and branching structures, string processing, functions, and design with classes.

CS 505 - Computer Networks (3)

Students in this course will study networks and data communication concentrating on the Internet model. This is a laboratory-based course that includes Wireshark labs. Students will review Hexadecimal and Binary number systems. Topics such as the Internet Protocol Stack, protocols, routing, packet-switching networks, LANs, and error handling are studied.

Prerequisite: CS 504 Introduction to Programming Using Scripting (or Permission of Department).

CS 550 - Dynamic Webpage Development (3)

This course provides a comprehensive overview of Dynamic Webpage Development in which students will learn to create and publish standards compliant HTML documents. Topics include, HTML5 & CSS3 basics, advanced CSS, page layouts, Responsive Web Design, HTTP, clients, servers, JavaScript and jQuery intro, Content Management Systems (CMS) and Bootstrap. This course covers the most current Web Design and Web Authoring tools available for developing HTML documents and posting pages on the World Wide Web. At the end of the course, students will be able to plan, design, and implement a web site using current standards and best practices.

Prerequisite: CS 500 Introduction to Structured Programming (or Permission of Instructor).

CS 551 - Introduction to Object-Oriented Programming with Java (3)

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

Prerequisite: CS 501 Introduction to Data Structures.

CS 552 - Windows Interface Design (VB.net) (3)

This course introduces the fundamentals of writing Windows applications, event-driven programming, and the GUI. Topics include dialogues, menus, controls, data types, scope and life of variables, objects and instances, fonts and graphics, simple file I/O, and other DLL procedures. VB.net is used in implementing various Windows applications.

Prerequisite: CS 501 Introduction to Data Structures.

CS 553 - Web Design with JavaScript (3)

This course covers basic HTML for webpage structure, Cascading Style Sheets for webpage styling and JavaScript for interactivity. Students will be able to compose web sites using hand-coding techniques for page creation, testing, and maintenance. No prior computer experience with these topics is assumed. Programming terminology and best practice will be discussed as well as programming concepts including operators and expressions, arrays, loops, and conditional statements.

Prerequisite: CS 500 Introduction to Structured Programming.

CS 554 - Fundamentals of Interactive Multimedia (3)

Students develop multimedia applications of their own design using Adobe Premiere Pro CC. This course explores principles of timeline-based effective interactive multimedia design from concept definition, storyboarding, multimedia development, and authoring to testing and revision. Techniques covered will include sound, graphics, photographs, animation, and text. You can edit virtually any type of media in its native format and create professional productions for film, TV and web. Adobe After-Effects will also be utilized in this course.

Prerequisite: CS 500 Introduction to Structured Programming.

CS 557 - Web Programming with ASP.NET (3)

This course covers web programming using Microsoft's web development technologies: Active Server Pages (ASP), ASP.NET Web Forms, and ASP.NET Model View Controller (MVC). These technologies allow for powerful web site creation by combining the .NET Framework with standard HTML. The class is presented in a tutorial style that focuses on both theory and application. The student will successfully learn how to implement the theory by building web sites using the Microsoft technologies. The class will also cover other relevant topics such as integrating databases with a website and effective site functionality.

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

CS 558 - Advanced Topics in ASP.NET (3)

Build on the basics of the first ASP.NET class and develop more efficient web applications. The class will focus on some advanced ASP.NET topics such as API Web Services, building Custom Components, LINQ, and Entity Framework. The class is presented in a tutorial style that focuses on both theory and application. The student will use either C# or VB.NET to program the ASP.NET web applications that access a SQL Server database.

Prerequisite: CS 557 Web Programming with ASP.NET.

CS 559 - C# Programming (3)

The C# programming language is introduced within the scope of object oriented programming principles. Emphasis is placed on data types, control structures, arrays and collections, exceptions, classes, methods and properties, events and debugging. Students also learn various implementation best practices related to coding in general along with inheritance, encapsulation, and polymorphism.

Prerequisite: CS 501 Introduction to Data Structures.

CS 560 - Networking Applications (3)

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

Prerequisite: CS 621 Principles of Data Communication (or Permission from Department).

CS 563 - Animation for the Web (3)

An introductory web animation course. Students will produce interactive multimedia for the web and beyond. The course will cover the interface and tools used to develop animations such as shape and motion tweening, motion guide path, masking, development of scenes, movie clips and button symbols. Students will create a variety of animated content such as animated cartoons, advertisements, games, and other interactive content to publish on platforms such as HTML5 Canvas, Flash Player & Air, WebGL, or custom platforms such as Snap SVG. Basic ActionScript will be covered in this class.

CS 571 - Computer Gaming (3)

An object-oriented approach to programming digital objects. An introduction to the theoretical and practical elements for creating and producing a video game. In this course the student becomes familiar with the Unity 3D platform using the C# language. Special attention is paid to utilizing primitives for efficient prototyping, creating gameplay events, player feedback, and creating the game design document.

Prerequisite: .

CS 572 - OOP with C# and Games (3)

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 571 Computer Gaming.

CS 573 - Advanced Game Programming (3)

A game-oriented programming course focusing on advanced graphics techniques using OpenGL.

Prerequisite: CS 572 OOP with C# and Games.

CS 583 - Theory of Computer Gaming (3)

Creating a video game is more than writing code to control events. This course examines the thinking behind computer game development. By looking at thoughtful writings and actual games we address topics like fun; conflict, catch-up strategy, gameplay, emotion, surprise, endogenous value, level design, feedback, surprise, problem statements, flow, rules and randomization. Throughout the course each student works to complete a game development document that leads to a game prototype. This prototype is utilized in player testing to see what happens when a game idea becomes reality to players.

Prerequisite: May be taken at same time as CS 571.

CS 602 - Advanced Data Structures and Algorithms (3)

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

Prerequisite: CS 501 Data Structures and Calculus .

CS 603 - Database Design (Oracle) (3)

This course discusses goals and techniques in the design, implementation, and maintenance of large database management systems: physical and logical organization; database logic; Structured Query Language, entity- relationship models; normalization; basics of database programming.

Prerequisite: CS 501 Introduction to Data Structures.

CS 604 - Advanced Software Engineering (3)

This advanced programming course reviews the latest trends in software engineering covering broad topics that lead to high quality software: waterfall and agile software development life-cycle (SDLC), object oriented programming, functional programming, UML diagramming, SOLID principles, clean code, continuous integration and continuous delivery, test driven development, QA automation, architecture with a focus on microservices and event based systems, scalability, fault tolerance, cloud based designs, containerization, monitoring, and web application security.

Prerequisite: CS 501 Introduction to Data Structures and CS 551 Introduction to Object-Oriented Programming with Java (or Permission of Department).

CS 605 - Discrete Structures and Logic (3)

Reviews the mathematical concepts and foundations of logic for computer science: sets, relations and functions; Boolean algebras; graphs; propositional and predicate logic; notions of logical consequence and provability; soundness and completeness of inference methods; resolution; unification; and introduction to theorem proving.

Prerequisite: CS 501 Introduction to Structured Programming and Calculus .

CS 611 - Operating/Multiprogramming Systems (3)

Examines resource management (including memory allocation and management, virtual memory), process scheduling, protection, deadlocks, concurrency, file systems, I/O systems, distributed OS.

Prerequisite: CS 502 C: Advanced Programming.

CS 614 - Theory of Computation (3)

Reviews the theory of the power and limitations of computation, different major computational model, and computers:finite automata,

context-free grammars, Turing machines, equivalence of computing paradigms (Church-Turing thesis), undecidability, intractability.

Prerequisite: Permission of Instructor.

CS 615 - Programming in Unix (3)

Discusses main issues of Unix OS programming and administration. Explores the popular Unix file system, regular expressions and their uses, filters awk, stream editor, shell programming, perl, and basics of system administration.

Prerequisite: CS 611 Operating/Multiprogramming Systems (or Permission of Instructor).

CS 616 - Machine Learning (3)

This course provides a theoretical and a practical understanding of machine learning techniques. It offers the concepts, the intuitions, and the tools the students need to actually implement programs capable of *learning from data.* A large number of techniques is covered, from the simplest and most commonly used such as linear regression to some of the Deep Learning techniques. The course materials are supported with lab sessions using Python programming language.

CS 617 - Artificial Intelligence (3)

Addresses foundational principles making computers learn, plan, and solve problems autonomously; and driving modern intelligent agents on real-world applications for contemporary problems, such as deep learning, and data flows.

CS 620 - Information Analysis and System Design (3)

The primary objective of this project-based analysis and design course is to allow students to role-play and perform realistic and current techniques to develop and document effective solutions to computer-based information system problems. Students will learn to assess the needs of and involve the user, develop respect for differences related to culture, communication styles and gender, use design techniques to formulate solutions to design problems, lead and collaborate in groups, develop formal presentations and other projects, develop project management skills, scheduling, and milestone development. Students will be presented with a practical approach to system modeling, object technology, and Unified Modeling Language, recognize community and social responsibility in the development of software.

Prerequisite: CS 501 Introduction to Data Structures.

CS 621 - Principles of Data Communication (3)

A survey of modern data communication techniques including data communication and local networking, hardware (e.g., terminals, modems, multiplexors), nodal and host processor architecture, packet switching, network control, protocols, software management, and security.

Prerequisite: CS 501 Introduction to Data Structures.

CS 622 - Network Security I (3)

Is there a security problem in computing? How do IT and network managers interface with business managers to create a security system that meets the needs of both sides of the business? How does network security support the business mission and how many resources is business willing to give to support network security? This course addresses these complex network security issues. Among the topics covered are: conventional encryption and message confidentiality, public key cryptography and message authentication, authentication applications, e-mail security, Intrusion Detection, Data Loss Prevention, IP security, Web security, firewalls, security in mobile networks, and other network security issues.

Prerequisite: CS 621 Principles of Data Communication and CS626 Intro to Cyber Security.

CS 625 - Cryptography (3)

This course covers theoretical and practical aspects of modern applied computer cryptography. Topics include block and stream ciphers; hash functions, data authentication, and digital signatures. Special emphasis is given to public-key cryptosystems. The course includes use of various encryption methods in different programming systems.

Prerequisite: CS 622 Network Security I (or Permission of Instructor).

CS 626 - Intro to Cybersecurity (3)

What is Cybersecurity? What is a threat , risk, vulnerability, and how do you protect against the constantly changing cyber world? Securing an organization's cyber environment is everyone's responsibility. This course covers the following topics: Introduce Cyber-Security Concepts, Cyber-Security Threats, Cyber-Security Attack Types, Cyber-Security History, Approaches to securing the organization, Protections from Cyber-Security Threats, Other recent cyber security risks & challenges.

Prerequisite: Prerequisites may apply.

CS 627 - System Security (3)

How do you secure the critical infrastructure that supports our cyber-security landscape? What threats and attacks do systems constantly face? This course will address these complex issues in securing the system & applications that run in today's organizations. Among the topics covered are: Secure System Hardening, Access Controls, Security System, Management, Secure Administration, Security Monitoring, Secure Back-ups, Application Security Concepts, Other security issues.

Prerequisite: CS 626 Cybersecurity.

CS 628 - Security Management (3)

All of the new security technologies require good management to maintain effectiveness. With so many new technologies, how do we make the security technology effective? Where do we start? How do we measure and plan to improve a company's security posture? This course will address these complex issues about managing security within an organization. Among the topics covered are: Policy & Information Security Program Development, Incident Response, Identity Access Management, Security Governance, Security Risk Management, Vulnerability Management, Security Metrics.

Prerequisite: CS 626 Intro to Cybersecurity.

CS 629 - Ethical Hacking (3)

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

Prerequisite: CS 622 Network Security I, CS 626 Intro to Cybersecurity, CS 627 System Security.

CS 630 - Cloud Computing (3)

This course presents a number of cloud computing tools and technologies, including virtualization, web services, data analysis, and integration. Upon completing this course, students will have theoretical knowledge of contemporary cloud computing tools, and practical experience in administering/maintaining them. Students are expected to have administrative access to a computer, to (i) install relevant cloud-based tools, and (ii) gain practical skills.

Prerequisite: CS 501 Data Structures.

CS 631 - Data Warehousing (3)

This course provides a comprehensive review of data warehousing methodologies and technologies. Areas of study include analysis and collection of business data requirements, dimensional modeling, the loading of data using extraction, transformation, and loading (ETL) processes, creating and reporting from multi-dimensional data marts (OLAP). SQL Server projects and labs provide hands-on experience in the areas of data warehouse design, construction, loading, and reporting.

Prerequisite: CS 603 Database Design (Oracle).

CS 632 - Advanced Database Topics (3)

This course will provide students with an advanced understanding of database technology. Topics include constraints, triggers, storage, indexing, disks and files, query evaluation and optimization, transaction management and concurrency control, XML and security.

Prerequisite: CS 603 Database Design (Oracle).

CS 633 - Advanced Database Programming (3)

This course provides students with a thorough understanding of database programming. Emphasis is placed on the data layer from the Three-tier architecture pattern. Students create front-end applications to hit large-scale backend databases. SQL Server T-SQL and stored procedures are used to retrieve data from various data stores.

Prerequisite: CS 603 Database Design (Oracle).

CS 635 - Digital Forensics (3)

In this course students will learn how to understand and differentiate between file systems and operating systems; explain in detail the FAT file system; be exposed to the NTFS file system; identify Windows and registry artifacts; understand hashing and its uses in digital forensics; understand Fourth Amendment considerations when searching and seizing digital evidence, chain of custody; use hardware write blockers to perform data acquisitions using methods and tools discussed in class; perform basic data recovery; understand file signatures and its uses and be introduced to memory (RAM) forensics and analysis.

Prerequisite: CS 505 Computer Networks (or Permission of Department).

CS 636 - Secure Programming Techniques (3)

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

Prerequisite: CS 626 Intro to Cybersecurity.

CS 637 - Professional Responsibility: Cybersecurity: Policies & Practice (3)

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

Prerequisite: Permission of Department.

CS 638 - Concepts in Dynamic and Script Programming (3)

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

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

CS 639 - Vulnerability Management (3)

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

Prerequisite: CS 626 Intro to Cybersecurity, CS 627 System Security, CS 622 Network Security I.

CS 640 - Special Topics in Computer Science (3)

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

Prerequisite: Determined at the time of course offering.

CS 641 - Securing the Cloud (3)

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

Prerequisite: CS626 Intro to Cybersecurity, CS 622 Network Security, CS 627 System Security.

CS 642 - Securing the Client/Server (3)

A prerequisite to CS 650 and CS 652

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

Prerequisite: CS 626 Intro to Cybersecurity.

CS 645 - Advanced Digital Forensics (3)

This instructor-led course provides the knowledge and skills necessary to install, configure, and effectively use the AccessData forensic software tool set to conduct digital/computer forensic investigations. There will be a significant amount of hands-on, in-class work. At the completion of this course, each student will have the opportunity to take the AccessData Certified Examiner (ACE) test. Upon a successful completion of the test, the student will have earned the ACE certification. The AccessData forensic tools covered in this course include Forensic Toolkit (FTK), FTK Imager, Password Recovery Toolkit (PRTK), and Registry Viewer. The platform for this course will be the Windows Operating System.

Prerequisite: CS 635 Digital Forensics.

CS 646 - Mobile Device Forensics (3)

This course will focus on identification, preservation, collection, analysis, and reporting techniques and tools used in the forensic examination of mobile devices such as cell phones and GPS units.

CS 650 - Big Data Analytics (3)

Data Science and Big Data Analytics is about harnessing the power of data for new insights. The course covers the breadth of activities and methods and tools that Data Scientists use. The content focuses on concepts, principles and practical applications that are applicable to any industry and technology environment, and the learning is supported and explained with lab sessions using the R programming language, MapReduce and Hadoop.

CS 651 - Big Data Infrastructure (3)

This course provides an overview of the infrastructure of Big Data. In reviewing the state of the practice it examines: Business Intelligence vs. Data Science, Analytical Architecture, Drivers of Big Data, Big Data Ecosystem, and Roles for Big Data Teams. The Data Analytics Life Cycle, which includes Discovery, Data Preparation, Model Planning, Model Building, Communication, and Operationalization, is studied. Big Data analytic methods provide the student with a gentle introduction to R, Exploratory Data analysis, Statistical evaluation methods, and Data Visualization.

Prerequisite: CS 650 Introduction to Big Data.

CS 652 - Algorithms for Statistical Learning (3)

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

Prerequisite: CS 650 Introduction to Big Data.

CS 660 - Special Topics in Cybersecurity (3)

This is an open-ended course designed to focus on recent and emerging topics in cybersecurity. The contents of this course are driven by instructors' research expertise and/or recent trends in cybersecurity.

CS 661 - Game Design and Development Using 3D (3)

The course will cover Open GL and/or some advanced tools of DirectX or other appropriate software that will facilitate the integration of 3D

action and movement in a game designed for the course. The students will work in teams (if appropriate) to complete a 3D game during the course. Topics covered include: world creation, polygons, textures, transformations, shaders, transform.

Prerequisite: CS 573 Advanced Game Programming.

CS 662 - Game Design, Development and Implementation (3)

In this course students work as a team to develop an innovative, original computer game. Group responsibilities include project planning and documentation, teamwork, presentations, and demonstrations. Students learn the technical skills involved in game architecture, including advanced character animation and nesting, game physics, sound syncing and editing, lighting simulation techniques, and game balance. Special attention will be paid how the game and player interact. Through a focus on iterative development, the student focuses on process as continuously evolving.

Prerequisite: CS 571 Computer Gaming.

CS 663 - Game Design for Mobile Devices (3)

In this course students explore the process required to design and build content and games for mobile devices. Students will learn how to structure and optimize code as well as employ user interface controls. Memory-awareness, limited performance, security, and limited resources will be covered. Of particular importance is learning how mobile players play. Mobile game design requires a short time for each game event. This course explores what that use model means for the developer.

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

CS 664 - Advanced Topics in Multiplayer Gaming (3)

The course considers the technical, programming, and creative aspects for developing an effective multiplayer game. Topics covered include server requirements, virtual machines, connection techniques, live player chat, authoritative client and authoritative server choices, latency and clock simulation, lobby systems, real-time competitive games, cooperative game-play avatars, virtual worlds, and user homes. Consideration is also given to why people play games. Is your game for collaboration, for completion, to meet up with other people, or to go on an exploring mission with friends.

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

CS 670 - Research Project Seminar (3)

Required for students pursuing the non-thesis option in their program of study, the student works with a faculty advisor in defining a short research or implementation project. For a research project, the student surveys relevant literature, critically analyzes the state of the art, and possibly synthesizes improvements. For an implementation project, the student implements and tests a solution to the chosen problem; the project could involve a combination of research and implementation. At

the end of the project, the student writes a report approved by the faculty member and makes a public presentation of the work.

Prerequisite: Determined by faculty advisor.

CS 680 - Cybersecurity Practicum

The course will provide students' an opportunity to obtain real-world experience by working on a project within a cybersecurity-related business organization or research lab with their on-site supervisor and co-supervised by a faculty member. A final summary report will be required from both student and supervisor.

CS 690 - Thesis I (3)

A prerequisite to CS 691

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

Prerequisite: Determined by faculty advisor.

CS 691 - Thesis II (3)

A continuation of CS 690, this course is required for the thesis option. By the end of this course, the student completes the work remaining in the project started in CS 690, as defined by the written proposal. A thesis must be written and defended in front of the thesis committee. The presentation portion of the thesis defense is open to the public.

Prerequisite: CS 690 Thesis I.

DBF - Finance

DBF 900 - Business Strategy, Ethics, & Research (1.5)

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

DBF 901 - Career Transition Seminar (1.5)

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

903 - Comprehensive Examination (0)

Comprehensive exam is aimed at testing a student's proficiency in the major finance concentration areas. It measures a student's general progress and competence in the knowledge of advanced concepts, theoretical precepts and analytical techniques in the field of finance.

904 - Doctoral Thesis Defense (3)

The doctoral dissertation is the final requirement within the educational framework of the SHU DBA in Finance program. The doctoral dissertation needs to fulfill three major objectives: a. Reflect on the doctoral candidate's advanced knowledge in the discipline of finance; b. Demonstrate the candidate's applied financial research proficiency; c. Design an original, novel solution to practical problem which will contribute to best practices in finance.

ED - Education

Note: Only those courses numbered 500 (with the exception of Student Teaching) and higher apply to the MAT degree. Candidates admitted as Sacred Heart University undergraduates to the Five Year Program may apply methods courses to the MAT degree.

ED 496 - DSAP Supervision & Seminar (3.00 Credit(s))

Sacred Heart supports the DSAP process for candidates already engaged in the University's planned programs of study. The offer of a DSAP position from a school district cannot be the basis for admission to Sacred Heart's certification programs. Contact the Certification Officer in the Isabelle Farrington College of Education for information and authorization. For DSAP associated with initial certification, the candidate must have completed 12 credits of Sacred Heart's planned program and be admitted to ED 496 and 497. Through these courses, the University provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education.

Distribution: Teacher Education. Prerequisite: Completion of at least 12 certification credits by the semester when DSAP teaching begins; passing score on applicable Praxis II examination; admission to the DSAP program signed by the Certification Officer.

ED 497 - DSAP Supervision & Seminar (3.00 Credit(s))

Sacred Heart supports the DSAP process for candidates already engaged in the University's planned programs of study. The offer of a DSAP position from a school district cannot be the basis for admission to Sacred Heart's certification programs. Contact the Certification Officer in the Isabelle Farrington College of Education for information and authorization. For DSAP associated with initial certification, the candidate must have completed 12 credits of Sacred Heart's planned program and be admitted to ED 496 and 497. Through these courses, the University provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education.

Distribution: Teacher Education. Prerequisite: Completion of at least 12 certification credits by the semester when DSAP teaching begins; passing score on applicable Praxis II examination; admission to the DSAP program signed by the Certification Officer.

ED 501 - Role of the Teacher (3.00 Credit(s))

An educational foundations course, this course is designed to address the needs, problems, and tasks that confront teachers. Participants explore their unique and changing roles as teachers.

Distribution: Teacher Education.

ED 511 - Secondary Curriculum: Biology (3.00 Credit(s))

Philosophical, psychological, and practical implementation of biology curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to biology. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 512 - Secondary Curriculum: Chemistry (3.00 Credit(s))

Philosophical, psychological, and practical implementation of the chemistry curriculum in the classroom is emphasized. Students develop subject-specific curricula appropriate to chemistry. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 513 - Secondary Curriculum: English (3.00 Credit(s))

Philosophical, psychological, and practical implementation of the English curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to English. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 514 - Secondary Curriculum: General Science (3.00 Credit(s))

Philosophical, psychological, and practical implementation of the general science curriculum in the classroom is emphasized. Students develop subject-specific curricula appropriate to general science. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes

curriculum with an emphasis on both process and product. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 515 - Secondary Curriculum: Mathematics (3.00 Credit(s))

Philosophical, psychological, and practical implementation of the math curriculum in the secondary classroom is emphasized. Students develop subject-specific curricula appropriate to math. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 516 - Secondary Curriculum: Social Studies (3.00 Credit(s))

Philosophical, psychological, and practical implementation of the social studies curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to social studies. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 517 - Secondary Curriculum: Spanish (3.00 Credit(s))

Philosophical, psychological, and practical implementation of the Spanish curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to Spanish. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 523 - Multicultural Education (3.00 Credit(s))

This course is designed to foster understanding of diversity. Candidates attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions and how these affect decisions in the classroom. Portions of this course are experiential. There is a 15-hour field experience requirement in which candidates interact with persons of different cultural, linguistic, religious, socioeconomic, and ethnic backgrounds.

Distribution: Teacher Education.

ED 527 - Effective Online Teaching (3.00 Credit(s))

This course explores a variety of educational theories and models for guiding effective online teaching. Participants gain instructional design experience through the development of digital curriculum, activities, and assessments for classroom use or professional training. Methods are introduced for actively engaging learners, managing discussions, fostering group activities, and increasing instructor presence.

ED 531 - Secondary Methods: Biology (3.00 Credit(s))

This course explores the methodology of teaching biology in secondary schools as well as current trends in teaching methods and techniques aligning with the State of Connecticut Standards and InTASC Standards. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore biology with peers. This course is intended to bridge the gap between theories of education, biology content area knowledge, and the realities of working in the secondary school environment.

Distribution: Teacher Education.

ED 532 - Secondary Methods: Chemistry (3.00 Credit(s))

This course, which aligns with the State of Connecticut Standards and InTASC Standards, explores the methodology of teaching chemistry in secondary schools as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore chemistry with peers. This course is intended to bridge the gap between theories of education, chemistry content area knowledge, and the realities of working in the secondary school environment.

Distribution: Teacher Education.

ED 533 - Secondary Methods: English (3.00 Credit(s))

This course explores the methodology of teaching English in secondary schools as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore English with peers. This course is intended to bridge the gap between theories of education, English content area knowledge, and the realities of working in the secondary school environment. The course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 534 - Secondary Methods: General Science (3.00 Credit(s))

This course explores the methodology of teaching general science in secondary schools as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore general science with peers. This course is intended to bridge the gap between theories of education, general science content-area knowledge, and the realities of working in the secondary school environment. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 535 - Secondary Methods: Mathematics (3.00 Credit(s))

This course explores the methodology of teaching mathematics in secondary schools as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore mathematics with peers. This course is intended to bridge the gap between theories of education, math content area knowledge, and the realities of working in the secondary school environment. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 536 - Secondary Methods: Social Studies (3.00 Credit(s))

This course explores the methodology of teaching social studies in secondary schools as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore social studies with peers. This course is intended to bridge the gap between theories of education, social studies content-area knowledge, and the realities of working in the secondary school environment. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 537 - Secondary Methods: Spanish (3.00 Credit(s))

This course explores the methodology of teaching Spanish in secondary schools as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics and acquire teaching experience by presenting lessons and working collaboratively to explore Spanish with peers. This course is intended to bridge the gap between theories of education, Spanish content area knowledge, and the realities of working in the secondary school environment. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 541 - Irish Education Comparative Perspectives (3.00 Credit(s))

Based in the Gaeltacht region of West Kerry, the course compares the education system in Ireland with that of the United States. Topics addressed include curriculum and instruction, funding and governance, teacher preparation, multiculturalism, language policy, and contemporary school reform. Candidates are introduced to the students and teachers of Dingle, Ireland and experience the Irish educational system in an up-close and personal way. Candidates will observe classrooms in action, learn from Irish teachers and administrators, and meet teacher candidates and their professors. Open to all students in FCE teacher preparation programs, the course counts in lieu of ED 523 Multicultural Education, ED 552 Education in the United States, or an MAT elective.

Distribution: Teacher Education.

ED 542 - Practicum: Elementary Language Arts & Social Studies (3.00 Credit(s))

This course affords initial certification and MAT candidates the opportunity to tutor a struggling reader under the supervision of SHU faculty or certified personnel. Candidates learn how to administer a variety of informal literacy assessments and design an intervention plan that meets the diverse needs of each student. Working under the direct supervision of trained faculty, candidates acquire first-hand experience in delivering literacy instruction to diverse populations, while engaging in shared self-reflection. Following tutoring sessions, teacher candidates participate in collaborative problem solving and shared self-reflection to discuss their practice.

Distribution: Teacher Education.

ED 543 - Practicum: Elementary Mathematics & Science (3.00 Credit(s))

This course is designed to provide teachers with opportunities to explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the elementary childhood (grades K - 5) levels. The course will provide a one on one experience for tutoring students in math and science skills. Working under the direct supervision of trained faculty, candidates acquire first-hand experience in delivering math and science instruction to diverse populations, while engaging in shared self-reflection. Following tutoring sessions, teacher candidates participate in collaborative problem solving and shared self-reflection to discuss their practice.

Distribution: Teacher Education.

ED 544 - Practicum in Secondary Ed I (3.00 Credit(s))

Explores teaching and learning opportunities for secondary educators and their students outside of traditional classroom settings. This course focuses on the humanities and social studies.

Distribution: Teacher Education.

ED 545 - Practicum in Secondary Ed II (3)

Explores teaching and learning opportunities for secondary educators and their students outside of traditional classroom settings. This course focuses on STEM: Science, Technology, Engineering, and Math.

ED 552 - Education in the U.S. (3.00 Credit(s))

This course discusses current issues in education, explores their historical and philosophical roots, and critically examines possibilities for the future of education. This course is offered as a hybrid course with a combination of face-to-face and online classes. Includes a three-hour service-learning experience in a PK-12 educational setting.

Distribution: Teacher Education.

ED 553 - Educational Psychology (3.00 Credit(s))

This course considers the application of psychological principles to educational theory and practice. Candidates explore the many ways of thinking about knowledge, teaching, and learning. Major theories of learning and development are introduced, and consistent themes and concepts are identified. Includes a fifteen-hour service learning experience in a PK-12 educational setting.

Distribution: Teacher Education.

ED 554 - Elementary Curriculum & Methods: Reading, Writing & Language Arts (3.00 Credit(s))

A prerequisite to EDR 505 and 507. A study of methodology in the areas of reading instruction and language arts for elementary education candidates consistent with the National Reading Panel's recommendations for the inclusion of explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension into a research-based literacy framework for beginning teachers. This course addresses national standards for reading, writing, and oral language and prepares the candidate for the CT Foundations of Literacy Exam.

Distribution: Teacher Education.

ED 555 - Elementary Curriculum & Methods: Social Studies (3.00 Credit(s))

Examines the scope and sequence of the curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas. This course aligns with the State of Connecticut Standards and InTASC Standards.

Distribution: Teacher Education.

ED 556 - Elementary Curriculum & Methods: Science (3.00 Credit(s))

Candidates learn the basic concepts, scope, and sequence of instruction and current methodology in elementary science. Attention is given to lesson and unit planning/skill development utilizing application of current research in effective science instruction. Emphasis is on the student as a learner and the role of the teacher as facilitator of science investigation.

Distribution: Teacher Education.

ED 565 - Classroom Management: Elementary (3.00 Credit(s))

This course explores teaching strategies for managing an elementary classroom and the standards found in Connecticut's Common Core of Teaching that pertain to classroom management. Candidates learn practical approaches for the establishment of procedures and routines. This course is designed for teachers and candidates in training who are interested in effective classroom management and the promotion of a safe, orderly, and inviting place in which to teach and learn. The course will initially focus on creating a positive learning environment where negative, distracting behaviors are less likely to occur. Candidates will gain the insight, knowledge, and skills that will enable them to cope with classroom disruptions and will incorporate a variety of techniques that are appropriate for the elementary level. Candidates will explore methods and systems of management that will allow them to move beyond traditional rewards, punishments, bribes, and threats. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes. Includes a five-hour service-learning experience in a PK-12 educational setting.

Distribution: Teacher Education.

ED 566 - Classroom Management: Secondary (3.00 Credit(s))

This course explores teaching strategies for managing a secondary classroom and the standards found in Connecticut's Common Core of Teaching that pertain to classroom management. Candidates learn practical approaches for the establishment of procedures and routines. This course is designed for teachers and candidates in training who are interested in effective classroom management and the promotion of a safe, orderly, and inviting place in which to teach and learn. The course will initially focus on creating a positive learning environment where negative, distracting behaviors are less likely to occur. Candidates will gain the insight, knowledge, and skills that will enable them to cope with classroom disruptions and will incorporate a variety of techniques that are appropriate for the secondary level. Candidates will explore methods and systems of management that will allow them to move beyond traditional rewards, punishments, bribes, and threats. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes. Includes a five-hour service-learning experience in a PK-12 educational setting.

Distribution: Teacher Education.

ED 567 - Introduction to STEM Education (3.00 Credit(s))

Candidates will learn the basic concepts, scope and sequence of instruction, and current methodologies utilized in the teaching of elementary science, technology, engineering, and mathematics. Careful consideration is given to recent developments in STE(A)M and their implications for work with children. Workshops utilizing STE(A)M materials and techniques are included. Particular attention will be given to the candidate as prospective educators develop lessons and unit planning skills utilizing the application of current research in effective STE(A)M instruction. Emphasis will be placed on inquiry-based lesson designs and problem-based learning assignments utilizing both virtual and hands-on materials.

Distribution: Teacher Education.

ED 568 - Education of the Gifted (3.00 Credit(s))

This course examines the identification, educational, and programming issues as well as the social and emotional needs of gifted students. Emphasis is on current successful models of educating gifted students. Candidates explore the changing conceptions of gifted behaviors and investigate issues concerning minority populations and populations with disabilities.

Distribution: Teacher Education.

ED 569 - Introduction to Exceptionalities (3.00 Credit(s))

This course focuses on the identification of exceptional students as well as methods of meeting their educational needs in general education and special education classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models, and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476. Includes a five-hour service-learning experience in a PK-12 educational setting.

Distribution: Teacher Education.

ED 571 - Story Telling Seminar (3.00 Credit(s))

This course is designed to give participants the opportunity to understand the power and importance of story as an educational tool. Candidates encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the

qualities that make stories age-appropriate for various grade levels. Participants are encouraged to develop their own personal style of storytelling through class exercises and listening to professional storytellers in person and on media. Candidates also explore ways to integrate storytelling into many areas of curriculum and to aid children in developing their own storytelling ability.

Distribution: Teacher Education.

ED 573 - Professional Development: Phase 1 (3.00 Credit(s))

Candidates will create a field-based professional-development plan in which they interview a district's supervisor or other professional responsible for faculty development at the school level. They will participate in analyzing school performance data and reviewing the literature for establishing a research-based intervention that will address a specific need. The candidate will construct a professional development plan that is connected to improving both teaching and learning at the school level. Schools are at various levels in the staff development process. The process may include the development of school or grade-level data teams. Candidates will create an action plan and present it to the instructor utilizing a PowerPoint presentation. After receiving departmental and school approval of the professional development plan, the candidate moves into the Phase II implementation process. This phase will require an additional semester of work. This course serves as part of the culminating requirement for advanced MAT non-licensure candidates-practicing teachers.

Distribution: Teacher Education.

ED 574 - Professional Development: Phase II (3.00 Credit(s))

Candidates will implement the professional development plan designed in ED 573 through three phases: pre implementation, implementation, and post implementation. Candidates will coordinate and arrange for professionals, paraprofessionals, or community members to participate. Candidates reflect on performance based on feedback from the audience, instructor, and self-reflection. Reflection considers instructional design, instructional delivery, assessment, and integration of technology. This course serves as part of the culminating requirement for advanced MAT non-licensure candidates-practicing teachers.

Distribution: Teacher Education.

ED 578 - Education Technology (3.00 Credit(s))

This course emphasizes the integration of technological resources into primary and secondary classroom settings for the purpose of fostering student learning, creativity, and innovation. Legal issues along with the methods for using technology to collect and analyze student data are introduced. A three-hour field experience in a diverse PK-12 educational setting is required. A PC with Microsoft Office and Internet access is recommended. (Blended or online learning)

Distribution: Teacher Education.

ED 581 - Student Teaching Seminar: Biology (6.00 Credit(s))

The student teaching clinical experience in secondary biology, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching

is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 582 - Student Teaching Seminar: Chemistry (6.00 Credit(s))

The student teaching clinical experience in secondary chemistry, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 583 - Student Teaching Seminar: English (6.00 Credit(s))

The student teaching clinical experience in secondary English, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 584 - Student Teaching Seminar: General Science (6.00 Credit(s))

The student teaching clinical experience in secondary general science, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 585 - Student Teaching Seminar: Mathematics (6.00 Credit(s))

The student teaching clinical experience in secondary mathematics, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 586 - Student Teaching Seminar: Social Studies (6.00 Credit(s))

The student teaching clinical experience in secondary social studies, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical

placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 587 - Student Teaching Seminar: Spanish (6.00 Credit(s))

The student teaching clinical experience in secondary Spanish, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 589 - Student Teaching Seminar: Elementary (6.00 Credit(s))

The student teaching clinical experience in elementary education, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a clinical placement is submitted to the Director of Clinical Practice the semester prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters and is ten weeks for interns and twelve weeks for non-interns. A student teaching fee is assessed.

Distribution: Teacher Education.

ED 590 - Master's Project (3.00 Credit(s))

This course is designed for candidates who need to complete the culminating requirement for the Master of Arts in Teaching. Candidates conduct research on a specialized topic and design a project based on this research.

Distribution: Teacher Education.

ED 592 - Technology and Creativity (3.00 Credit(s))

This course provides participants with an in-depth study of the technological resources currently available for use in educational environments. Participants create inquiry based learning activities for the classroom. A three-hour field experience is required in this course. (Blended learning)

Distribution: Teacher Education.

ED 599 - Seminar: Special Topics (3.00-6.00)

This course is designed to satisfy the MAT seminar requirement. Content of the seminar and its subtitle will vary.

Distribution: Teacher Education.

ED 501 - Computing Systems and Networks

This course begins by analyzing how users interact with existing computational devices and expects students to propose improvements based on these observations. Students will design projects that combine hardware and software components, and also interact with other pieces of cyber-physical systems. Students will model role of network protocols in transmitting data on the Internet.

Distribution: Teacher Education.

ED 609 - Differentiated Instruction (3.00 Credit(s))

Assists K-12 teachers in recognizing and nurturing the multiple intelligences of their students. Teachers develop strategies to incorporate the recognition and application of multiple intelligences into their classroom practice.

Distribution: Teacher Education.

ED 623 - Environmental Science - Elementary Teachers (3.00 Credit(s))

Designed for elementary school teachers, this course introduces the basic scientific principles underlying today's environmental issues. Air, water, and land pollution are discussed.

Distribution: Teacher Education.

ED 627 - Societal Issues in Adolescence (3.00 Credit(s))

Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, and more. Through classroom presentations, speakers, and audiovisual materials, candidates gain practical insight and understanding of contemporary issues in adolescent life. Also offered as a blended option with a combination of face-to-face and online classes.

Distribution: Teacher Education.

ED 638 - Assessing Student Learning: Elementary (3.00 Credit(s))

Introduces elementary teachers to the purposes of classroom and large-scale assessments and their design. The application of assessments and interpretation of their results are addressed with a focus on diverse classroom learners. The course emphasizes the alignment of curriculum standards, instruction, and assessments.

Distribution: Teacher Education.

ED 639 - Assessing Student Learning: Secondary (3.00 Credit(s))

Introduces secondary teachers to the purposes of classroom and large-scale assessments and their design. The application of assessments and interpretation of their results are addressed with a focus on diverse classroom learners. The course emphasizes the alignment of curriculum standards, instruction,and assessments.

Distribution: Teacher Education.

ED 641 - Inquiry in the Academic Disciplines (3.00 Credit(s))

Explores the methodologies and investigative techniques used in the humanities, social sciences, and natural sciences. In addition to surveying frameworks of understanding in the academic disciplines relevant to curriculum in the secondary schools, the course relates

discipline-specific ways of knowing to what students encounter in their everyday lives.

Distribution: Teacher Education.

ED 642 - Special Projects in Educational Technology (3.00 Credit(s))

This research course provides advanced practical experience in the implementation and evaluation of computer technology as it relates to administration, curriculum, and instruction. A field experience enables participants to conduct action research in a diverse PK-12 classroom setting. Methods for data collection and analysis are introduced. (Online learning)

Distribution: Teacher Education.

ED 657 - Professional Seminar: Elementary (3.00 Credit(s))

This seminar fulfills the culminating activity in the MAT program for students seeking teacher certification. For candidates who will teach at the elementary school level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an engaging classroom environment, planning and instructing for active learning, and assessing and demonstrating professional responsibility. Candidates will explore concepts coordinated with the Connecticut State Department of Education's Teacher Education and Mentoring program (TEAM).

Distribution: Teacher Education.

ED 658 - Professional Seminar: Secondary (3.00 Credit(s))

This seminar fulfills the culminating activity in the MAT program for students seeking teacher certification. For candidates who teach at the secondary level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an engaging classroom environment, planning and instructing for active learning, and assessing and demonstrating professional responsibility. Candidates will explore concepts coordinated with the Connecticut State Department of Education's Teacher Education and Mentoring program (TEAM). Also offered as a blended option with a combination of face-to-face and online classes.

Distribution: Teacher Education.

ED 663 - Instructional Software & Instruments in Education (3)

Provides an overview of educational software for use in PK-12 education. Methods for aligning developmentally appropriate software with PK-12 content standards are emphasized. Legal issues relating to software licensing are discussed. Assistive technology software for students with special needs is introduced. (Online learning)

ED 677 - Elementary Curriculum & Methods: Mathematics (3.00)

Extends the pedagogic knowledge of elementary teachers in mathematics. Advanced exploration of the development and integration of teaching practices that improve the learning experiences and outcomes of both students and elementary teachers in mathematics.

Distribution: Teacher Education.

ED 681 - Human Growth & Development (3)

This course covers the lifespan from adolescence through late adulthood. It includes readings in psychological theory and literature, videos, discussions, projects, and other assignments, which provide the candidate with theoretical and cultural perspectives in major themes in human growth and development.

EDCS - Education Computer Science

EDCS 501 - Computing Systems and Networks (3.00 Credit(s))

This course begins by analyzing how users interact with existing computational devices and expects students to propose improvements based on these observations. Students will design projects that combine hardware and software components, and also interact with other pieces of cyber-physical systems. Students will model role of network protocols in transmitting data on the Internet.

Distribution: Teacher Education.

EDCS 503 - Data and Analysis: Elementary (3.00 Credit(s))

This course provides an understanding of data and related concepts using multiple encoding schemes on various computational tools. Core data operations such as storing, copying, searching, retrieving, modifying, deleting and transforming information. Students will collect and present data in various visual formats, and be able to identify and describe patterns in data visualizations to make predictions, as well as highlight and propose cause-and-effect relationships. Social impacts of computing are also presented.

Distribution: Teacher Education.

EDCS 504 - Data and Analysis: Secondary (3.00 Credit(s))

This course provides an understanding of data and related concepts using multiple encoding schemes on various computational tools. Core data operations such as storing, copying, searching, retrieving, modifying, deleting and transforming information will be introduced. Students will collect and present data in various visual formats and be able to identify and describe patterns in data visualizations to make predictions, as well as highlight and propose cause-and-effect relationships. Social impacts of computing are also presented.

Distribution: Teacher Education.

EDCS 505 - Algorithms: Elementary (3.00 Credit(s))

This course helps students create prototypes to solve computational problems, modeling daily processes to complete tasks. Students will develop programs with sequences and simple repetitions (loops) to express ideas or solve basic problems. Flowcharts and pseudocode concepts will be introduced to emphasize the importance of design before starting development. The importance of decomposing a problem into smaller parts will also be introduced. Students will be expected to systematically design and develop programs making

selections among various alternative approaches to solve a problem and justify their choice.

Distribution: Teacher Education.

EDCS 506 - Algorithms: Secondary (3.00 Credit(s))

This course helps students create prototypes to solve computational problems, modeling daily processes to complete tasks. Students will develop programs with sequences and simple repetitions (loops) to express ideas or solve basic problems. Flowcharts and pseudocode concepts will be introduced to emphasize the importance of design before starting development. The importance of decomposing a problem into smaller parts will also be introduced. Students will be expected to systematically design and develop programs making selections among various alternative approaches to solve a problem and justify their choice.

Distribution: Teacher Education.

EDCS 507 - Programming: Elementary (3.00 Credit(s))

This course focuses on hands-on skills for students to develop plans that describe a particular program's sequence of events, goals, and expected outcomes. Proper program development skills in modular design, indentation, commenting, and help files will be studied. Students will be asked to debug (i.e., identify and fix) errors in programs and explain how errors are fixed using relevant terminology.

Distribution: Teacher Education.

EDCS 508 - Programming: Secondary (3.00 Credit(s))

This course focuses on hands-on skills for students to develop plans that describe a particular program's sequence of events, goals, and expected outcomes. Proper program development skills in modular design, indentation, commenting, and help files will be studied. Students will be asked to debug (i.e., identify and fix) errors in programs and explain how errors are fixed using relevant terminology.

Distribution: Teacher Education.

EDD - EdD Educational Leadership

EDD

EDD 700 - Dissertation Seminar I (3.00 Credit(s))

Cooperative study of theory, research and practice related to the developments and problems in the student's area of study.

Distribution: Leadership/Literacy.

EDD 701 - Dissertation Seminar II (3.00 Credit(s))

Candidates work with their Dissertation Chair and other committee members to complete Chapters 2 and 3 of their Dissertation in Practice. By the end of the seminar, candidates should have a full proposal ready for approval for their committee.

Distribution: Leadership/Literacy.

EDD 702 - Dissertation Seminar III (3.00 Credit(s))

Candidates work with their Dissertation Chair and other committee members to carry out the research proposal approved in Seminar 2. By the end of this seminar, candidates should have completed Chapter 4 of the Dissertation in Practice.

Distribution: Leadership/Literacy.

EDD 703 - Dissertation Seminar IV (3.00 Credit(s))

Candidates work with their Dissertation Chair and other committee members to complete Chapter 5 and all remaining elements of the Dissertation in Practice. By the end of the seminar, candidates should have completed the Oral Defense and, as a result, completed the Ed.D. program.

Distribution: Leadership/Literacy.

EDD 704 - Foundations of Social & Emotional Learning (3.00 Credit(s))

This course is one of three courses addressing Social Emotional Learning (SEL). As a foundational course, students establish an understanding of the history of the field of emotional science and the current SEL research. Looking through the lens of 21st century societal context and challenges in education, as developing "emotional scientists and practitioners," students integrate learnings to explore and develop their personal SEL skill-set and competencies, and examine potential applications of foundational learning to SEL Problems of Practice in their own contexts.

Distribution: Leadership/Literacy.

EDD 705 - SEL Pedagogy & Practice (3.00 Credit(s))

This course provides an overview of the current SEL landscape within schools and classrooms with particular attention to its application in practice. It examines current scholarly and advocacy group understandings and principles of SEL, and the methods and perspectives for distinguishing and appreciating current approaches and rationales for their use. The course scholarly reading, actual application and planning for SEL, observation of SEL in practice, and personal and scholarly reflection on SEL in practice.

Distribution: Leadership/Literacy.

EDD 706 - Foundations of SEL Leadership (3.00 Credit(s))

This is the third course in a series addressing Social Emotional Learning (SEL) in schools. With a focus on leadership, this course prepares students to plan and implement SEL practices at the classroom, school, and district level. Students learn how to assess social and emotional skills, select evidence-based programming to meet student needs, and develop an action plan to implement SEL in an educational context. Students explore opportunities for SEL and barriers to implementation throughout the semester.

Distribution: Leadership/Literacy.

EDD 707 - Seminar in SEAL Leadership (3.00 Credit(s))

Leading with an understanding that schools are social, emotional and academic environments requires courageous, reflective educational

professionals. This seminar is designed for students to reflect on who they are as current and future leaders, to make connections by accessing prior learning from other courses, and explore ideas around vulnerability, courage, empathy and mindfulness as factors in strong leadership. The seminar is constructed to be dialogic so students have maximum opportunities to participate in discussions and learn from the experiences of others. It affords students the opportunity to engage in deep introspective work on the impact and totality of their program.

Distribution: Leadership/Literacy.

EDD 708 - Trauma Sensitive Classrooms, Practices and Resilience (3.00 Credit(s))

This course is one of two courses addressing the topic of trauma as it relates to Social Emotional Learning (SEL). This course is designed to introduce students to the foundational elements of trauma-sensitive classrooms and practices and will form the foundation for understanding and addressing trauma sensitive classrooms. Through evaluation of peer-reviewed articles, discussion of case studies, and self-reflection by journaling, students establish an understanding of how trauma influences learning and behavior. Students learn the components of trauma-informed learning environments and discuss the issues and goals for assessing those environments. In addition, students will be introduced to improvement science and the motivations for this approach to address problems of practice that are centered around the tenants of a trauma-sensitive classrooms and schools.

Distribution: Leadership/Literacy.

EDD 709 - Creating a Trauma-Sensitive School (3.00 Credit(s))

This is the second course in a two-part course on trauma sensitive practices, classrooms, and schools. The course continues the focus on how to lead trauma-informed change in our schools using improvement science. Students experience the full improvement science cycle, from the identification and narrowing of a problem in practice to the final implementation and reporting of continuous, data-driven improvements. Students refine the plan created from EDD 708 and implement a trauma-informed intervention plan.

Distribution: Leadership/Literacy.

EDD 710 - Social Justice for Educational Leaders (3.00 Credit(s))

This course is designed to prepare students to think critically about how key elements of social justice - fairness, equity, excellence for all - intersect with public education. Students analyze the effectiveness of efforts to improve access to high quality schooling and academic outcomes for all students. Using a social justice lens, students examine case studies and initiatives at the school, district and state/federal policy levels. They develop actions plans that advance fairness and equity of opportunity for all students, focusing on the opportunity and achievement gaps between historically privileged and underserved populations.

Distribution: Leadership/Literacy.

EDD 711 - Moral & Ethical Leadership in Education (3.00 Credit(s))

Through participant exercises, theoretical analysis, discussions, and a variety of readings, participants of this course examine how educators can construct, implement and institutionalize a plan for an ethical classroom, school, and society. An examination of critical issues, which educators commonly face, utilizing case studies and theoretical analysis will lead participants towards a professional ethics and a discipline-appropriate personal creative pedagogy for positively contributing to society.

Distribution: Leadership/Literacy.

EDD 712 - Literacy for Educational Leaders (3.00 Credit(s))

This course is designed to support candidates, regardless of their literacy background, to become Literacy Leaders for their schools and districts. Through lectures, reading, research, group work, and practice opportunities, students will develop (1) a foundation in the science of reading instruction grounded in the Modified Cognitive Model of Reading and the "Simple View" situated in the Gradual Release of Responsibility Framework, (2) assessment literacy to inform instruction and monitor progress, (3) fluency with differences between content area literacy and disciplinary literacy, (4) an understanding of principles of andragogy, (5) strategies for supporting at-risk and EL students, and (6) a resource file to support parents and the community in supporting their engagement in literacy.

Distribution: Leadership/Literacy.

EDD 713 - Special Ed for Educational Leaders (3.00 Credit(s))

This course prepares students to be professionals and leaders within an inclusive educational system. Students learn about federal legislation for the education of individuals with disabilities, and examine the relationship between legislation and special education procedures. Students also build a foundation of knowledge related to practices that support children with disabilities in public schools. The course particularly focuses on critical contemporary issues, including the following: least restrictive environment, data-based decision-making, evidence-based practices, and collaboration with families.

Distribution: Leadership/Literacy.

EDD 714 - Numeracy for Educational Leaders (3.00 Credit(s))

Educational leaders are tasked with improving the teaching and learning in content areas in which they may not have formal training. This course provides educational leaders with the knowledge base needed to effectively lead mathematics instruction and improve student outcomes in numeracy in K-12 schools and districts. From understanding research-based approaches and cognitive theory, learning progressions, and Response to Intervention, candidates will develop the understandings and capacities that can lead to improved student learning.

Distribution: Leadership/Literacy.

RCR

RCR 700 - Reading & Responding to Education Research (3.00 Credit(s))

This course is designed to prepare students to become critical consumers of research in Education. Students identify an authentic problem of practice and develop a set of meta-skills to effectively identify, locate, read and evaluate peer-reviewed research articles. Through application of taught strategies, students navigate the key sections of research articles (introduction/statement of the problem, literature review, methods, results and analyses, and conclusion). Students use research

skills, along with their writing skills from RCR 701, to summarize current literature on a SEAL-related topic.

Distribution: Leadership/Literacy.

RCR 701 - Writing for Academic Purposes (3.00 Credit(s))

This course is designed to introduce students to the foundational elements of academic writing within the discipline of education. The work is sequenced from basic practice to the professional application of elements of clear, concise, coherent writing. Using the process of pre-writing, writing, and revising strategies, students examine purpose, audience, organization, style, flow, and the proper use of grammatical conventions. Students apply these skills to a cogent argument about an idea focused on a problem of practice within the field, writing about data, assessing and using sources, and identifying and evaluating a solution.

Distribution: Leadership/Literacy.

RCR 702 - Quantitative Research Methods (3.00 Credit(s))

This course builds students' knowledge to comprehend, critique, and develop quantitative research. Students gain a fundamental, working knowledge of various quantitative methods and statistical analyses. While completing the course, students conduct their own quantitative research project on a topic of their choice.

Distribution: Leadership/Literacy.

RCR 703 - Grant Writing (3.00 Credit(s))

This course is designed to prepare students to research potential grant sources/funders and to develop, write, and critique competitive grant proposals consistent with a Request for Proposal. Through a process of examining the details of the components of a grant proposal, students develop the meta-skills of grantsmanship and then synthesize these with the reading and writing skills developed in RCR 700 and 701 to complete a submission-ready grant proposal.

Distribution: Leadership/Literacy.

RCR 704 - Mixed Methods (3.00 Credit(s))

This course covers the assumptions and mental models that inform different approaches to research and the ways in which qualitative and quantitative goals, questions, methods, analysis strategies, and presentation styles can be productively integrated in a mixed methods research approach. Students engage in critical analysis of empirical educational research to better understand the differences between quantitative, qualitative, and mixed methods methodologies as well as the philosophical and theoretical foundations for conducting mixed methods research. Students develop their own research proposal and dissertation prospectus in an area of interest utilizing an integration of qualitative and quantitative approaches, methods, and data for a single study.

Distribution: Leadership/Literacy.

RCR 705 - Qualitative Research Methods (3.00 Credit(s))

This course provides the skills necessary to design, conduct, and interpret qualitative research in educational settings. Students explore approaches to qualitative research, consider the questions qualitative research can answer, critically examine pivotal qualitative studies, and apply essential conceptual, digital, and methodological tools. This course culminates in a pilot qualitative inquiry into a problem of social, emotional, and/or academic learning of the students' choosing.

Distribution: Leadership/Literacy.

EDL - Educational Administration

EDL 605 - Advanced Curriculum (3.00 Credit(s))

This course engages prospective administrators in the investigation of the application of theories, concepts, and principles for sound curriculum design. This course supports future school leaders in their advanced understanding and analysis of curriculum theory, frameworks, reform, and design for guiding and inspiring academic and non-academic school change efforts in a coherent, equitable, and systematic manner. The course involves reading, thought, and discussion on educational research, the study of curricular and instructional practices, and the exploration of online/technological/digital advances in curriculum modalities for use at all grade levels.

Distribution: Leadership/Literacy.

EDL 626 - Assessment and Evaluation (3.00 Credit(s))

This course focuses on the use and interpretation of educational assessment data and the translation of those data into school improvement plans. Current trends and issues, the examination of multiple methods of assessment, the use of data to evaluate, design, cultivate, and advocate for a supportive, equitable, and inclusive school culture are addressed. Statistical methods for analyzing and tracking student assessment data, including trend analysis, are utilized. A working knowledge of the basic Microsoft Office Suite (Word, Excel, and PowerPoint) is beneficial to successful participation.

Distribution: Leadership/Literacy.

EDL 635 - Teacher Supervision/Evaluation/Staff Development (3.00 Credit(s))

This course provides an opportunity for prospective school administrators to develop and practice the skills essential to the improvement of teaching through effective observation, evaluation, and supervisory practices. The connection between supervision, observation, evaluation, and staff development is practiced and made clear. The CT law and instruments used for teacher evaluation are studied, critically analyzed, and discussed.

Distribution: Leadership/Literacy.

EDL 650 - Educational Law & Finance (3.00 Credit(s))

This course provides an overview through case studies on the unique relationship between education and the federal and state Constitutions. The course focuses on the role societal and regional beliefs and feelings play in generating laws and policies governing education in the United States and Connecticut. Candidates will demonstrate the financial and budgetary practices and procedures in place in their school district and how fiscal resources are allocated at the building level. This course aims

to provide prudent and practical guidelines to future administrators concerning budgetary practices and the laws governing public schools.

Distribution: Leadership/Literacy.

EDL 654 - Leadership: Contemporary Education Problems (3.00 Credit(s))

Serving as a starting point for candidates on their journey as future educational leaders, this course focuses on ethical educational leadership, ethical decision-making and applying school leadership theories to effective practice. Leadership theories are investigated, discussed, and applied using a case study approach. Candidates analyze schools as evolving social systems and apply an ethical decision-making framework in responding to solutions of authentic educational problems. Students begin to devise and articulate the framework for their professional leadership platform to improve practices for Connecticut students that are ethical, equitable, and inclusive.

Distribution: Leadership/Literacy.

EDL 696 - Administrative Internship I, II, III (1.00 Credit(s))

The 092 Internship prepares future administrators to relate theory and practice in administration. Candidates are immersed in the school context and engage the school community as an active reflective teacher/leader while under the direct supervision of their administrative mentor. The program is coordinated and supervised by a Sacred Heart University advisor/coach, and candidates meet in groups to discuss their experiences. This requirement is an essential experiential component of the 092 program. It is aligned to the National Educational Leadership Preparation (NELP) Standards and requires a minimum of 6 months/250 continuous hours. For Cohort candidates, supervised fieldwork extends the duration of the program. The Internship may only be started in the Fall or Spring term. Pre-requisite: EDL 654 and EDL 635.

Distribution: Leadership/Literacy. Prerequisite: Pre: EDL 654, EDL 635.

EDL 699 - Special Topics (3.00-6.00)

Distribution: Leadership/Literacy.

EDL 930 - Leading School Systems (3.00 Credit(s))

This course is the first in the sequence leading to eligibility for the 093 Superintendent of Schools certification. It includes an overview of the major responsibilities of the position of superintendent of schools. Candidates develop a Mission, Vision, and Theory of Action for district leadership. They use data and educational research to prepare a long-range District Improvement Plan, including implementation, assessment, accountability, and coherence with school and departmental improvement plans. A theme throughout this course and those that follow is an emphasis on the legal, moral and ethical considerations of each issue.

Distribution: Leadership/Literacy. Offered: Fall Only.

EDL 931 - Utilization of the Human and Financial Resources (3.00 Credit(s))

This course, the second in the Superintendent Certification Program, enables candidates to learn the basic concepts of human resource management and financial management of a school district to support the improvement of achievement for all students. Candidates learn and apply best practices in recruitment, selection, orientation, professional learning and evaluation of educational personnel as well as a collaborative and comprehensive approach to budget development that results in an equitable distribution of resources to improve student learning.

Distribution: Leadership/Literacy. Prerequisite: EDL 930.

EDL 932 - Leading Core Operations of a School System (3.00 Credit(s))

In this third course in the Superintendent Certification Program, candidates learn how to plan, manage and improve all major aspects of school district operations. These include emergency management, school facilities, construction projects, technology, transportation, complaint resolution, the Freedom of Information Act, Special Education processes, and others. Through the study of best practices and data collection, candidates learn to assess and improve the effectiveness of the core functions of a school district.

Distribution: Leadership/Literacy. Prerequisite: EDL 931.

EDL 933 - Policy, Governance and Community Involvement (3.00 Credit(s))

This course teaches candidates about Superintendent/School Board relationships, developing effective communication and partnership with the community at large, and how to develop and implement policies that will further the Mission of the school district. Candidates also learn about the impact of critical state and federal education policies on local school districts.

Distribution: Leadership/Literacy. Prerequisite: EDL 932.

EDL 935 - Superintendent Internship I (1.50 Credit(s))

This course serves as the first half of the internship required for 093 Superintendent of Schools certification. Students complete an Action Plan with their mentor superintendent of schools in a nearby school system. Students engage in the activities from the Action Plan and are required to complete journal entries about their experiences, linking internship activities with coursework, readings and discussions. Students submit a proposal for their Capstone project by the end of the semester.

Distribution: Leadership/Literacy.

EDL 936 - Superintendent Internship II (1.50 Credit(s))

This course serves as the second half of the internship required for 093 Superintendent of Schools certification. Students complete all activities enumerated in their Action Plan (developed in EDL 935). Students complete journal entries about their experiences, linking internship activities with coursework, readings and discussions. Students complete their Capstone project as submitted in EDL 935.

Distribution: Leadership/Literacy. Prerequisite: EDL 935.

EDR - Reading and Language Arts

EDR 505 - Early Reading & Language Arts Success (PK-3) (3.00 Credit(s))

This course examines the fundamentals of a comprehensive literacy program for the diverse learner in today's classroom, focusing on foundational principles of literacy and the integration of writing. Historical trends provide context for exploration of the grand learning theories that have generated evidence-based instructional strategies for teaching reading.

Distribution: Leadership/Literacy. Prerequisite: Take ED 554.

EDR 507 - Developmental Reading & Language Arts (4-6) (3.00 Credit(s))

This course focuses on current models, methods, materials, and best practices in teaching reading in the middle grades, with an emphasis on structural analysis, comprehension, fluency, and writing. Examines current issues and trends in literacy and reading instruction.

Distribution: Leadership/Literacy. Prerequisite: Take ED-413.

EDR 510 - Content Area Reading Instruction (Grades 7-12) (3.00 Credit(s))

This course focuses on a disciplinary approach to literacy instruction, emphasizing the *habits of mind* and the skills and strategies accessed by experts in a discipline for the purposes of reading, writing, and communicating. Incorporating evidence-based methods to differentiate instruction for today's diverse learners, course participants use multimodal and digital pedagogies to reflect on their practice as they develop standards-based lessons, into which academic and domain-specific language is embedded. Required for secondary education and literacy candidates.

EDR 518 - Balanced Literacy (3.00 Credit(s))

This course allows the K-6 practitioner to examine literacy instruction and assessment, including digital platforms, within the foundational principles of phonological awareness, comprehension, fluency, vocabulary, and writing. The grand learning theories provide pedagogical anchor for consideration of current trends in the elementary classroom, including multicultural perspectives, and differentiating instruction for diverse populations.

EDR 520 - Methods of Teaching & Evaluation Writing Process (3.00 Credit(s))

This course examines best practices of teaching writing from the emergent, transitional, to fluent levels. Integration of the writing process will encompass genre study of narrative, information, and argumentative texts. The impact of focused mini-lessons and conferring will be shared. Instructional differences in motivation and evaluation align with the International Literacy Association standards.

Distribution: Leadership/Literacy.

EDR 525 - Methods: Teaching Second Language Learners (3.00 Credit(s))

This course explores the study of language acquisition of students who are English language learners, whose dominant language is one other than English. Students examine the necessary education support that research indicates is necessary to acquire English literacy. Candidates develop and support personal philosophies after studying models.

Distribution: Leadership/Literacy.

EDR 527 - Organization, Administration and Supervision :Reading & Language (3.00 Credit(s))

This course focuses on the application of theory, research, and best practices in literacy instruction and coaching in the field. Candidates refine the knowledge and skills acquired from previous CLSP courses by practicing the skills of collaboration, coaching teachers in effective literacy instructional practices, designing classroom-embedded professional development, and providing leadership for school-wide change.

Prerequisite: Take EDR-555;.

EDR 538 - Process Writing: K-12 (3.00 Credit(s))

This course focuses on best practices and theory pertaining to the writing process, how students develop as writers, the teacher's role in facilitating student writing, and the importance of creating conditions within the learning environment for students engaged to write for a variety of audiences. Candidates examine the writing process as a construct encompassing prewriting, drafting, revising, editing, and publishing through the writing workshop. Comprehensive evaluation of work products includes a review of rubrics and writing portfolios.

Distribution: Leadership/Literacy.

EDR 540 - Advanced Diagnosis & Remediation I (3.00 Credit(s))

This course explores the selection, administration, and interpretation of a variety of criterion and norm-referenced assessments that effectively utilize screening, progress monitoring, diagnostic, outcome measures, and the integration of technology to evaluate student reading performance.

Distribution: Leadership/Literacy.

EDR 541 - Advanced Diagnosis & Remediation II (3.00 Credit(s))

This is the second of two courses that builds on the candidate's understanding of the administration and interpretation of assessment data from multiple sources including screening, diagnostic, progress monitoring, and summative instruments using traditional and online resources. Candidates draw on their understanding of test administration, scoring, and analysis of a variety norm-referenced and criterion referenced assessments in data analysis and interpretation. They collaborate with other teachers, administrators, and resource personnel for examining student data and performance-based assessments.

Distribution: Leadership/Literacy. Prerequisite: Take EDR-555;.

EDR 545 - Assessment & Evaluation CT Model (3.00 Credit(s))

Focuses on teacher interpretation of psycho-educational assessment data and grouping for effective instruction to meet the needs of diverse populations. Current tests, as well as protocols for data analysis are examined and discussed. Prerequisite: CLSP candidate.

EDR 550 - Clinical Experience I (3.00 Credit(s))

This site-based university reading clinic provides the context in which candidates assess struggling readers with a variety of reliable and valid instruments, use data-based instruction in developing intervention plans

to address the diverse needs of each child, and have opportunities to develop their skills as reading professionals in working with colleagues and communicating with parents. Clinical supervision is provided by trained literacy faculty. Prerequisite: completion of EDR 540

Prerequisite: TAKE EDR-540.

EDR 555 - Clinical Experience II (3.00 Credit(s))

Candidates provide literacy intervention to small groups of children in a public school setting. Includes multiple opportunities for candidates to discuss their practices through collaborative problem-solving and peer coaching.

Prerequisite: TAKE EDR-550.

EDR 560 - Children's Literature (3.00 Credit(s))

Examines a variety of genres of children's literature to cultivate students' interest in books and develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature and the dramatic arts are emphasized.

Distribution: Leadership/Literacy.

EDR 562 - Middle School Literature (3.00 Credit(s))

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

Distribution: Leadership/Literacy.

EDR 564 - Young Adult Literature (3.00 Credit(s))

Young-adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is presented, as well as contemporary authors and popular fiction. Techniques, motivational strategies, and procedures that result in the development of lifetime reading habits are explored.

Distribution: Leadership/Literacy.

EDR 569 - Structured Literacy (3.00 Credit(s))

This course employs a structured synthetic (sound-by-sound) approach for teaching word decoding and spelling, incorporating traditional phonics and Visual-Auditory-Kinesthetic-Tactile (VAKT) methodology, and is particularly effective for struggling students and students who have been identified with dyslexia, or any of a variety of language-based learning disabilities. Participants examine procedures for teaching letters and sounds, utilizing the phonics generalizations to decode regular and irregular spelling patterns, and structures for teaching explicit comprehension. A clinical component provides an authentic context for candidates to practice pedagogy with students having diverse needs. No Prerequisite.

EDR 580 - Reading Interventions (3.00 Credit(s))

Designed to reflect the most current reading research in meeting the diverse needs of students who require intensive intervention, this course begins with an emphasis on current legislation and moves into a model for the implementation of best practices.

Distribution: Leadership/Literacy.

EDR 620 - Special Topics In Technology K-6 (3.00 Credit(s))

This course examines the processes, programs, and accomplishments of technology in the classroom, featuring a special focus on computer-generated reading instruction and record keeping.

Distribution: Leadership/Literacy.

EDR 690 - Teaching Fellowship (3.00 Credit(s))

Candidates in the Certificate of Advanced Studies undertake this teaching practicum for the opportunity to practice working with colleagues to gain expertise in providing consultation and coaching to colleagues under the mentorship of experienced faculty. The practicum is completed in a faculty member's course where the faculty member remains the primary instructor for the course. In each instance, evidence is provided to document in-class instruction and a range of supervisory and reflective experiences.

Distribution: Leadership/Literacy.

EDR 691 - Practicum In Consulting (3.00 Credit(s))

This is the first of two research courses in which candidates undertakes the writing of a scholarly paper, which begins with the analysis of district and school student-performance data to identify a problem of practice. The candidate conducts a review of literature and prepares for the implementation of an action research project emanating from the research, resulting in the design of a professional development plan to address an area of need. The plan is presented to faculty and colleagues for critique and formative feedback as part of an individual capstone project that is completed in EDR 692.

Prerequisite: Take EDR-555;.

EDR 692 - Applied Reading & Language Arts Research (3.00 Credit(s))

In this second of two research courses, candidates complete the research paper, implement the action research project designed in EDR 691, and presents findings through the development of a multimedia presentation at SHU's annual literacy conference to which the public is invited.

Distribution: Leadership/Literacy. Prerequisite: Take EDR-691.

EDS - Special Education Courses

EDS 572 - Identification & Evaluation of Students with Disabilities (3.00 Credit(s))

This course covers assessment concepts and processes including legal, referral, evaluation, and eligibility, as well as assessment for instructional decision-making. Identifying and assessing any student is a complex process mediated by state and federal guidelines, individual rights, cultural issues, and school resources. Assessments emphasize developmentally appropriate education advanced through a holistic,

strengthbased picture of all learners, including those with disabilities and those from culturally/ linguistically diverse backgrounds. Special attention will be placed on working with students who have English language learning needs. Assessments for the course are designed to use relevant assessment data to develop an appropriate Individualized Education Program (IEP). Candidates select and administer both formal and informal assessment tools that are appropriate and exceptionality specific. Candidates also consider the role of the parent or caregiver in assessment and collaboration. Candidates investigate the transition from birth to three (IDEA Part C) to the PK-12 education system.

Distribution: Leadership/Literacy. Prerequisite: Take EDS-581 and EDS-582.

EDS 573 - Program and Educational Planning for Student with Disabilities (3.00 Credit(s))

This course addresses requisite knowledge and skills to plan, implement, and evaluate individualized programs for students with disabilities. Emphasis is on teaching and supporting students within regular classes and typical school activities. Representative topics include learning characteristics of students with severe disabilities, program planning and IEP development, assessment and instructional planning in foundation skills for typical routines, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills, and facilitating peer relationships. Candidates investigate current trends and guiding principles of quality programs, as well as special educator roles and responsibilities. Candidates prepare for conducting IEP meetings and monitoring progress.

Distribution: Leadership/Literacy. Prerequisite: Take EDS-572.

EDS 574 - Advanced Curriculum for Students with Disabilities (3.00 Credit(s))

This course explores general methods and materials appropriate for working with students with disabilities at the elementary through secondary level. Emphasizes approaches and strategies in teaching and learning as well as the role of the special educator in the school community and with families. Participants select, adapt, and develop instructional materials across curriculum areas, student needs, and school environments. Using the Common Core Standards and Smarter Balanced Assessment system, candidates adapt curriculum and use assessment data to identify gaps in subgroup performance-and determine approaches for those struggling to meet grade-level expectations.

Distribution: Leadership/Literacy. Prerequisite: Take EDS-572.

EDS 581 - Special Education Seminar I (3.00 Credit(s))

This seminar focuses on special education law, ethics, compliance, and mandated practices under the IDEA 2004 as it related to free, appropriate, public education in the least restrictive environment. Candidates also explore and investigate characteristics of and issues pertaining to a disability category.

Distribution: Leadership/Literacy.

EDS 582 - Special Education Practicum I (6.00 Credit(s))

This practicum accompanies EDS 581 Special Education Seminar I. The full-time placement for six weeks involves practical training in and hands-on experience with special education and related services. The practicum experience permits an in-depth focus on one disability category.

Distribution: Leadership/Literacy.

EDS 583 - Special Education Seminar II (3.00 Credit(s))

This seminar focuses on collaboration, co-taught classrooms, and other inclusive practices. The seminar explores characteristics of disability deficits across IDEA classification areas. Seminar sessions help the candidate process, synthesize, and reflect on work in the classroom/school setting. Candidates share experiences and ask for critiques on work samples from peers and the professor. Guest speakers range from parents/parent advocates to administrators.

Distribution: Leadership/Literacy. Prerequisite: Take EDS-572 and EDS-573 and EDS-574.

EDS 584 - Special Education: Practicum II (6.00 Credit(s))

This full-time, six-week summer practicum placement focuses on a second disability category while enabling the candidate to act as a collaborative co-teacher in a special education environment. Candidates participate fully in IEP development, monitoring, and planning, as well as attend IEP meetings. These experiences afford the opportunity to work with a multidisciplinary team to meet the concerns and needs of children and youth with disabilities. Candidates also work on daily communication skills and collaborative techniques with families leading to development of a parent engagement plan. The practicum supports candidates to address unit, state, and Council for Exceptional Children standards.

Distribution: Leadership/Literacy. Prerequisite: TAKE EDS-572 AND EDS-573 AND EDS-574.

EDS 595 - Inclusive Secondary Education (3.00 Credit(s))

This course provides a review of high and low incidence disabilities typically found in secondary inclusion classrooms. Students will learn about advanced-level teaching strategies, collaboration/co-teaching, and high leverage practices used at the secondary level that include: Universal Design for Learning, SRBI, modification and accommodations, IEPs and 504s, and behavior management.

Distribution: Leadership/Literacy.

EDST - Education STEAM

EDST 601 - Deep Dive into STEAM Standards (3.00 Credit(s))

This course will provide a deeper understanding of the content standards necessary to plan and implement STEAM learning activities in the classroom. Specifically, the Common Core State Standards for Mathematics, the Next Generation Science Standards (NGSS), the International Technology and Engineering Educators Association (ITEA), the National Core Art Standards will be examined. Candidates will have the opportunity to work collaboratively, while analyzing and mapping the content standards, to integrate the standards appropriately and thoughtfully in the design of an exemplary STEAM program.

Distribution: Leadership/Literacy.

EDST 602 - Inquiry and Classroom Practices (3.00 Credit(s))

Through the process of inquiry, individuals construct much of their understanding of the worlds. Inquiry is not so much seeking the right answer, because often there is none, but rather seeking appropriate and creative resolutions to questions and issues. This course will examine how inquiry and classroom practices can emphasize the development of questioning skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.

Distribution: Leadership/Literacy.

EDST 603 - Problems and Solutions in the Designed World (3.00 Credit(s))

Problem-based learning is a powerful learning platform that positions students to address authentic challenges and real-world problems as a way to discover content and apply skills. The Engineering Design Process is one pedagogical approach to introduce design thinking and problem-solving in STEAM curricula. As students develop models to generate data for iterative testing, analyze data from tests and leading to optimal ideas of given models, and evaluate competing design solutions using a systematic process, they develop problem-solving decision-making and creativity using STEAM principles and potential impacts upon people.

Distribution: Leadership/Literacy.

EDST 604 - Amalgamation of the Arts in STEAM (3.00 Credit(s))

This course explores creativity and problem solving through the arts while promoting connections to science, technology, math, and engineering. Candidates will collaborate with other educators in the planning and developing of project-based learning experiences that build capacity and prepare young people for vocations engaging in culturally divergent characteristics 20 in a global society. This course unites the National Core Arts Standards which focus on the practice and processes involving creating, performing/producing/presenting, responding, and connecting with standards from the other STEAM disciplines.

Distribution: Leadership/Literacy.

EDST 605 - Investigating Math Deeply in STEAM Ed (3.00 Credit(s))

This course builds on the candidate's understanding of how children learn mathematics and examines deeply the intersections of CCSS-M content standards with other STEAM areas. Candidates will be exposed to a broader perspective of mathematics and what it means to do and learn mathematics with skill and understanding and become knowledgeable about structures that support mathematical inquiry and thinking. As leaders and facilitators in the classroom and school, the importance of evidence-based professional judgments about teaching and learning mathematics will be emphasized to ultimately improve student learning outcomes.

Distribution: Leadership/Literacy.

EDST EDST - Crossing Boundaries in Science (3.00 Credit(s))

This course explores possibilities in the science classroom to achieve the vision of STEAM education while engaging students in quality NGSS-aligned courses, units, and lessons. New discoveries and achievements across the sciences show the way for interdisciplinary connections.

Emphasis is on teachers as leaders and facilitators in the classroom and school. Current research-based pedagogy will be applied in the development of authentic curricular materials.

Distribution: Leadership/Literacy.

EDST 607 - Field Based Experiences in STEAM Ed (3.00 Credit(s))

This field-based course provides candidates with the opportunity to integrate Science, Technology, Engineering, Art and Math within the natural world. Utilizing CT's Natural Resources as an outdoor classroom the concept of "Nature Did it First" will be explored along with collecting, organizing, interpreting and reporting out data, field work protocols and safety requirements, ethical treatment and legal restrictions regarding the collection and release of live organisms, problem solving, inquiry, observation, field equipment use and construction, and application to current environmental issues and concerns. Integration of STEAM principals into identified site-based investigations include: Marine Biology/ Coastal Ecology, Ct Geology, Fresh Water Ecosystem, Forest/Field, Energy Transformers (solar, wind, hydro and waste) and Land Art.

Distribution: Leadership/Literacy.

EDST 608 - Issues in STEAM Education (3.00 Credit(s))

Growth in STEAM industries continues, creating career opportunities globally and locally, and positioning STEAM courses and initiatives for attention and funding. Yet, chronic under-representation patterns persist. Through readings and discussions, this course employs a critical lens to examines issues and opportunities in STEAM classrooms and careers.

Distribution: Leadership/Literacy.

EDST 609 - STEAM Education Mentorship I (3.00 Credit(s))

This course promotes the partnership of candidates with district-based advisors and university mentors as candidates plan a STEAM project based upon the premise that the relationship between theory and practice is integral to success. It prioritizes educator needs based on best practices and student needs, links data and practice to professional teaching and leading standards, and utilizes questions to promote reflective thinking and move practice forward. This requirement is an essential component of the CAS STEAM program. Candidates will then implement the project previously planned and present their results while preparing for the dissemination of information to the wider educational community.

Distribution: Leadership/Literacy.

EDST 610 - STEAM Education Mentorship II (3.00 Credit(s))

This course promotes the partnership of candidates with district-based advisors and university mentors as candidates plan a STEAM project based upon the premise that the relationship between theory and practice is integral to success. It prioritizes educator needs based on best practices and student needs, links data and practice to professional teaching and leading standards, and utilizes questions to promote reflective thinking and move practice forward. This requirement is an essential component of the CAS STEAM program. Candidates will then implement the project previously planned and present their results while

preparing for the dissemination of information to the wider educational community.

Distribution: Leadership/Literacy.

EX - Exercise Science and Nutrition

EX 401 - Advanced Applied Physiology (3)

This course provides an in-depth overview of work physiology, including cellular respiration, ventilation, cardiovascular dynamics, muscle physiology, the endocrine system, environmental aspects of exercise, and the anthropometric, histologic, and biochemical adaptive response to physical training. The processes of the gastrointestinal tract will be explored as well.

EX EX401L - Advanced Applied Physiology Lab (1)

This course provides an introduction to the fundamental concepts of research design, measurement, statistical analysis, and scientific inquiry as these concepts apply to understanding and evaluating published research. Upon completion of this course, students should be able to make informed decisions about the relevance of published research to their own practice and research.

Offered: Fall Semester All Years

EX 403 - Research Methods (4)

This course provides an introduction to the fundamental concepts of research design, measurement, statistical analysis, and scientific inquiry as these concepts apply to understanding and evaluating published research. Upon completion of this course, students should be able to make informed decisions about the relevance of published research to their own practice and research.

EX 404 - Nutrition & Chronic Disease Prevention (3)

This course will investigate the dietary influences on prominent chronic diseases (e.g., cardiovascular disease, cancer, neurodegenerative diseases, osteoporosis). Additional emphases will be placed on understanding disease mechanisms, developing a wide spectrum of food knowledge in order to not provide rigid diets, functional foods, and analyzing various types and fundamental flaws of nutrition research.

EX 411 - Professional Seminar (2)

This course addresses professionally oriented activities associated with presentation and publication that is peer reviewed or community oriented such as presenting at conferences and administering health-related programming. This course collaborates with the Life and Sport Analysis Clinic/SHU Wellness program.

EX 412 - Functional Anatomy (4)

This course provides a review of human anatomy and movements. Both computer-based simulations and the cadaver lab will be utilized.

EX 413 - Healthcare in the U.S. (1)

This course provides an introduction to the U.S. healthcare system, orienting students to its overall structure, functions, and processes. Strengths and weaknesses of the current healthcare environment will be discussed. The U.S. healthcare system will be compared to other healthcare systems around the world. Students will be encouraged to consider strategies for improving access to quality healthcare for all Americans.

EX 414 - Exercise Prescription for Endurance Athletes (2)

This course covers advanced concepts in exercise prescription for endurance athletes. Consideration for special-case athletes, such as the diabetic or overweight athlete, will also be explored.

EX 415 - Fundamentals of Movement Screening (1)

This course will expose students to various movement screens that are used in the movement sciences for injury prediction and return to play decisions. This course will explore the validity and reliability of these screens along with proper procedures for testing and evaluation of results. This course will also expose the student to basic corrective approaches to dysfunction identified through the movement screening process.

Distribution: Exercise Science. Offered: Spring Semester All Years.

EX 416 - Applied Pharmacology in Exercise Science (2)

This course is designed to provide the student with an understanding of the mechanism by which drugs alter the living cell as it relates to the physiological manifestation of discease. Beginning with an overview of concepts such as general pharmacology, pharmacokinetics, and pharmacodynamics, this course will build to apply these general principles to disease states relevant to the Exercise Science Professional. Upon completion of this course, the student will have a strong understanding of drug therapeutics relevant to clinical situations and specific patient populations.

Distribution: Exercise Science. Offered: Spring Semester All Years.

EX 521 - Advanced Exercise Testing & Prescription I (3)

Clinically and field-based assessment tests of neuromuscular fitness and function used prior to exercise prescription and for use in outcomes data collection are reviewed. Physical assessment tests such as functional, assessments of activities of daily living, strength, power, and flexibility tests will be examined. Chronic disease-specific assessments involving analog scales and questionnaires will be practiced.

EX 522 - Physical Activity & Behavioral Science (3)

Using an ecological approach, theories and studies relative to lifestyle and behavior modification are examined. Best practices for promoting physical activity in communities will be reviewed. Changing physical activity behavior among special populations (e.g., children, older adults, minority populations) will also be examined.

EX 523 - Special Topics in Clinical Nutrition (3)

The focus of this course includes theories and mechanisms of obesity as well as the efficacy of dietary treatments. Nutritional challenges related to special populations (e.g., children, elderly, pregnant) and selected

nutrient deficiencies will be addressed, as well as the efficacy and safety of herbal supplements.

EX 524 - Advanced Exercise Testing & Prescription II (4)

Clinically and field-based assessment tests of cardiovascular fitness, pulmonary function, and metabolic or immune disorders used prior to exercise prescription and for use in outcomes data collection are reviewed. Clinical diagnostic tests such as EKGs, blood lipids, and stress tests will be examined as well chronic disease-specific assessments including analog scales and questionnaires.

EX 531 - Nutrition & Performance (3)

This course studies the effects of acute and chronic exercise on nutrient requirements and fluid needs. Macronutrient metabolism, the influence of nutrient timing, and the ergogenic efficacy of dietary supplements receive substantial attention.

EX 532 - Coaching Methods (3)

This course investigates effective coaching methods from a physiologic, psychological, and administrative framework. Students will be guided through an analysis of contemporary research and critical evaluation of current practices resulting in the development of an applied personal coaching methodology. In the process, this course addresses the promotion of interpersonal skills and the understanding of individual differences as they relate to human performance.

EX 533 - Advanced Concepts in Strength & Conditioning (4)

This course examines advanced concepts, theory, controversies, and techniques utilized in strength and conditioning program design. Validity and reliability of common performance tests and training techniques will be explored. The laboratory portion of the course will include performance test administration as well as program design and technique instruction.

EX 534 - Applied Biomechanics (3)

This course provides a thorough evaluation of the mechanical basis of human movement. Fundamental mechanical principles affecting human movement during locomotion and a variety of daily activities are considered. Techniques and methods of mechanics, quantitative video analysis, isometric and isokinetic muscle force, electromyography, and research evaluation are incorporated into laboratory projects.

EX 560 - Thesis Preparation (3)

Issues in research design and statistical analysis within the context of a proposed thesis are explored. A prospectus including a full review of literature and study design will be the end product of the course. Receiving a grade in the course will be contingent upon submitting an IRB application.

EX 561 - Thesis Completion (3)

Data collection and analysis will be performed, culminating in the results and discussion sections of the thesis.

EX 562 - Clinical Graduate Project (3)

The graduate project includes initiation or continuation of 500 clinical hours in a clinical exercise setting and preparation for track-specific certification exams. The supporting online course specifically addresses best practice via review of research, position stands, and anecdotal clinical experiences among students and faculty during the semester.

EX 563 - Clinical Graduate Project II (3)

This continuation of the graduate project includes completion of clinical hours and continued preparation for track-specific certification exams. The supporting course provides an overview of the hospital environment and allied health professions and includes projects associated with attendance at a related professional meeting selected by the student.

EX 564 - Performance Graduate Project I (3)

The graduate project includes initiation or continuation of 500 hours in a performance-oriented setting(s) and preparation for track-specific certification exams. The supporting course focuses on organization and administration issues within the context of an exercise facility. Facility and personnel management, safety issues, and finance will be discussed.

EX 565 - Performance Graduate Project II (3)

This continuation of the graduate project includes completion of internship hours and continued preparation for track-specific certification exams. This course will provide continued exploration of periodization and program design with a primary focus on controversies within the strength and conditioning field.

FN - Finance

FN 661 - Global Financial Markets & Institutions (3)

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

Prerequisite: WGB 603 Financial Management.

FN 662 - Corporate Finance (3)

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

Prerequisite: WGB 603 Financial Management.

FN 663 - Global Investments (3)

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

establish and track three separate portfolios and write a research paper on an ethical aspect of the securities market.

Prerequisite: WGB 603 Financial Management.

FN 665 - International Financial Management (3)

This course features a study of financial management concepts and techniques applied to international operations. Topics include foreign currency spot and forward trading, exchange rate systems and determination, country risk assessment, taxation and regulatory issues of non-U.S. markets, and sources and uses of funds for multinational corporations.

Prerequisite: WGB 603 Financial Management.

FN 668 - Portfolio Management (3)

This course develops the student's ability to evaluate securities in the context of a portfolio. Topics include: portfolio construction rules based on risk and return goals, valuation measures, and risk-reduction techniques using derivative products.

Prerequisite: WGB 603 Financial Management and FN 663 Global Investments.

FN 669 - Alternative Investments (3)

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

Prerequisite: WGB 603 Financial Management.

FN 670 - Mergers, Acquisitions, & Joint Ventures (3)

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

Prerequisite: WGB 603 Financial Management.

FN 672 - Derivatives & Risk Management (3)

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

Prerequisite: WGB 603 Financial Management.

FN 673 - Mathematics for Finance Practitioners (3)

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

FN 674 - Advanced Risk Management (3)

The complexity of the global financial system makes understanding risk management essential for anyone working or planning to work in the financial sector. As the real economy is also exposed to financial risk, risk management has become more important to non-financial corporates and institutions. Students will become familiar with financial risk assessment and management and the regulations applicable for financial institutions. They will learn how important market participants, such as banks, insurance companies, pension funds, and mutual and hedge funds are looking at risk measurement and management. Risk mitigation strategies are explained. Various risk types such as market risk (interest rate risk, cross-currency risk, etc.), credit risk, operational risk, and systemic risk are covered, and risk management strategies and instruments are analyzed. Recent risk management topics such as counterparty credit risk for derivatives, central clearing, and collateralization will be covered.

FN 675 - Financial Regulatory Compliance (3)

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

FN 699 - Financial Crisis & Risk Management (3)

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

FN 901 - Advanced Corporate Finance (3)

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

Prerequisite: DBF 900 Business Strategy, Ethics, & Research.

FN 902 - Investment & Asset Pricing (3)

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

Prerequisite: DBF 900 Business Strategy, Ethics, & Research.

FN 903 - Quantitative Research Methods I: Advanced Statistics & Mathematical Modeling (3)

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

Prerequisite: DBF 900 Business Strategy, Ethics, & Research.

FN 904 - Quantitative Research Methods II (Financial Econometrics) (3)

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

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

FN 905 - Price Theory (3)

The course overviews key concepts of microeconomic analysis. It is designed for students with a sound quantitative preparation. The material delineates the main theories of the firm, the consumer, and the market. It includes modern analytical techniques of general equilibrium and welfare economics, along with their econometric verification. In addition, it examines basic concepts of the economics of information, including price signaling, moral hazard, and multiple equilibria.

Prerequisite: DBF 900 Business Strategy, Ethics, & Research.

FN 906 - Global Financial Markets & Institutions (3)

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

Prerequisite: DBF 900 Business Strategy, Ethics, & Research.

FN 907 - Doctoral Field Seminar I (3)

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

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

FN 907A/908A - Fixed Income Securities (3)

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

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

FN 907B/908B - Investments (3)

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

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

FN 907C/908C - Market Microstructure (3)

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

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

FN 907D/908D - Derivatives Securities (3)

The material in this course covers a comprehensive and in-depth treatment of valuation methods for derivative securities. Extensive use is made of continuous time stochastic processes, stochastic calculus, and martingale methods. The main topics to be addressed include A.) European option valuation, B.) exotic options, C.) multi-asset options, D.) swaps, E.) stochastic volatility, F.) American options, and G.) the role of derivatives in modern financial risk management.

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

FN 907E/908E - International Finance (3)

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

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

FN 907F/908F - Portfolio Management (3)

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

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

FN 908 - Doctoral Field Seminar II (3)

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

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

FN 908G - European Financial Stability (3)

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

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

FN 909 - Research Methods & Dissertation Design in Finance (3)

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

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

FN 910 - Finance Dissertation Research Seminar I (3)

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

Prerequisite: Comprehensive Field Examination.

FN 911 - Finance Dissertation Research Seminar II (6)

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

Prerequisite: FN 910 Finance Dissertation Research Seminar I.

FN 912 - Empirical Methods in Finance (3)

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

Prerequisite: FN 901 Advanced Corporate Finance.

FN 913 - Advanced Financial Risk Management (3)

The course provides a comprehensive overview of various types of financial risk and the techniques employed to manage them. The material covers standard risk identification and measurement models as

well as alternative models addressing options and structured credit risks. Real-world complexities of risk modeling are discussed, along with the background on financial innovation, liquidity, leverage, and financial crises.

Prerequisite: FN 912 Empirical Methods in Finance.

FN 914 - DBA Field Seminar I (3)

The first doctoral field seminar in finance consists of two components: a. on-campus class sessions covering theoretical foundations and the empirical evidence, and b. field visits at key financial institutions. The first field seminar focuses on US financial markets and institutions.

FN 915 - DBA Field Seminar II (3)

The second doctoral field seminar in finance consists of two components: a. on-campus class sessions covering the theoretical foundations and the empirical evidence, and b. field visits at key financial institutions. The second field seminar focuses on international financial markets and institutions.

FN 916 - Advanced Research in Corporate Finance (3)

The seminar in advanced corporate finance covers the newest models and testing methods. It provides an overview of recently published papers in finance journals that help students design analytical studies with a novel content.

- $name

HINF - Healthcare Informatics

HINF 410 - Information Technology Overview (3)

An overview of technologies that support healthcare information systems. This includes system software, system analysis and design, data management, networks and data communication, information processing distribution schemes, information systems architecture, system standards, and security.

HINF 412 - Introduction to Healthcare & Information Technology (1-3)

Technology is transforming how healthcare is delivered and in the process bringing together disparate groups of people to work together collaboratively. This course will provide an overview of information technology including system analysis and design, data and network management, and information systems architecture and how each directly impacts clinical healthcare personnel. The students will also be introduced to the terminology, practices, and processes found in clinical and business operations. Communication between direct patient care individuals and technology personnel will be explored and appropriate methods fostered.

This course has two areas of focus. Topic I will focus on information technology in healthcare. Topic II will focus on healthcare delivery in the United States.

HINF 415 - Convergence of Healthcare & Information Technology (3)

Technology is transforming how healthcare is delivered and in the process bringing together disparate groups of people to work together collaboratively. This course will provide an overview of information technology including system analysis and design, data and network management, and information systems architecture and how each directly impacts clinical healthcare personnel. The students will also be introduced to the terminology, practices, and processes found in clinical and business operations. Communication between direct patient care individuals and technology personnel will be explored and appropriate methods fostered.

HINF 420 - Introduction to the Language & Culture of Healthcare (3)

Introduction to organization, economic, culture, policy, and terminology of healthcare for non-health professionals. This also introduces the students to fundamental terminology, practices, and processes found in clinical and business operations.

HINF 501 - Foundations in Healthcare Informatics (3)

This course features a high-level overview of healthcare informatics. Overviews of the following topics will be included: administrative and clinical software applications, healthcare systems acquisition, leadership skills, electronic health records, change management and organizational behavior, workflow design and reengineering, communications specific to the information systems leaders, healthcare information exchanges, and evidence-based medicine. A high-level look at the healthcare industry and recent government mandates will also be explored.

Prerequisite: Permission of program director.

HINF 502 - Healthcare Industry & Policy (3)

An in-depth view of the major players such as hospital, insurance, government, pharmaceutical, and support vendors and information systems role will be discussed. Patient safety, medical error, and healthcare quality improvement will be major topics. A portion of this class will deal with current government healthcare policies and mandates (e.g., healthcare reform) and the complexities of application in the current healthcare information systems environment. The class will take an in-depth look at the HIPAA regulations such as entity definitions, information disclosures, and privacy notices. Government mandates that affect privacy, security, and electronic health records will also be discussed.

HINF 503 - Effective Communications (3)

In addition to a formal study of various forms of communications, this course will focus on developing oral and written communication skills needed to educate and influence organizational stakeholders and decision-makers to adopt healthcare information systems. Students will hone their communication skills via simulations, in-class presentations, and case studies. Various management methods via Skype, teleconference, and e-mail will also be practiced.

HINF 504 - Business of Healthcare Information Technology (3)

Introduces the student to the business of healthcare at both an industry and individual business level. Includes department design, management of capital and operating budgets, budget planning process, strategic planning, and concepts necessary for the preparation and interpretation of financial statements. Additionally, the vendor identification and

selection process as well as contract management will be discussed as it pertains to the healthcare environment.

Prerequisite: HINF 501.

HINF 505 - Healthcare Operations (3)

Health care organizations face numerous challenges, including rising costs, increasing complexity, and quality issues, all while confronting an increase in demand for limited resources. This course examines the operations of the entire healthcare organization and its management, including the role of strategic planning and governance, clinical and non-clinical support services, quality improvement, environment-of-care and facilities management, personnel and staffing, finance, information technology, and marketing.

Prerequisite: HINF 501.

HINF 550 - Workflow Design & Reengineering (3)

This course introduces process mapping and workflow management. The intricacies of observing, recording, analyzing, and improving processes within the healthcare setting will be discussed and analyzed. Issues arising from the development, dissemination, implementation, and use of health information technologies (information systems, monitoring systems, etc.) on individuals and organizations will be explored. The concepts of usability, learnability, likeability, ergonomic, and universal design of solutions will also be discussed in depth. Social and ethical issues will also be introduced.

Prerequisite: HINF 501.

HINF 552 - Evidence-Based Practice & Clinical Decision Support (3)

A prerequisite to HINF 601

In this course, evidenced-based practice (EBP) qualitative and quantitative methodologies will be analyzed within the scope of the healthcare industry. Topics include identification, interpretation, and evaluation of research information sources, research design, data collection, computer-based data analyses, and privacy and protection of human subjects. Clinical decision support (CDS) technologies, which provide tools for the healthcare providers' decision-making, will be examined and debated. Data warehouses will also be discussed as they relate to facilitating and optimizing the research methodologies.

HINF 600 - Special Topics in Healthcare Informatics (3)

This course represents designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course.

Prerequisite: Permission of program director.

HINF 601 - Healthcare Information Exchange (3)

This course explores evaluation and management of health information between healthcare facilities, government agencies, and consumer health records (PHR) including issues, standards, technologies, and system configurations. Electronic health records will be covered conceptually to understand their impact on HIEs. Technical components (data exchanges, interoperability, data mining, and warehouse) as well

as policy issues will be discussed and debated. Privacy and security aspects regarding electronic health information exchange will be explored. Current legal requirements driving policies and procedures as well as business and best practices regarding the creation, storage, processing, access, auditing, and utilization of clinical data will be explored.

Prerequisite: HINF 502 and HINF 552.

HINF 602 - Clinical & Business Intelligence (3)

Utilization and leveraging of healthcare data can drive improvements in our nation's entire healthcare system as well as in the medical and economic wellness of patients through sharing practical guidance and unbiased information on how to harness these healthcare data and facilitating problem-solving, solution sharing, and education through the collection and analyzing of healthcare data.

Prerequisite: HINF 501.

HINF 610 - Electronic Health Records (3)

This course is designed to provide an understanding of specific skills required to collect and maintain electronic health data in our current technical and political environment. Examines overviews and issues specific to various types of hospital systems, methods used to interface between systems, and operational issues typical of hospital systems. The course also includes a study of controlled medical vocabularies typically used to define various types of health data as well as a survey of existing and evolving government-driven standards and regulations.

Prerequisite: HINF 550.

HINF 611 - Project Management (3)

This course serves as an introduction to managing healthcare information projects, including the development of the project charter and scope with emphasis on developing the competencies and skills required to successfully lead teams of technical, clinical, and professional specialists through workflow and work process redesign activities within a healthcare organization or system. Topics also include project initiating, planning and development, project management tools, budgeting, human resource management, project monitoring, and controlling and project closure. Advanced-level skills in using PM methodologies to create realistic project plans, schedule tasks and resources effectively, appropriately communicate with all stakeholders, and derive meaningful milestone deliverables to track and report progress for both simple and complex projects.

Prerequisite: HINF 503 and HINF 501.

HINF 612 - Emerging Technologies (3)

The concepts and latest progress on emerging technologies such as health exchanges, biometrics, wireless, mobile, and web technologies will be discussed. Biomedical technologies will also be explored. Examines trends and drivers of innovation both generally and in healthcare and how emerging technologies are adapted and evaluated. Introduces how emerging technologies are applied to improve health records, computerized provider order entry (CPOE) systems, regional health information organizations, personal health records, telemedicine, new imaging systems, robotic surgery, pharmacogenomics, and national-level biosurveillance.

Prerequisite: HINF 550.

HINF 613 - Legal Aspects of Healthcare Information Technology (3)

This course explores the extent to which law can implement or facilitate sound healthcare policy. The course will cover the following major areas: employment and contract law, patient rights (e.g., provider disclosure), healthcare accountability (e.g., medical error liability), and healthcare access (e.g., universal coverage). Particular attention will be paid to the balancing act between the patient's desires for available information over the internet with IT security that ensures patient privacy. Topics such as informed consent, electronic records over the internet, remote patient monitoring, and wireless technology privacy concerns will also be discussed.

Prerequisite: HINF 501 and HINF 502.

HINF 614 - Strategic Application of Information Technology in Healthcare (3)

This course examines the strategic application of information technology in healthcare organizations. The course focuses on the challenges facing the healthcare informatics administration with respect to organizational structure, alignment with enterprise strategy, portfolio management, and regulatory compliance. In addition the course looks at how the application of IT can transform healthcare delivery in the current environment.

HINF 615 - Population Health (3)

Population health focuses on the health and well-being of entire populations. Populations may be geographically defined, such as neighborhoods, states, or countries, or may be based on groups of individuals who share common characteristics such as age, gender, race-ethnicity, disease status, employee group membership, or socioeconomic status. With roots in epidemiology, public health, and demography, a key component of population health is the focus on the social determinants of health and "upstream" collaborative interventions to improve population health and variance identify and reduce health disparities and reduce healthcare costs. Given the shifting health care environment-from fee-for-service to value-based care-health administrators and managers who are able to apply epidemiological and demographic tools to measure analyze evaluate and improve population health will be well positioned for positions in healthcare as the field continues to evolve.

HINF 616 - Consumer Health Informatics & Technologies (3)

Consumer health informatics (CHI) is rapidly expanding and aims to give individual health care consumers, their families, and communities the information and tools that they need to become more engaged in their health and health care. In this course, students become familiar with a range of CHI applications, including the needs/problems that the applications address, their theoretical bases, their technical architectures, and relevant evaluation results. Students acquire an ability to evaluate existing applications intended to help individuals adopt and maintain health-protective behaviors and to generate theory-informed design and implementation strategies for CHI applications.

HINF 621 - Database Design (3)

Prerequisite: Granted Permission of program director.

HINF 622 - Information Analysis & System Design (3)

This course discusses the design, analysis, and management of information systems: system lifecycle management, hardware and software selection and evaluation, the role of information systems in decision support and other functional areas of business, project management, systems development and analysis, module design, and techniques to reduce system complexity.

Prerequisite: Permission of program director.

HINF 625 - Field Experience I (Required for Full-Time Students) (3)

This field experience/internship is a practical learning experience arranged with a variety of healthcare organizations to provide a supervised short-term educational experience for students in the Healthcare Informatics program. An internship allows a student to develop professionally through a work experience under the guidance of leaders in the fields of healthcare informatics and healthcare information technology. As an extension of the curriculum, the internship experience affords the student an opportunity to apply her/his theoretical knowledge and technical skills in a practical manner gaining valuable training, which will better enable her/him to perform with a higher level of skill and confidence. Required for full-time students.

HINF 626 - Field Experience II (3)

This field experience/internship is a practical learning experience and is a continuation of HINF 625. Arranged with a variety of healthcare organizations, it provides a supervised educational experience for students in the Healthcare Informatics program. An internship allows a student to develop professionally through a work experience under the guidance of leaders in the fields of healthcare informatics and healthcare information technology. As an extension of the curriculum, the internship experience affords the student an opportunity to apply his/her theoretical knowledge and technical skills in a practical manner gaining valuable training, which will better enable him/her to perform with a higher level of skill and confidence.

Prerequisite: HINF 625 Field Experience I.

HINF 660 - Capstone Project (3)

The capstone project involves practical work and research in a major area of healthcare information systems through student-led projects. This course provides an opportunity to integrate knowledge gained in the classroom with a real-world problem. All projects require a weekly seminar and are guided by faculty members who serve as mentors. Projects may be completed on-site within a healthcare facility. Students who currently work in the healthcare industry may develop a capstone at their current place of employment with the approval of the employer. Capstone will be taken as one of the last two courses in the students' program of study, after students have successfully completed the required core courses.

HR - Human Resource Management

HR 601 - HR Operations I (3)

First in a two-course sequence reviewing the various areas of HR operations.

HR 602 - HR Operations II

Second in a two-course sequence reviewing the various areas of HR operations.

HR 605 - Analytics, Metrics, & Problem-Solving for HR Professionals (3)

This course is designed to give students a basic understanding of analytics and metrics that are frequently used in the human resources field. A primary objective of the course is to teach students how to use statistics to make data-driven decisions regarding workplace issues as well as strategic human resource issues. Additionally, coursework will focus on developing students into informed consumers of statistical information and developing skills to manage analytical vendors. The course will include hands-on experience conducting statistical analyses using basic univariate, bivariate, and multivariate statistics and basic modeling skills to solve common problems in the HR field. Focus will be placed on interpretation of data and implementing decisions that are data driven.

HR 607 - Introduction to Human Resource Management (3)

This course features in-depth exploration of the contemporary human resources function and the fundamental human resources processes. The course provides an introduction to the key areas in human resources and the issues confronting organizations today. Particular emphasis is placed on recruitment and selection, training and development, performance evaluation systems, and compensation and benefits.

HR 610 - Performance Management (3)

This course examines systems and processes for evaluation and improvement of employees' performance. Systematic and organizational processes for setting performance standards, monitoring, documenting, and evaluating performance will be reviewed. Performance improvement interventions will also be evaluated. Particular attention will be placed upon performance as a strategic issue and application in the students' work environment. Current best practices will be considered in the discussion.

Prerequisite: HR 607 Introduction to Human Resource Management.

HR 611 - Workforce Management & Talent Development (3)

In an effort to be competitive, organizations of all types must efficiently manage their workforce in order to achieve organizational goals. Human resource professionals need to understand how to manage an organization's human capital needs including workforce planning and forecasting, training and leadership development, succession planning, globalization and diversity of workforce, outsourcing/rightsizing, and the contribution of human capital to organizational development. This course will focus on how organizations can best manage and develop their workforce in order to achieve short-term and long-term organizational goals.

Prerequisite: HR 607 Introduction to Human Resource Management.

HR 612 - Strategic Human Resources (3)

The strategic impact that HR leaders have on their organizations has never been more important given the value of human capital and our changing world economy. It is critical for HR leaders to maintain their competitive edge and bring broad business skill sets to their role. The focus of the class will be the development of critical thinking, strategic planning, and business strategy skills, and the implementation of those processes within the HR organization.

Prerequisite: HR 610 Performance Management and HR 611 Workforce Management & Talent Development.

HR 613 - Diversity & Inclusion (3)

Diversity in the workforce is a critical issue for all organizations. As organizations become more global in nature, an organization's workforce becomes more ethnically and culturally diverse. This course will explore the strategic issues with managing, motivating, and engaging diverse workforces to meet organizational objectives. Particular emphasis will be placed on developing cultures of inclusion for all members of an organization's workforce.

Prerequisite: BU 636 Legal Issues in Human Resources.

HR 615 - Finance for HR Managers (3)

Fundamental education in the use of financial statements and financial management increases business credibility within the organization. This course provides an introduction to the basic financial statements (balance sheet, cash flow, and income statement) from an end user's perspective, not a detailed accounting perspective. Topics within financial management will include analysis of firm performance and techniques to assess new business opportunities.

HR 620 - Personnel Psychology (3)

This course examines the application of psychological research, employment law, and ethical principles to human resource problems in organizations. It focuses on applications designed to make employees and organizations more effective and create organizations that are satisfying places to work. Particular attention is given to hiring practices, including recruitment, screening, and selection; training and development; and performance evaluation.

HR 631 - Managing a Global Workforce (3)

This course focuses on helping the student develop an international perspective of the human resource management (HRM) function. Students will examine the unique demands of global firms and their consequential impact on strategic human resource management issues. Specific focus will be on the role of culture and differences in attitudes in requiring both a localization of practices in different countries/regions and a global integration of business practices across the organization.

HR 632 - Compensation (3)

An effective compensation program is doundational in building a successful HR function. While their on many factors that impact the effectiveness of HR, a strong compensation program can make a big difference. This class will cover compensation from the most basic level to some of the more advanced facets including building a compensation structore, determining fair market value for a job, creating variable compensation programs that drive performance and how to compensate executives. At the end of this course, you will have a strong and general understanding of how to manage compensation in an organization.

Distribution: Management. Offered: Spring Semester Odd Years.

HR 633 - Human Resources Consulting (3)

Senior leadership in most organizations consistently tries to improve efficiency and performance and satisfy needs on a regular basis by retaining consultants. This course is designed to engage students on how to be a successful human resources/organizational development consultant. The focus will be on: analyzing,consulting as a profession; examining consulting as a business; developing and implementingconsulting methodologies; employing tools and measurement approaches for consulting; and defining and sustaining success. Students will be required to work independently and in teams consentrating on application, engagement, analysis and thought leadership.

Distribution: Human Resources.

HR 634 - Training & Development (3)

A critical part of maintaining an organization's workforce so that it is uniquely qualified to achieve the organization's short- and long-term goals is to provide training and development opportunities at all levels of the workforce. This course will explore in depth the theories and best practices used in workforce training, skills development, and leadership development. Additionally, students will explore training and development as a retention tool for top performers in the organization.

HR 636 - HR Law (3)

This course examines the legal relationship between an employer and an employee in the business environment. The course includes a survey and analysis of the laws that govern the employer/employee relationship. Topics include contract law, antidiscrimination law (Title VII, ADA, ADEA, and related EEOC procedure), family and medical leave law, workers compensation law, wage and hour statutes, collective bargaining, and union organizing. The objective of this course is to offer the student the necessary familiarity with prevailing workplace legal issues to enable the student to help recognize and prevent potential liability and efficiently work with legal counsel. Special attention is given to how these issues are dealt with as companies expand globally.

HR 637 - Employee Engagement (3)

This course focuses on how different aspects of an organization can affect employee engagement. In this course, we will take an in-depth look at the practices and systems within the workplace that can impact engagement. By the end of the course, students should demonstrate an understanding of the different theories of motiation and engagement. The ultimate goal of this course is for students to understand what factors increase or decrease an employee's engagement and how to effectively use this knowledge to maximize the efficiency of an organization

Distribution: Human Resources. Offered: Spring Semester All Years.

HR 638 - Compensation & Benefits (3)

Compensation and benefits is the cornerstone of many human resource strategic plans. This course will give students an in-depth understanding of the design and implementation of compensation and benefit systems. Topics covered will include pay for performance systems, compensation equity across global locations, integrating compensation systems and performance systems, executive compensation, and team-based performance systems.

HR 689 - Capstone & Applied Research Project (3)

This course is the final required course in the program. Students should have successfully completed all required courses before enrolling in this course. Students will develop a project plan or research proposal for their final project in this class. The course will cover acceptable project ideas, problem statements, literature reviews, research and project evaluation methodologies, and project plans. Each student is required to complete a proposal ready for consideration of review and approvals.

Prerequisite: Completion of core or permission of program director of MSHRM.

HR 690 - Interships (3)

Distribution: Human Resources. Offered: As Needed Contact Department.

HR 695 - Independent Study (3)

Distribution: Human Resources. Offered: As Needed Contact Department.

HR 699 - Internship (3)

MFIM - Masters Finance and Investment Management

MFIM 600 - Calculus & Linear Algebra (3)

This course reviews the basics of mathematics in preparation for advanced courses in the MSFIM program. Topics include multivariate calculus, optimization, integration, differential equations (ODEs and PDEs), linear algebra, and matrix operation.

MFIM 601 - Probability & Statistics (3)

This graduate-level treatment of the theory of probability and mathematical statistics includes probability spaces and finite counting techniques, random variables and distribution functions, density, mass functions, and expectation. The course also examines the standard random variables, multivariate distributions, functions and sums of random variables, limit theorems (weak and strong law of large numbers and the central limit theorem), theory of estimators, maximum likelihood techniques, theory of estimation, hypothesis testing theory, decision analysis, and Bayesian methods.

MFIM 602 - Financial Management (3)

The course is intended to provide an understanding of the role of modern financial theory in investment management and to present a framework for addressing current issues in the management of financial assets. Topics to be covered include time value of money, stock and bond valuation, project and firm valuations, risk and return measures, portfolio management, basic CAPM and APT, diversification, and hedging.

MFIM 636 - Quantitative Finance I (3)

This course introduces basic concepts and advanced methodological tools required in finance and investment analysis. Topics include a review of the required math skills, including calculus and matrix algebra,

risk and return, and probability distribution. The course emphasizes modern portfolio theory, efficient frontier, portfolio optimization, and the tradeoff between risk and return. This course also covers hypothesis test for making statistical inference.

Prerequisite: MFIM 601 Probability & Statistics and MFIM 602 Financial Management.

MFIM 638 - Financial Analysis & Firm Valuation (3)

This course focuses on fundamental analysis and firm valuation. The knowledge and skills required for financial analysis of firms reporting under U.S. GAAP and IFRS are introduced first, followed by techniques for fundamental analysis of an industry and a firm. Techniques to value the enterprise and equity are emphasized with focus on mature firms in developed markets, followed by financial institution, emerging market, and private equity applications. Participants will gain proficiency in spreadsheet analysis, financial models for integrated financial forecast, and valuation. Attention to developing the communication skills needed to effectively communicate the analysis is embedded through cases and presentations. Technology and data, heavy use of Excel, and Bloomberg will be required.

Prerequisite: MFIM 602 Financial Management.

MFIM 639 - Business Economics (3)

This course features concepts and analytical techniques from micro- and macro-economics including market structures, fiscal and monetary policy, international trade, international financial markets, spot and forward exchange rates, interest rate parity, and purchasing power parity.

MFIM 640 - Investment Management (3)

The course is intended to provide an understanding of the role of modern financial theory in portfolio management and to present a framework for addressing current issues in the management of financial assets. Topics to be covered during the semester include trading, valuation, active portfolio management, asset allocation, global diversification, performance measurement, financial derivatives, and fixed income securities.

Prerequisite: MFIM 602 Financial Management.

MFIM 641 - Quantitative Finance II (3)

The course has an emphasis on applications rather than statistical theory, and thus builds on Quantitative Finance I by emphasizing the use of financial data to conduct applied analysis. The aim of the course is to equip students with a working knowledge of important econometric techniques used in financial economics, such as event study, advanced time series analysis, and survival analysis. Substantial emphasis will be placed on the development of programming skills in computer program. The emphasis is on understanding and learning how to apply the econometric tools used by academics and practitioners working in these areas. The course will be helpful for anyone interested in pursuing a graduate degree in a quantitative field, but equally helpful for students interested in working at research institutions or financial institutions.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management.

MFIM 642 - Advanced Derivatives & Risk Management (3)

The course emphasizes modern methods of risk management. Lectures cover risk measurement and estimation, management, control, and monitoring of risk positions. The impact of risk management tools such as derivative securities will be examined. Regulatory constraints and their impact on risk management will also be assessed. This course also provides a comprehensive and in-depth treatment of valuation methods for derivative securities. Extensive use is made of continuous time stochastic processes, stochastic calculus, and martingale methods. The main topics to be addressed include A.) European option valuation, B.) exotic options, C.) stochastic interest rate, D.) stochastic volatility, E.) American options, and F.) some numerical methods such as Monte Carlo simulations. Additional topics may be covered depending on time constraints.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management.

MFIM 644 - Fixed Income Securities & Markets (3)

This courses features analyses of U.S. and foreign fixed income markets and describes the various products, where and how they are traded, how they are priced, and how they are used to achieve a variety of financial goals including capital formation, interest rate risk management, and portfolio diversification. Topics covered include treasury, agency, corporate, and municipal bonds; floating rate bonds; mortgage-backed securities; term structure modeling; immunization; credit risk management; credit derivatives; and interest rate derivatives including swaps, caps and floors, and swaptions. The course also provides an introduction to the valuation of fixed income securities, the management and hedging of fixed income portfolios, and the valuation and usage of fixed income derivatives. Some of the contracts analyzed in the course include pure discount bonds, coupon bonds, callable bonds, floating rate notes, interest rate swaps, caps, floors, swaptions, inflation-indexed bonds, and convertible bonds. The course covers topics such as basic theoretical and empirical term structure concepts, short rate modeling, and the Heath-Jarrow-Morton methodology and market models.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management.

MFIM 645 - Portfolio Management (3)

This course analyzes the theory and practice of modern investment management. Topics include quantitative concepts, portfolio analysis, capital asset pricing theory model, performance measurement, efficient market hypothesis, portfolio management process, use of derivative securities, ethical and legal considerations, and professional standards. The course will also provide students with a concise introduction to recent results on optimal dynamic consumption-investment problems. Lectures will also cover standard mean-variance theory, dynamic asset allocation, asset-liability management, and lifecycle finance. The main focus of this course is to present a financial engineering approach to dynamic asset allocation problems of institutional investors such as pension funds, mutual funds, hedge funds, and sovereign wealth funds. Numerical methods for implementation of asset allocation models will also be presented. The course also focuses on empirical features and practical implementation of dynamic portfolio problems.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management.

MFIM 646 - Advanced Investment Management (3)

This course provides a solid foundation in the investment field. Considers aspects of accounting, economics, finance, strategic management, strategic marketing, and management science relevant to modern investment analysis. Topics include the analysis and understanding of security markets and the economy, industries, companies, and analysis and valuation of corporate securities. The course teaches students how to develop valuation techniques and technical analysis that is later used to value equities in the major industrial sectors. The variety of geographic, industrial, and other specialized circumstances requires a careful selection of the appropriate valuation methods and the interpretation of different standards of financial reporting and disclosure. The course also prepares students to analyze the firm's prospects based on forecasts of the economic environment, industrial activity, and business cycle; measures of performance and value added (EVA, MVA, CFROI); valuation for closely held companies, mergers, acquisitions, and divestitures; technical analysis; and alternative investments such as real estate, venture capital, investment companies, and hedge funds.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management.

MFIM 647 - Financial Regulations & Compliance (3)

The course covers ethical issues, professional standards, and the code of conduct related to investment portfolio management and private and public sharing of information. This course will also examine regulations covering business ethics and standards of professional conduct in the financial services industry and include discussions of business leadership and professional conduct in the financial services industry.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment Management.

MFIM 648 - Valuation Models & Practices (3)

This course examines different models and practices for valuing various asset classes ranging from RD investments to firms, both public and private.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment Management.

MFIM 649 - Global Financial Markets & Institutions (3)

This course studies the flow of funds in the short-term and long-term financial markets. Sources and uses of funds, interest rate theory, and the role of the Federal Reserve System and the U.S. Treasury are studied to provide background for interpretation of current developments.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment Management.

MFIM 650 - Numerical Methods in Finance (3)

This course introduces and applies various numerical and computational techniques useful to tackle problems in mathematical finance. Among them are different interpolation methods and their consequences during hedge and root solving techniques and their properties. The focus of this course is the pricing of derivative securities. The PDE (partial differential equation) approach is discussed and stability analyzed. Monte Carlo methods are introduced with various variance reduction techniques and theoretical aspects studied. The course will also include applications to credit derivatives and other fashionable topics if time permits. The course is designed to be both theoretical and practical, dealing with theoretical aspects of the numerical techniques (what works, what does not, and what is popular in the industry and why) using tools from pure and/or applied mathematics with spreadsheet experimentations. In this course, students are challenged in both areas: theoretical (theorems, calculations, proofs) and practical (making spreadsheets that are working, easy to use, and understand).

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, MFIM 640 Investment Management.

MFIM 651 - PYTHON FOR DATA ANALYSIS

This course is designed for those students have no experience or limited experience on Python. This course will cover the basis syntax rules, modules, importing packages (Numpy, pandas), data visualization, and Intro for machine learning on Python. You will need to implement what you learn from this course to do a finance-related project. This course aims to get you familiar with Python language, and can finish a simple project with Python. You will learn how to write computer programs in Python language to solve real-world problems and how to explain your results as a report in a more readable way. This will be useful in your research and your jobs in the future. This class is designed for students that want to learn to computer programming for data science. This course guides students through the basic Python programming language, from initial concepts to final data analysis using python and external packages. Students will finish the class with a basic understanding of how to execute predictive analytic algorithms. Students will also have a good sense for how to evaluate and test their predictive models.

Learning Goals

1. Basic data processing and handling with Python/Pandas

2. Testing and evaluating forecasts/predictions (cross validation)

3. Presenting/describing results (graphics)

4. Implementation of machine learning algorithms

5. Testing and evaluating forecasts/predictions (cross validation)

6. Understand the architecture, basic elements, and the planning of data science

7. Understand and use off-the-shelf packages to solve business related applications, such as resource allocation, finance, accounting, information system management, and many others

8. Understand how to manipulate data (store, query, and summarize) using database for analyzing structured data

9. Understand and use computer programming for basic interactive web applications

10. Understand and use computer programming to collect, analyze, and visualize business data

Offered: Spring/Fall.

MFIM 699 - Special Topics In Finance & Investment (3)

This course is offered as a Special Topics course in Finance and Investment and the topic will vary from section to section.

Distribution: Finance.

MFIM 700A - Internship (3)

The internship is focused on developing job search, interviewing, and career assessment skills while providing practical experience. The students are required to work at a site for a minimum of 120 hours. The internship introduces students to the opportunities and rigors of the business environment.

MFIM 700B - Problem-Based Learning Lab (3)

MFIM 703 - Seminar/Special Topics in Finance & Investment Analysis (3)

This course features in-depth coverage of a selected issue in finance. Subject matter may vary from semester to semester. Enrollment is limited to facilitate a high level of interaction among faculty and students.

Prerequisite: MFIM 636 Quantitative Finance I, MFIM 638 Financial Analysis & Firm Valuation, and MFIM 640 Investment Management.

704 - CFA Tutorial (0)

This course is required for students in the MSFIM 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 facilitates the student in preparing for the CFA Level I examination.

MPH - Masters Public Health

MPH 500 - Profession and Science of Public Health (3.0)

Addresses the history and philosophy of public health as well as its core values, concepts, functions, ethics, and leadership roles. Students are required to define their own philosophy of public health within the context of the fields' mission, core values and functions.

MPH 501 - Research Methods (3)

Jackie Vernarelli

Understanding appropriate research techniques and methods are essential for the public health professional. This course is designed to introduce students to the various types of research methodology used in public health research using various texts, scientific articles, policy statements, and coursework. During the course, students will develop a research proposal to demonstrate their understanding of how to select methods for sound research practice.

Offered: Fall.

MPH 502 - Biostatistics (3)

Jackie Vernarelli

Biostatistics is the foundation for many forms of public health research, with applications in several other disciplines. This course is designed to introduce the students to the core principles of statistical practices used in the Public Health research setting, and familiarize students with the applications of biostatistics in health research.During the course, students will practice applied biostatistics by using statistical programming package (SAS) to complete data analysis of a public health dataset.

Offered: Fall.

MPH 503 - Social Ecological Determinants of Health (3)

Anna E. Greer

This course examines the biological, environmental, socio0economic, behavioral, cultural and other factors that impact human health, influence the global and societal burden of disease, and contribute to health disparities. The cultural context of public health issues and respectful engagement with people if different cultures and socioeconomic strata will also be examined.

Offered: Fall.

MPH 506 - Grant Reporting and Writing (3)

Jackie Vernarelli

Provides an overview of the grant writing process, exposes students to different types of funding organizations/programs, different types of grant proposals, and builds students' grant writing and reviewing skills.

Offered: Spring.

MPH 507 - Public Health and Health Care Systems (3)

TBA

Examines characteristics and organizational structures of the US health care system and how they compare to health systems in other countries.

MPH 509 - Policy in Public Health (3)

Anna E. Greer

The legal, ethical, economic, and regulatory dimensions of health care and public health policy, the roles, influences, and responsibilities, of different agencies and branches of government, and approaches to developing, evaluating, and advocating for public health policies will be discussed.

MPH 522 - Physical Activity and Behavioral Science (3)

Anna E. Greer

using an ecological approach, theories and studies relative to modifying active living and sedentary behaviors are examined. Best practices for promoting physical activity in communities will be reviewed. Changing physical activity behavior among special populations (e.g., children, older adults) will also be examined.

MPH 550 - Community Health Development (3)

Sofia Pendley

This course examines best practices for community health development. Core concepts will include creating partnerships, community assessment, analyzing problems and goals, strategic planning, intervention development, developing logic models, program evaluation, advocacy, cultural competence, and planning for sustainability. This course will also examine how essential community services (housing transportation, substance use, and more) support public health. Guest lectures from essential service providers in CT and other states will enrich the content delivered.

MPH 552 - Physical Activity Behavior (3 (credits))

Using an ecological approach, theories and studies related to active living promotion are examined. Changing physical activity behavior among special populations (e.g., children, older adults, minority populations) and community settings (e.g., schools, worksites) will also be examined.

MPH 554 - Health Communication (3)

Anna E. Greer

This course examines how the media influences public health, health communication theory, as well as the design, implementation, and evaluation of media campaigns to promote public health.

MPH 558 - Public Health Nutrition (3 (credits))

Public Health Nutrition is a discipline that can directly affect the nutritional status of larger groups of people. The course explores how social identity and cultural values influence food security, health disparities, and risk for disease. Finally, by the end of this course, students will have a deeper understanding of which population groups in the US require assistance from nutritional programs, what these programs are, and how they operate.

MPH 597 - Public Health Thesis I (3)

MK - Marketing

MK 651 - Marketing Research (3)

This course gives a managerial approach to market research activities. Primary emphasis is on applying qualitative and quantitative research information toward marketing decisions. The research process is discussed and then qualitative and quantitative methodological alternatives are systematically reviewed. Careful attention is paid to how to analyze and present research findings.

Prerequisite: MK 661 Marketing Management.

MK 652 - Web Design from a Marketing Perspective (3)

This course introduces students to design elements that can be applied to digital channels such as web, mobile, tablets, smart devices, and more. The course will place focus on designing user interfaces and managing the user experience (UX).

MK 656 - Advertising Management (3)

This course provides an analysis of the advertising function from a management viewpoint. Emphasizes the mechanics and techniques of advertising as part of an overall marketing strategy. Topics include role of the corporate advertising director, role of the advertising agency, and role of the media. Special emphasis is on understanding and participating in the creative process, essential for effective advertising.

Prerequisite: MK 661 Marketing Management.

MK 658 - Consumer Marketing & Behavior (3)

This course focuses on the consumer and in particular what makes consumers behave the way they do in specific purchase situations. Emphasis is on behavioral, psychological, and motivational theories as well as risk perception. Various consumer buying models are analyzed. The case method is utilized.

Prerequisite: MK 661 Marketing Management.

MK 661 - Marketing Management (3)

This course explores how firms analyze market opportunities in the digital landscape. Students will work in areas related to; selecting target markets; developing the digital marketing mix; planning, managing, and organizing, the digital marketing resources throughout an enterprise.

MK 662 - Analysis of Consumer Decisions (3)

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

Prerequisite: Students are required to take MK-661 Marketing Management, and MK-670 Intro to Digital Marketing. Pre-requisites can be waived to students enrolled in the Masters in Digital Marketing, who are admitted in the Spring or Late Spring trimester. Corequisite: MBA students are required to take MK-661 Marketing Management and MK-670 Intro to Digital Marketing prior enrolling in this course.

MK 668 - International Marketing (3)

This course provides an analysis of marketing concepts and applications in a global environment, focusing on market management and cultural and institutional differences.

Prerequisite: MK 661 Marketing Management.

MK 669 - Contemporary Issues in Marketing (3)

Current marketing issues are examined in light of the competitive global environment.

Prerequisite: MK 661 Marketing Management.

MK 670 - Intro to Digital Marketing (3)

Examines the rapidly evolving dynamics of digital marketing. Emphasis is on consumer behavior and opportunities, problems, tactics, and strategies associated with incorporating digital methods into the marketing function. Internet and mobile marketing tools such as search engine marketing, social media, and viral marketing are addressed.

MK 671 - Marketing Analytics (3)

This course explores how companies assess marketing performance. It is a survey course covering a variety of return on investment metrics for marketing investments. The course introduces formulas and ratios used to gauge customer profitability, product portfolio mix, and advertising and web spending effectiveness. Attention is drawn to links between finance and marketing.

Prerequisite: MK 661 Marketing Management.

MK 672 - Intro to Big Data Marketing (3)

This course will present a practical approach to the process of marketing decision-making using big data-sets as a result of acquired or aggregated data, and working in a cloud-based environment. The course will guide students through steps ranging from data ingestion, data visualization, data analysis, predictive analytics, machine learning, and artificial intelligence marketing.

Prerequisite: Students must take MK-661 Marketing Management, MK-670 Intro to Digital Marketing. MK-662 Analysis of Consumer Decision can be waived to students enrolled in the Masters in Digital Marketing who enroll in Late Spring.

MK 674 - Social Media Marketing (3)

This course provides the practical knowledge and insights required to define objectives and strategies of social media marketing, identify and properly select the social media tools to engage consumers and effectively evaluate and measure the results of a firm's social media strategy.

MK 676 - Digital Advertising (3)

This course combine core fundamentals in advertising with the latest developments in web, mobile, and digital marketing. This course provides an understanding of interactive and digital content.

MK 677 - Customer Experience Management (3 Credit Hours)

This course provides an understanding of customer experience management, as a collection of processes used to measure customers' interactions between customers and the organization throughout the customer lifecycle

MK 680 - Applied Topics in Digital Marketing (3)

This course explores in-depth coverage of one digital marketing topic from an applied perspective. The topic is examined from a company's point of view with multiple examples from industry. Students work hands-on to learn what practitioners do within the topic on a day-to-day basis. Topics rotate throughout trimesters.

Prerequisite: MK 661 Marketing Management.

MK 688 - Capstone Thesis in Digital Marketing (3)

Students wishing to pursue the capstone thesis option must:

select a topic as well as
select an Advisor from the faculty teaching in the program and then turn in a proposal regarding the topic to the Advisor by November 15 for the Spring semester, February 1 for the Late Spring semester and April 15 for the Fall semester.

The faculty advisor will review the proposal and decide if it is acceptable. Once accepted, the proposal and the name of the advisor have to be submitted to the Program Director.By arrangement with program director.

MK 689 - Capstone Project in Digital Marketing (3)

Students wishing to pursue the capstone project option must:

select a topic as well as
select an Advisor from the faculty teaching in the program and then turn in a proposal regarding the topic to the Advisor by November 15 for the Spring semester, February 1 for the Late Spring semester and April 15 for the Fall semester.

The faculty advisor will review the proposal and decide if it is acceptable. Once accepted, the proposal and the name of the advisor have to be submitted to the Program Director.

MSA - MS in Accounting

MSA 600 - Financial Accounting Theory & Practice (3)

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

MSA 610 - Advanced Issues in Managerial Accounting (3)

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

MSA 621 - Federal Taxation (3)

This course introduces the basic principles of taxation common to all types of taxpayers, with special emphasis on business taxation and planning. Topics include tax policy issues, tax planning, computation of business taxable income, and an introduction to the taxation of corporations, S corporations, partnerships, and limited-liability companies.

MSA 625 - International Accounting & Reporting (3)

This course examines the diverse accounting systems employed by different countries and the relationship of those systems to environmental factors (cultural, economic, political, legal, and religious).

Principal topics include performance evaluation in multinational enterprises, social responsibility, harmonization of accounting practices, and transfer pricing within an international framework. The course addresses these topics in part through an applied approach in the discussion and analysis of cases.

MSA 626 - Global Financial Reporting & Analysis (3)

This course focuses on policy issues of foreign currency translation, global inflation, transnational reporting and disclosure, and international accounting and auditing standards. Financial statements of multinational and foreign firms are used for financial statement analysis. The course includes case studies, computer-based assignments, and research projects.

MSA 630 - Advanced Issues in Financial Accounting (3)

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

MSA 631 - Contemporary Issues in Auditing (3)

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

MSA 641 - Accounting & Information Systems (3)

This course introduces different applications and technologies essential to transacting business within the rapidly developing global Internet and web. This course also explores issues relating to management information systems that impact the accounting environment. The course makes use of cases, articles, and current pronouncements in the field.

MSA 650 - Introduction to Accounting Analytics (3)

This course provides a practical foundation to understand the impact of Data Analytics on Accounting, Auditing, and Financial Reporting. The student, through a hands-on methodology, will learn how to identify business questions that can be addressed with data, and then testing the data, refining the testing, and finally communicating the findings.

MSA 670 - Forensic & Investigative Accounting (3)

This course is designed to acquaint the student with the field and practice of forensic accounting. Topics to be discussed include fraudulent financial reporting, employee fraud, indirect methods of reconstructing

income, money laundering and transnational financial flows, various courtroom procedures and litigation support, and cybercrime and business valuations.

MSA 671 - Understanding Business Valuation (3)

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

MSA 680 - Audit Data Analytics (3)

This course provides the concepts of audit analytic techniques and the modern analytic tools developed for internal and external auditors. Students will learn how analytics can be applied in each phase on the audit such as risk assessment, analyzing patterns, identifying anomalies, and extracting useful information of an audit process through analysis, modeling, and visualization.

MSA 681 - Tax Analytics

This course provides students with the skills needed to extract, manipulate, analyze and summarize tax data to solve tax problems and develop actionable tax strategies. Students will learn analytical tools and the process to utilize regressions and scenario analysis to gain insight into various tax topics, forecast effective tax rates, and manipulate the tax data into a visual front end.

MSA 690 - Financial Statement Analysis (3)

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

MSA 699F - Master's Capstone (3)

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

MSA 699I - Master's Capstone (3)

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

and to present the results in an extended scholarly statement in a clear, direct, and concise manner.

NU - Nursing

NU 501 - Healthcare Policy & Ethics for Contemporary Nursing Practice (3)

This course focuses on policy and politics in nursing and health care. It examines health care policy, including global health considerations, health care financing, quality and safety in health care. Ethics as a value system for humane health care delivery is a thread throughout the course. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. It builds on a framework of critical thinking, as students explore aspects of the history of nursing, analysis of current policy development, and implications of the past for present and future actions in nursing and health care.

NU 511 - Role Development for Nursing Management & Executive Leadership (3)

This course introduces the student to contemporary theories of leadership, change, complexity science, and organizational structure and design. The underlying framework of the course is transformational leadership and complexity science. Concepts such as clinical microsystems, nursing care innovations, strategic planning, and change are covered. Students will be introduced to the concept of evidence-based management and encouraged to support their ideas with evidence. Students will complete an assessment of their leadership strengths and weaknesses and develop a professional leadership plan to guide their progress throughout the rest of the program.

NU 521 - Creating a Professional Work Environment (3)

In this course the student will appreciate the rationale and strategies for creating a positive work environment for nursing and the inter-professional team. Topics will include organizational culture, structural empowerment, shared governance, and the adoption of Magnet Hospital tenets (no matter the setting) among others.   Human resource management principle such as selection, development, performance appraisal and nurse satisfaction will be considered within the framework of creating an environment of professional practice.   Further, how a positive work environment supports quality and safety will be discussed based on evidence. Fostering high performance from individuals as well as the team will be stressed.

NU 530 - Theory & Professional Roles for Contemporary Nursing Practice (3)

This course is one of the graduate core courses that provides the foundation for advanced practice nursing. The role of the advance practice nurse as a member of the profession will be emphasized. Students will be introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, students consider issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

NU 549 - Family Theory in the Context Community

This course addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. Emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions.

NU 550 - Family & Community Context for Health Care (3)

This course addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. Emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. Relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities. Students apply advanced clinical knowledge to the family system in a community setting. Students function interdependently with other health team members in the care of families and evaluate a plan of care using standards for advanced clinical practice.

NU 551 - Advanced Pharmacology for the Nurse Practitioner (3)

This course will focus on the pharmacotherapeutic principles of common medications used in the primary care setting. Pharmacologic effects and clinical uses of specific drug groups and classifications will be discussed. Emphasis will be placed on evidence based drug classification selection, monitoring of drug therapies, identification and avoidance of adverse drug reactions and interactions, and extensive patient education and counseling. This course will meet the standards for advanced practice nurse certification in Connecticut.

NU 552 - Advanced Health Assessment (3)

This course prepares the student to assess in depth the biopsychosocial health status of clients across the life span by obtaining and documenting a complete and accurate health history and performing a thorough physical examination. Using acquired data from the history and physical exam, the student is introduced to formulating a working medical diagnosis and plan of care. Course content is designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Integration of common medical testing is introduced. The course assists in the socialization of the student into the role of the FNP in the current health care delivery system. The laboratory component enables the student to develop advanced assessment skills.

NU 553 - Advanced Pathophysiology (3)

This course further prepares each student to assess in depth the pathophysiology of common disease states. Clinical pathology content will address alterations in major body systems that are commonly found in primary care settings, as well as common testing used in the diagnostic process. This course assists the student into the role of advanced practice nurse and/or nurse in advanced nursing role with the preparation to assess clients across the lifespan.

NU 554 - Application of Comprehensive Health Assessment Methods (3)

This course prepares the learner to assess in depth the biopsychosocial health status of clients across the lifespan by obtaining a complete and accurate health history and by performing a systematic physical examination. Acquired data will be used to formulate a comprehensive problem list for the client and to refine documentation skills. Content will be designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Health and wellness in the context of disability will be addressed. This course assists in the socialization of the learner into the role of the clinical nurse leader or nurse educator in the current healthcare delivery system. The laboratory component enables the learner to develop comprehensive assessment skills.

NU 555 - Family Theory in the Context Community

This course addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. Emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions.

NU 556 - Advanced Pharmacology I (2)

This course is the first of two pharmacology courses designed to provide FNP students with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. The course begins with an introduction to general principles of pharmacology, pharmacokinetics and pharmacodynamics, and then concentrates expressly on the pharmacotherapeutics germane to specific body systems. Students are taught the general properties of drug categories used to treat diseases of specific body systems and apply these pharmacologic concepts to clinical situations. Emphasis is placed on the development of problem solving and decision-making skills and patient education as they relate to the clinical use of pharmacotherapeutics and the role of the FNP in prescriptive responsibilities.

Distribution: Nursing.

NU 557 - Advanced Pharmacology II for the FNP/DNP (2 cr)

This course is the second of two courses designed to provide FNP students with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. The course concentrates on the pharmacotherapeutics germane to specific body systems. Students are taught the general properties of drug categories used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Emphasis is placed on the development of problem solving and decision-making skills, and patient education as they relate to the clinical use of pharmacotherapeutics and the role of the FNP in prescriptive responsibilities.

NU 561 - Primary Care I: Comprehensive Primary Care of the Adult (6)

The first of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to a systematic approach to understanding the delivery of primary healthcare to the well adult. Various principles of illness prevention and health maintenance are introduced, as well as methodologies used to diagnose and treat common primary care problems. Emphasis is on the consultation role component of the nurse practitioner as well as on the direct provision of primary care and health promotion. In addition to classes, students participate in clinical experiences.

NU 562 - Primary Care I: Comprehensive Primary Care of the Adult (5)

The course first of 3 clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the Family Nurse Practitioner. Course content introduces the student to a systematic approach to understanding the delivery of primary health care to the well adult. Various principles of illness prevention and health maintenance are introduced, as well as methodologies used to diagnose and treat common primary care problems. Emphasis is on the consultation role component of the Family Nurse Practitioner as well as on the direct provision of primary care and health promotion. In addition to classes, students participate in a required primary care clinical experience.

NU 566 - Advanced Pathophysiology for Nurse Practitioners (3)

This course provides FNP students with a comprehensive understanding of the pathophysiology of disease processes most commonly seen afflicting patients across the lifespan. Clinical pathology content addresses alterations in major body systems that are commonly found in primary care settings, as well as common testing used in the diagnostic process.

NU 575 - Healthcare Information Systems (3)

Nursing Informatics combines knowledge and skills from nursing science, computer science, information science, and cognitive science to identify, define, manage and communicate data, information, knowledge, and wisdom in nursing practice. Core concepts will be discussed in relation to the application of nursing informatics to support nursing practice and enhance outcomes of care. Major topics related to nursing informatics will be explored. The use of informatics to enhance patient care delivery, quality, and safety in healthcare systems will be emphasized.

NU 576 - Management of Financial Resources (3)

This course provides an overview to the process of budgeting in the healthcare setting. This course will explore the building blocks that are utilized to develop sound budget projections. The course will also review and explore the healthcare system and the multiple payers and their impact on the ability to utilize information systems in the development and ongoing analysis of financial data.

NU 588 - Theoretical Basis of Teaching & Learning in Nursing Education (3)

This course covers research-based educational theory and evidence-based teaching/learning strategies. The theories will be examined for

their application in a variety of settings, levels of education, and for the adult learner. This course will introduce the impact of diversity and emphasis is placed on who the learner is and how he/she learns. External issues and trends impacting on nursing education will be explored including ethical/legal considerations in course curriculum design and implementation, and virtual environments for teaching/learning and external issues and trends impacting on nursing education will be explored.

NU 589 - Curriculum Development & Evaluation in Nursing Education (3)

This course prepares the student to design and implement curriculum based on evidence-based teaching/learning theory. Focus is on the process of curriculum development for an individual course including course objectives, content, learning activities, delivery of the content, and student evaluation. The role of the faculty in program evaluation of the curriculum is explored.

NU 599 - Special Topics in Nursing (3)

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

NU 601 - Principles of Healthcare Research for Contemporary Nursing Practice (3)

This course examines the field of research and its relationship to problems related to nursing and healthcare. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students will apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the course to promote an understanding of those concepts within the context of healthcare research. Emphasis is placed on evaluating research for nursing practice.

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

The primary focus of this course is to integrate best current evidence with clinical expertise and patient/family preferences and values for the delivery of optimal health care. To that end the emphasis of the course will be on critiquing and rating the research literature for application of research to practice and the development of an evidence based practice project. Select research designs frequently used in practice settings will also be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Analysis and use of appropriate statistical methods will be integrated throughout the course.

NU 603 - Principles of Healthcare Research for Evidence-Based Nursing Practice (3)

(*for Family Nurse Practitioner students only)

This course studies the field of research and its relationship to problems related to nursing and healthcare. Each step of the research process is explored in depth to develop the skills to apply research to practice. Students will apply critical analysis to relevant research literature to

appraise its usefulness and application. Use of statistical methods and concepts are reviewed and integrated throughout the course to promote understanding. Emphasis is placed on evaluating various types of research evidence for advanced practice nursing. Ethical and legal implications of conducting research are also reviewed.

NU 604 - Health Care Research and Statistical Foundations for the Advanced Practice Nurse (3)

This course introduces the student to the research-practice connection. Emphasis is placed on the understanding and interpretation of quantitative and qualitative research and basic statistics found in health care and related literature. Students build their research and statistical literacy to support a practice based on credible evidence from current research literature.

NU 605 - Advanced Pharmacology for the Nurse Leader (3)

This course will focus on the pharmacotherapeutic principles of drugs most commonly used and evaluated by Master's prepared nurse across healthcare settings. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics, as well as the principle classifications of drugs in clinical use today are discussed in relation to physiologic and psychologic concepts. The role of the Master's prepared nurse in teaching patients safe and effective medication administration and assessment of medication management and patients with chronic disease is emphasized. A variety of interactive and experiential activities will be utilized to enable the student to apply pharmacological theory to clinical situations and patient education.

NU 611 - Care Management & Resources Across the Continuum (3)

This course examines the Clinical Nurse Leader's (CNL's) responsibility for the management of healthcare across the lifespan and continuum of care while remaining cognizant of the global environment in which healthcare is provided. It is designed to introduce the student to the evolution of the CNL role and responsibilities as well as how the CNL functions as a member of the profession. Theory and research based knowledge in the design, coordination, and evaluation of the delivery of client care will be reviewed with special attention to financial and resource management together with quality improvement. Communication skills and strategies necessary to interact and collaborate with members of the interdisciplinary healthcare team in addition to developing a therapeutic alliance with the patient will be discussed.

NU 612 - Disease Management & Outcomes Assessment (3)

This course is designed to introduce the Clinical Nurse Leader (CNL) to concepts directed towards maximizing patient outcomes through the management of illness and disease across the lifespan. The social,

physical, psychological, and spiritual responses of the individual, family or caregiver to illness/ disease will be examined. Strategies for empowering patients and families to manage their chronic condition will be emphasized. Students will explore concepts of health promotion, illness prevention, and health maintenance of clients (individual, group, and/or community). Research on the outcomes of case and disease management is covered along with strategies for identifying and measuring outcomes of care. Understanding will aid the CNL in empowering the students, healthcare team, patients and families to manage chronic health conditions and to improve the design and delivery of health care services.

NU 617 - Healthcare Delivery Systems (3)

This course focuses on the current healthcare delivery system and the impact on patient care. An evaluation of the healthcare delivery system will incorporate the impact of social issues, economics, policies, culture, education, and technology on the healthcare system. Past, future, and contemporary trends in healthcare delivery will be incorporated into the analysis of organizational micro- and macrosystems.

NU 619 - Principles of Patient & Staff Education (3)

The course is to prepare the graduate level nurse in the nurse educator's role of patient and staff education utilizing theory and research-based knowledge in the design, coordination, and evaluation of the delivery of patient care as well as patient and staff education. Communication skills and strategies necessary to interact and collaborate with members of the interdisciplinary health care team and the patient will be explored.

The course will provide the student with the ability to develop an in-depth knowledge in a clinical specialty and to develop a simulation design that can be effectively utilized in an educational setting. Under the supervision of a preceptor, the student will apply graduate-level health assessment, pathophysiology, and pharmacology as well as principles of cultural diversity in a selected healthcare population utilizing nursing and theoretical frameworks to improve patient outcomes.

A practicum experience involving direct patient care is a required part of this course.

NU 621 - Primary Care II: Advanced Primary Care of Families in Complex Systems (7)

The second of three clinical courses designed to enable graduate FNP students to learn problem-solving skills and clinical strategies necessary to diagnose and treat common and complex primary care problems found in adult families and their members. Emphasis is on the leadership role component of the nurse practitioner as well as on the direct provision of primary care. In addition to classes, students participate in clinical experiences.

NU 622 - Primary Care II: Advanced Primary Care of Families in Complex Systems (6)

The second of three clinical courses designed to enable graduate Family Nurse Practitioner students to learn problem-solving skills and clinical strategies necessary to diagnose and treat common and complex primary care problems found in adult families and their members. Emphasis is on the leadership role component of the nurse practitioner as well as on the direct provision of primary care. In addition to classes, students participate in clinical experiences.

NU 631 - Primary Care III: Advanced Primary Care & Health Promotion of Special Populations (8)

This is the final clinical course designed to enable graduate students to learn the diagnostic and management skills necessary to complete socialization into the role of family nurse practitioner. Class content will introduce students to methodologies used to diagnose and treat common primary care problems found in special populations, emerging families and their members. Implementation and synthesis of the role will be addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities, and collaborative relationships. Future trends in advanced nursing practice will be explored. The application of advanced nursing practice theory into supervised clinical practice will be included and emphasized. In this course, students will complete a capstone project that is a culminating experience beyond the required course work. It represents the student's ability to formulate a project and implement it from start to finish using a combination of conceptual, technical and applied knowledge.

NU 632 - Primary Care III: Advanced Primary Care & Health Promotion of Special Populations (7)

This is the final primary care clinical course designed to enable graduate students to learn the diagnostic and management skills necessary to complete socialization into the role of family nurse practitioner. Class content will introduce students to methodologies used to diagnose and treat common primary care problems found in special populations, emerging families and their members. Implementation and synthesis of the role will be addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities, and collaborative relationships. Future trends in advanced nursing practice will be explored. The application of advanced nursing practice theory into supervised clinical practice experiences will be included and emphasized.

NU 665 - Quality & Safety in Practice (3)

During this course, students will proceed in a step-by-step progression through the continuous quality improvement (CQI) process. This approach prepares students with the necessary skills to complete a CQI capstone project in the practicum courses. The student will review the historical background and theory of quality improvement and apply it to the current healthcare environment. After a review of the national and regulatory issues of patient safety, the student will identify one issue to use in the course to apply CQI methodology.

NU 672 - Nursing Management & Executive Leadership Practicum (3)

This is the next to the last course in the nursing sequence for the Nursing Management and Executive Leadership track. Nursing 672 will focus at the larger organization's macrosystem level. Students will apply and analyze the theories, competencies and concepts of previous courses in a designated clinical practicum experience using a preceptor. Further, students will share their reflections with other course participants

through a weekly discussion using appreciative inquiry to describe a significant learning on the strengths and weaknesses of their clinical site focused on the course objectives.

The core role competencies for the nurse manager and executive leader frame the course activities including managing client needs and expectations, marketing, managing financial resources, assessing quality and safety, visioning and strategic planning, designing care management systems, and developing operational plans for accountability and ethical practice. Leadership strategies for accomplishing this work are explored. Current issues and trends in health care and nursing management and executive leadership are covered in course readings and integrated into (the) course assessments/project.

In this course, the student will perform an organizational assessment and evaluation (macrosystem level) in two parts and complete Part I of the capstone project.

NU 673 - Capstone: Nursing Management & Executive Leadership (3)

This is the last course in the nursing sequence for the Nursing Management and Executive Leadership track. Nursing 673 will focus on the larger organization's macrosystem level. Students will apply and analyze the theories, competencies and concepts of previous courses in a designated role practicum experience using a preceptor. Further, students will examine the application of theories/evidence from scholarly readings and their application to practice. Students will share their reflections with other course participants through a weekly discussion using appreciative inquiry to describe a significant learning on the strengths and weaknesses of their clinical site focused on the course objectives.

The core role competencies for the nurse manager and executive leader frame the course activities and include assessing the following areas: human resource management, workforce development, succession planning, culture of safety, The Joint Commission (TJC) national patient safety goals, public reporting and accountability, automation in healthcare and redesign of workflow, meaningful use, accountability care organizations, healthcare reform, care across the continuum, and raising the bar – learning from excellence. Current issues and trends in health care and nursing management and executive leadership are covered in course readings and integrated into (the) course assessments/project.

In this course, students will complete their capstone project and the organizational assessment and evaluation (macrosystem level).

NU 680 - Clinical Nurse Leader Role Practicum (3)

The immersion experience is divided over two modules: NU680 and NU681 constituting 6- credits in total. The two courses provide the opportunity for in-depth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. The immersion experience focuses on the role of the clinical nurse leader as clinician, outcomes manager, client manager, client advocate, educator, information manager, systems analyst/risk anticipator, team member, member of the profession, and lifelong learner. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems occurs through clinical role practice. A team of preceptors provide guidance and support as CNL students identify and confirm the role components of the CNL while analyzing the organizational context for this new role.

NU 681 - Capstone: Clinical Nurse Leader (3)

The immersion experience is divided over 2 modules: NU680 and NU681 constituting 6-credits. The two courses provide the opportunity for in-depth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. The immersion experience focuses on the role of the clinical nurse leader as clinician, outcomes manager, client manager, client advocate, educator, information manager, systems analyst/risk anticipator, team member, member of the profession, and lifelong learner. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems occurs through clinical role practice. A team of preceptors provide guidance and support as CNL students identify and confirm the role components of the CNL while analyzing the organizational context for this new role.

NU 690 - Nursing Education Role Practicum (3)

This is the first course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the previous courses in a designated role practicum experience using a preceptor. Through this experience, the student will develop an evidence-based teaching project. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area. A practicum experience, that may involve direct patient care, is a required part of this course.

NU 691 - Capstone: Nurse Educator (3)

This is the final course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the previous nurse educator courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence based teaching proposal. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area. A practicum experience, that may involve direct patient care, is a required part of this course.

NU 700 - Theoretical Components of Nursing Science (3)

This course investigates the study of knowledge shared among members of the nursing discipline, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims, and the philosophy of science. The nature of theory, theory development in nursing, and significant conceptualizations of nursing will be discussed. Through guided search and discussion, doctoral students will become knowledgeable about the utilization of theory to guide practice.

NU 710 - Healthcare Policy, Advocacy, & Ethics (3)

This course explores the effect of the interrelationship between policy, advocacy, and ethics on clinical practice and health care leadership. The advanced practice nurse's role in health care policy and planning is examined. An overview of issues in health care policy and planning, including the socio-political and economic context of health and health-seeking behaviors will be provided. Health care policy and planning at the local, state, and federal levels will be considered. Issues in clinical practice will be examined for how legislation and regulations impacts care. The course examines the structure and function of legislative and regulatory organizations, governance, public relations, and global health care issues. Broader social issues common to the care of underserved and vulnerable populations will be examined. Ethical dimensions of public policy formulations and implementation will be highlighted.

NU 720 - Leading Quality Initiatives & Information Systems (3)

This course introduces the fundamentals of patient safety and quality improvement (QI) in a variety of healthcare settings. Emphasis is placed on the development, implementation, and evaluation/measurement of evidence-based healthcare QI practices. Management of complex system change within the healthcare environment is reviewed as part of the QI process. Examining key issues related to patient safety is an important concept throughout this course. Information Systems (IS) is also addressed throughout this course to examine best application to the QI process along with daily practice needs. Students examine key processes involved in optimal patient safety, outcomes, and the overall delivery of health care services.

NU 721 - DNP Project:Topic Development (1)

This course is the first of 6 project seminars in which the student synthesizes, integrates, and translates newly acquired knowledge and skills in the implementation and evaluation of the selected project over the course of the program. The first seminar prepares the student to develop the problem statement and a plan for evidence review.

NU 722 - DNP Project:Methodology Development (1)

This course is the second of 6 project seminars. Under the guidance of the course faculty, DNP Project Leader, and external advisor the student synthesizes, integrates, and translates newly acquired knowledge and skills in the implementation and evaluation of the selected project over the course of the program. In the second seminar, the student completes an evidence review, synthesis and recommendations, and prepares draft of project proposal.

NU 723 - DNP Project: Proposal Review (1)

This course is the third of 6 project seminars. Under the guidance of the course faculty, DNP Project Leader, and external advisor, the student synthesizes, integrates, and translates newly acquired knowledge and skills in the implementation and evaluation of the selected project. In this seminar, the student completes the proposal presentation.

NU 724 - DNP Project: Responsible Conduct of Research (1)

This course is the fourth of 6 clinical seminars. Under the guidance of the course faculty, DNP Project Leader, and external advisor, the student synthesizes, integrates, and translates newly acquired knowledge and skills in the implementation and evaluation of the selected project over the course of the program. In this seminar, the student investigates ethical considerations related to the project prior to implementing the project in the practice setting.

NU 725 - DNP Project: Implementation & Data Analysis (1)

This course is the fifth of 6 clinical seminars. Under the guidance of the course faculty, DNP Project Leader, and external advisor, the student synthesizes, integrates, and translates newly acquired knowledge and skills to implement and evaluate the selected project. In the 5th seminar, the student evaluates the project outcomes.

NU 726 - DNP Project: Presentation, Dissemination, & Evaluation (1)

This course is the last of 6 clinical seminars. Under the guidance of the DNP Project Leader and project mentor, the student has synthesized, integrated, and translated newly acquired knowledge and skills in the implementation and evaluation of the selected project. In the 6th seminar, the student completes the project write-up and presents project findings.

NU 730 - Clinical Scholarship and Analytical Methods for Evidence-Based Practice I (3)

This course reviews doctoral level practice scholarship and the principles of evidence-based practice. Students learn how to build a practice based on clinical expertise, best current evidence, patient values/preferences/goals, and available resources.

Prerequisite: Pre-req NU 604 or equivalent.

NU 735 - Clinical Scholarship and Analytical Methods for Evidence Based Practice I (3)

This course reviews doctoral level practice scholarship and the principles of evidence-based practice. Students learn how to build a practice based on clinical expertise, best current evidence, patient values/preferences/goals, and available resources.

NU 740 - Epidemiology & Population Health (3)

This course provides the student with a foundation in clinical prevention and population health. The student is introduced to the methods used by epidemiologists to assess factors associated with the distribution and determinants of health and disease in populations and to read, interpret, and apply literature using epidemiologic and statistical methods. Topics

include a discussion of the historical background, practical applications of epidemiology, methods for identifying and evaluating sources of health information, calculation of key epidemiologic measures, investigation techniques, and an evaluation of the strengths and weaknesses of different study designs. Current concepts of public health, health promotion, evidence-based recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity are integrated throughout the course. The student is taught to interpret epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health.

NU 741 - Teaching Learning Principles & Curriculum Design in Advanced Nursing Education (3)

The purpose of this elective course is to provide students the opportunities to examine research-based educational theory and evidence-based teaching/learning strategies to design and implement instruction for diverse learners and evaluate the quality and effectiveness of instruction. In addition, analysis and synthesis of theories and concepts related to curriculum development and evaluation in education are emphasized. A practicum experience is a required component of the course.

NU 742 - Leadership in Advanced Nursing Education (3)

The purpose of this elective course is to engage students in an analysis and synthesis of concepts and theories basic to the nurse educator in a leadership role in academia. Emphasis is on current issues and trends in nursing education, the role of the DNP nurse educator, knowledge necessary for success in a leadership role such as the accreditation process and the relationship between the school/department of nursing and state board of nursing. In addition, relevant topics such leadership theory, policy, and legal and ethical issues will be discussed. A practicum experience is a required component of the course.

743 - Epidemiology and Population Health

In this course students expand focus from individual client care to consideration of populations, community, and economic challenges within the changing environment of healthcare. Students learn methods of interpretation of epidemiological literature to support evidence based practice change, program development or policy/regulatory initiatives. Students learn descriptive and analytic epidemiological methods, to measure disease burden, to apply epidemiological principles to disease causation, to organize epidemiological information, and to measure disease frequencies.

NU 745 - Evidence-based Practice for the Doctorally Prepared Advanced Practice Nurse

This course is designed to teach evidence-based practice (EBP) skills that will enable students to conduct extensive evaluations of existing literature to improve patient care. The course provides a comprehensive overview of EBP, and the components essential for implementation of EBP in a clinical setting. It is designed to focus on skills needed to critically evaluate information from research studies and professional consensus statements. Essential topics for clinical inquiry are addressed, including developing PICO (Patient, Intervention, Comparison, Outcome) questions, evaluating existing clinical guidelines, critically appraising and synthesizing evidence from research studies and other sources using critical appraisal tools, integrating evidence into practice, and internal and external dissemination of results.

NU 750 - Clinical Scholarship & Analytical Methods for Evidence-Based Practice II (3)

This course is the second of two courses that reviews doctoral level practice scholarship and the principles of evidence-based practice. Course content emphasizes implementation plans, and the evaluation, analysis and reporting of outcomes.

Prerequisite: Pre-req NU 730.

NU 755 - Clinical Scholarship and Analytical Methods for Evidence Based Practice II (3)

This course is the second of two courses that reviews doctoral level practice scholarship and the principles of evidence-based practice. Course content emphasizes implementation plans, and the evaluation, analysis and reporting of outcomes.

Prerequisite: Pre-req NU 730.

NU 760 - Strategic Leadership & Collaboration in Health Care Organizations (3)

This course addresses organizational and systems leadership skills for advanced leadership in practice to improve clinical health care systems and promote excellence in care. Focus is on leadership, strategic visioning and planning, collaboration with the health care team to make data driven decisions at both the micro and macro systems level. Healthcare finance and the implications for health care organizations are examined.

NU 770 - Advanced Care of Special Populations (3)

This clinical course is designed to enable the doctoral student to refine and expand the skills necessary to care for vulnerable and disenfranchised populations. This course focuses on the complex management of health care problems experienced by special populations across the lifespan. The student will examine health disparities and the burden of disease within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.

NU 781 - Introduction to Palliative Care (3.00 Credit(s))

This course is an introduction to palliative care nursing within a quality of life framework. The emphasis is on symptom management and care for the patient and family experiencing a life threatening illness with a focus on end of life care. The student will explore the role of the advanced practice nurse on the interdisciplinary palliative care team. Nursing leadership responsibilities in palliative care as it relates to policy, research and practice to improve patient and system outcomes are discussed. This 3-credit course is required for the FNP/DNP student and is an elective for the post MSN DNP student.

NU 782 - Executive Leadership (3.00 Credit(s))

Ongoing transformation of the health care environment requires that nurse leaders develop capacities in new arenas in order to address aggregate health, system, and global needs. Guided by various leadership models in health care, this course explores advanced leadership development opportunities in data analytics, entrepreneurship, and globalization. The focus will be on understanding leadership models as guides to influence behavior, data analytics as a strategy for improving outcomes of care, entrepreneurship for professional autonomy and meeting social needs, and globalization for improving global health. This course is an elective 3-credit course for the PM/DNP student.

NU 783 - Leadership in Chronic Disease Management & Palliative Care

This course focuses on chronic disease management models within a quality of life framework. Students will use evidence-based practice guidelines to support clinical management plans with the goal of symptom control and optimizing health outcomes. The role of the advanced practice nurse on the interdisciplinary palliative care team will be explored to gain an understanding of nursing leadership responsibilities as relates to policy, research and practice to improve patient and system outcomes. Ethical principles will guide clinical decision making when complex problems create a dilemma in the delivery of care to chronically ill and aging populations.

NU 799 - Special Topics Independent Study (1.00-6.00)

NU 810 - DNP Scholarship & Advanced Practice I (3)

This course is a role transition seminar and colloquium that assists the student in preparing for expanded roles. The student synthesizes, integrates, and translates knowledge, skills, and attitudes that have been acquired throughout the program. Practice immersion experiences are designed by students based on DNP Essentials competency self-assessment and scholarly interests.

NU 820 - DNP Scholarship & Advanced Practice II (3)

This course is a role transition seminar and colloquium that will assist the student in preparing for expanded roles and self-reflection. The student synthesizes, integrates, and translates knowledge, skills, and attitudes that have been acquired throughout the program.

Practice immersion experiences will be designed by students based on DNP Essentials competency self-assessment and scholarly interests. Scholarly writing, grant proposals, and career development strategies will be discussed.

821 - DNP Project Topic Development

In the first of 4 project seminars, under the guidance of the course faculty, DNP project lead, and practice mentor, the student synthesizes, integrates, and translates newly acquired knowledge and skills related to topic development. This first seminar, prepares the student to identify a project topic.

822 - DNP Project Evidence Review, Recommendations, Proposal Development

This course is the second of 4 project seminars. Under the guidance of the course faculty, DNP project lead, and practice mentor, the student synthesizes, integrates, and translates newly acquired knowledge and skills in the implementation and evaluation of the selected project. In this seminar, the student completes the project evidence review, recommendations and proposal development.

- DNP Project Proposal Presentation

This course is the third of 4 project seminars. Under the guidance of the course faculty, DNP project lead, and practice mentor, the student synthesizes, integrates, and translates newly acquired knowledge and skills in the implementation and evaluation of the selected project. In this seminar, the student completes the proposal presentation.

824 - DNP Project Final Presentation

This course is the last of the 4 project seminars. Under the guidance of the course faculty, DNP project lead, and practice mentor, the student synthesizes, integrates, and translates newly acquired knowledge and skills in the implementation and evaluation of the selected project. In this seminar, the student completes the final project presentation.

NU 831 - Clinical Immersion I (2.0)

The clinical practice immersion experience is individually designed based on the Family Nurse Practitioner student's clinical interests. Specialty clinical experiences and procedure workshops will be used to provide opportunities for increasing clinical skills and competency. Students prepare for a Family Nurse Practitioner national board certification examination using review techniques and online predictor examinations.

NU 832 - Clinical Immersion II   (2.0)

The clinical practice immersion experience is individually designed based on the Family Nurse Practitioner student's clinical interests. Specialty clinical experiences and procedure workshops will be used to provide opportunities for increasing clinical skills and competency. Students will complete their national board certification examination and prepare for licensure and employment.

OT - Occupational Therapy

OT 501 - Introduction to Occupational Therapy as a Profession (3)

This course will introduce Occupational Therapy students to the foundations of professional practice. Students will develop a historical and philosophical perspective of the profession, explore what it means to be a professional, and understand the theories and models that guide occupational therapy practice. Both the national and international view of practice will be promoted.

OT 503 - Research I: Introduction to Research (2)

A prerequisite to OT 531

This course will provide students with a thorough understanding of the importance of research to the profession of occupational therapy and with the ability to read the research of their profession. Students will be able to converse with others about basic research principles, explain their use of research to others, and be able to understand and critique the research of occupational therapy and other professions. Topics covered in this course include basic concepts of research, an overview of

research designs and methods, and concepts of examining research evidence critically. Course formats include seminar, lecture, and workshops.

OT 504 - Therapeutic Use of Self I (2)

This first semester course is designed to promote reflection on the educational process and the individual student's future occupational therapy practice. Students will complete reflective self-assessments and analyze them to determine their therapeutic personality traits and modes necessary for developing a professional identity and skill base. Understanding the nature of the therapeutic relationship as an intentional process is taught for successfully developing client and group dynamics. Course formats will include seminars, discussions, and in class and online course activities.

OT 505 - Health Policy & Law (2)

This course examines national and state health and education policies, legislation, and laws that affect occupational therapy practice. Access, quality, and cost factors (classification and reimbursement) are examined in relation to service delivery models in health and education with a particular emphasis on policy and legislation affecting populations with needs and conditions that fall within the domain of occupational therapy practice. Course delivery includes lecture, discussion, web-based resources, and classroom learning activities.

OT 523 - Applied Functional Anatomy & Neuroanatomy (4)

This course examines the organization, development, and function of the nervous, musculoskeletal, cardiovascular, respiratory, and immune and lymphatic systems of the human body. The course will examine the relationship between these systems in terms of their function on occupational performance across the lifespan. The course will emphasize neuroscience, kinesiology, and how these concepts apply to occupational therapy practice. Course content will be delivered in the context of experiential and human anatomy labs, seminars, and self-directed learning.

OT 524 - Physical & Mental Health Conditions Across the Lifespan (3)

This course will explore the characteristics and implications of major categories of mental and physical health conditions that occupational therapists may encounter when working with clients across the lifespan. The course is designed to build a common language and foundation for future coursework, requiring occupational therapy assessment choices and intervention strategies for clients with mental and physical conditions (disability/deficits/pathology) across the lifespan. Human conditions will be examined in the context of the human systems affected by the condition, epidemiology, prognosis, mental and/or physical deficits/disability associated with the condition, and medical and pharmacological interventions and their impact on function and research.

OT 525 - Health & Wellness: Personal Journey (0.5)

This course consists of the personal pursuit of one's well-being: mind, body, and spirit. Students will reflect on different dimensions of wellness, health literacy, and the biological and environmental (physical and social) forces, both controllable and uncontrollable, that affect health and well-being.

OT 526 - Topics in Mental Health (2)

This course will examine the evidence behind current occupational therapy assessments and interventions for clients with mental health conditions. Occupational therapy models and frames of reference, along with other important theories and research evidence regarding various mental health conditions will be examined in relation to client factors, areas of occupation, performance skills, performance patterns, contexts and activity demands pertaining to the clinical cases analyzed throughout the semester. Spirituality and the meaning of occupations will also be considered in the context of each clinical case. Students will discuss their individual research findings and describe and debate their decisions in regards to the clinical cases being analyzed. The format for this course will be lecture and large class discussion as well as Team-Based Learning experiences. Additionally, students will engage in a service-learning project, which will involve developing a therapeutic activity for clients in the community.

OT 527 - Problem-Based Learning in Mental Health (3)

This course will utilize Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis of the acquired knowledge for evidence-based practice in mental health occupational therapy. Students will practice clinical decision making while applying their knowledge of occupational therapy foundational theories and principles to the evaluation and intervention process with clients with mental health conditions. This course will focus on the affective and cognitive domains of learning within Bloom's taxonomy. Students will develop the ability to "think" like an occupational therapist, considering the contexts of a client's natural environments, while also beginning to internalize the values of occupational therapy, such as client-centered care. Additionally, students will learn the team skills required of an occupational therapist on a professional team, such as sharing information appropriately while listening to the views of others respectfully and with thoughtful consideration.

OT 528 - Clinical Lab in Mental Health (5)

In this laboratory course students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands on" learning experiences. The focus will be on developing basic clinical skills of occupational therapy evaluation, individual and group interventions, as well as professional behaviors and team collaboration skills you will need in order to serve clients with mental illness and their families.

OT 529 - Level I FW & Seminar: Mental Health (0.5)

The purpose of Level I Fieldwork is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Fieldwork in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working pediatric and adolescent populations with a variety of needs for occupational therapy services. Self-directed, collaborative learning, and class participation are essential aspects of this course. Students will engage in seminar and Level I fieldwork experiences throughout the semester. Each student will attend seminar classes (refer to Topical Outline for seminar dates) and complete online case simulations, pre-briefing and de-briefing and correlating assignments.
Fieldwork experiences will be determined by the Asst. Academic Fieldwork Coordinator. Fieldwork experiences focuses on developing students' observational skills for evaluation and intervention,

understanding the role of the OTR, OTA, and other members of the professional team, and practicing professional behaviors.

OT 530 - Groups (2)

In this course students will develop an understanding of groups theory, group process and practice; how occupational therapists utilize groups for assessment and intervention within particular frames of reference and theoretical models. Course content is provided primarily in lecture format and, also includes some in-class discussion, demonstrations, readings, experiential opportunities, and community-based observations. Students will experience a variety of some "hands-on" activities, role-plays, videos and demonstrations. In addition, each student will be required to participate in a group experience outside of class time (community-based group) and apply new learning during in-class therapeutic group for her/his peers (during Mental Health Clinical Lab).

OT 531 - Research II: Single-Subject Design (2)

This course will apply concepts and content learned in OT 503 to actual research activities using single-subject research design. Students will engage in a review of the literature and will develop a proposal for a study using single-subject research design. Additionally, students will examine the methods of procuring funding for research activities related to their research proposal. In-class activities will develop data collection, data analysis, and data reporting. Class formats will include lectures, discussions, workshops, and online activities.

Prerequisite: OT 503 Research I: Introduction to Research.

OT 542 - Health, Prevention, & Well-Being (2)

This course offers specific knowledge for the development of a deep understanding of occupational therapy's role in health promotion practice and disease or disability prevention. Students will develop an understanding of conceptual models in relation to health and wellness and explore approaches as well as the evidence regarding how physical, mental, and spiritual health are critical to a person's overall health, well-being, disease prevention, and the ability to participate meaningfully in their daily occupations.

OT 543 - Needs Assessment & Program Development (3)

Students learn how to do a needs assessment and the components of program development and complete a needs assessment and develop a community-based program or project in response to an identified need for a community site subject. The service-learning experience is designed to give students the proactive entrepreneurial skills needed to identify and work in the community. The course also examines the theoretical models of community-based practice and health promotion including consultation and prevention. Course content will be provided through lectures, discussions, and in-class learning/lab, and service learning.

OT 545 - Topics in Pediatrics & Adolescence (2)

This course will examine the evidence that serves as a basis of occupational therapy assessment and intervention in current practice

with clients from birth through adolescence. Current theories will be examined and critically analyzed relating to areas of occupation, performance skills, performance patterns, context, activity demands, and client factors. Spirituality and the meaning of occupations for an individual will also be considered in the context of evaluation and intervention. Students will actively participate in discussion and debate regarding the work done in their PBL groups, to describe and defend the theoretical and research basis for their clinical decisions. The format for this course will be presentation, discussion, and collaborative work.

OT 546 - Human Occupation & Activity Analysis (3)

Development of the occupational therapy profession has been dynamic and always grounded in the core principles of occupation. The purpose of this course is to introduce you to the language of human occupation and introduce you to the skill of activity analysis. In this course the term "occupation" is defined and examined broadly. Students will untangle the concepts of occupation and activity, purposeful-activity, function, and health. Students will explore an understanding of occupation used in purposeful and meaningful ways, in facilitating the health and well-being of individuals. You will examine our professional heritage of occupation and review the historical development of activity/task analysis as a valuable tool in the process of occupational therapy, for use with all clients, across all contexts. You will learn about activity synthesis, ways to evaluate the nature and demands of a range of activities, as well as how to evaluate activity preferences of individuals. In addition, you will have multiple opportunities to analyze, adapt, and learn how to teach activities

OT 547 - Clinical Lab: Pediatrics & Adolescence (5)

In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during hands-on learning experiences within the contexts of the daily lives of families of infants and children through early adulthood while maintaining professional behaviors and team collaboration. Documentation, evaluation, planning, and the development of intervention plans through the use of clinical cases will be emphasized.

OT 548 - Level I FW & Seminar: Pediatrics & Adolescence (1)

The purpose of Level I Fieldwork is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Fieldwork in combination with TBL, PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working with pediatric populations with a variety of needs for occupational therapy services. Self-directed, collaborative learning, and class participation are essential aspects of this course. Students will engage in seminar and Level I fieldwork experiences during the semester. Each student will attend seminar classes during the semester (refer to Topical Outline for seminar dates). Students will engage in online Simucase simulations, pre-briefings and de-briefings and complete correlating assignments. Fieldwork experiences will be determined by the Asst. Academic Fieldwork Coordinator. Fieldwork experiences focuses on developing students' observational skills for evaluation and intervention, understanding the role of the OTR, OTA, and other members of the professional team, and practicing professional behaviors. Fieldwork experiences are aligned with academic content.

OT 549 - Problem-Based Learning: Pediatrics & Adolescence (5)

This course will utilize problem-based learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced-based practice in pediatric occupational therapy. Students will practice clinical decision-making skills in applying their knowledge of occupational therapy theories and principles to the evaluation and intervention process with clients from birth to adolescence. This course will focus on the affective and cognitive domains of learning within Bloom's taxonomy. Students will develop the ability to think like an occupational therapist in considering the child's natural environment while also beginning to internalize the values of occupational therapy such as client-centered care. Cases and assignments will encourage students to adopt a family-centered perspective. Additionally, students will learn the team skills required of an occupational therapist on the healthcare team, sharing information appropriately while listening to others' views respectfully and with thoughtful consideration. The format for this course will be small PBL tutorials and independent small-group work.

OT 565 - Problem-Based Learning: Adults & Geriatrics (3)

This course utilizes problem-based learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced-based practice in occupational therapy with the adult and geriatric populations, and builds on knowledge acquired in the previous two trimesters. Students will learn to consider the diversity within these age groups in relation to physical, social, lifestyle, and cognitive factors and investigate the multidisciplinary and contextual support systems available to enable occupational performance. The format for this course will be PBL.

OT 566 - Clinical Lab: Adults & Geriatrics (5)

In this lab-format course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands-on" learning experiences and build on knowledge acquired in the previous two trimesters. The focus will be on developing the basic knowledge and clinical and documentation skills of occupational therapy for effective evaluation intervention and discharge within the contexts of the daily lives of adult and geriatric clients while maintaining professional behaviors and team collaboration. Course format will include lectures discussions and in-class community laboratory activities.

OT 574 - Topics in Adults & Geriatrics (2)

This course will examine current topics and trends and occupational therapy's role when working with adult and geriatric populations, building on knowledge acquired in the previous two trimesters. This course will supplement the lab and PBL components of the program's adult and geriatric curriculums and require students to reflect on lab and the PBL scenarios, and apply that knowledge to other 'like' cases. The intention is for students to consider theories and evidence to make informed decisions about evaluation and intervention strategies and to develop sound clinical reasoning and decision-making skills.

OT 575 - PBL in Adults & Geriatrics (3)

This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced-based practice in occupational therapy with the adult and geriatric populations and builds on knowledge acquired in the previous two trimesters. Students will learn to consider the diversity within these age groups in relation to physical, social, and cognitive factors and

lifestyle and investigate the multidisciplinary and contextual support systems available to enable occupational performance. The format for this course will be PBL.

OT 576 - Clinical Lab: Adults & Geriatrics (5)

In this lab-format course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands-on" learning experiences and builds on knowledge acquired in the previous two trimesters. The focus will be on developing the basic knowledge and clinical and documentation skills of occupational therapy for effective evaluation intervention and discharge within the contexts of the daily lives of adult and geriatric clients while maintaining professional behaviors and team collaboration. Course format will include lectures discussions and in-class/community laboratory experiences.

OT 577 - Level I Fieldwork & Seminar: Adults & Geriatrics (1)

The purpose of Level I Fieldwork is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Fieldwork experiences in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working adult populations with a variety of needs for occupational therapy services. Self-direction and class participation are essential aspects of this course. Students will engage in seminar and Level I fieldwork experiences during the semester. Each student will attend seminar classes during the semester (refer to Topical Outline for seminar dates). Students will engage in online Simucase simulations, pre-briefings and de-briefings and complete correlating assignments. Fieldwork experiences will be determined by the Asst. Academic Fieldwork Coordinator. Fieldwork experiences focuses on developing students' observational skills for evaluation and intervention, understanding the role of the OTR, OTA, and other members of the professional team, and practicing professional behaviors. Fieldwork experiences are aligned with academic content.

OT 578 - Capstone I: Planning, Permissions, & Approvals (1.5)

A prerequisite to OT 608

Capstone 1 prepares you for the implementation of your Integrated Application Project (IAP) project in Capstone 2 in the fall. In Capstone 1, students will complete a written literature review and will develop an IAP project plan with their IAP group, project mentor, and course instructor. Student groups will work together with their project mentor to obtain site permissions, IRB approval, and to initiate fundraising for necessary supplies and materials for project implementation. The class format will include synchronous and asynchronous online activities, group work on your projects, and advisement meetings with your project mentor and course instructor.

Prerequisite: OT 503.

OT 607 - Leadership & Management (3)

This course uses the combined formats of Team Based Learning (TBL) lecture, collaborative group work, and presentations to study the content of service delivery, leadership and management of occupational therapy services. This course provides the knowledge and opportunities understand factors, policy issues and social systems; advocacy; business

aspects of practice, systems and structures that create legislation; requirements for credentialing and licensure; marketing the delivery of services; quality management and improvement; and the supervision of personnel. Theories including aspects such as leadership and management will be examined in detail, including budgeting, marketing and strategic planning. Evidence-based processes will be used to find and evaluate research to determine the best course of action in management, supervisory, and leadership situations.

OT 608 - Capstone II: Implementation (1.5)

This capstone course consists of the content, knowledge, and skills students need to implement and complete their capstone projects, complete a proposal for presentation to a professional conference, and complete a professional poster, presentation, and defense. Project mentoring, content knowledge, and psychomotor skill-building exercises will occur during in-class time. The capstone project is a culminating project of the Occupational Therapy curriculum incorporating the knowledge, skills, professional behaviors, AOTA's code of ethics, core values, and attitudes.

Prerequisite: OT 578 Capstone I: Planning, Permissions, & Approvals.

OT 609 - Portfolio (1)

Students will build a portfolio that documents learning in a variety of content areas as well as professional behaviors and clinical reasoning skills. The portfolio provides students with an opportunity to prepare for practice, the NBCOT exam, and eventual employment. The portfolio is a graduation requirement. This is a self-paced, online course including discussions and video chat with the course instructor.

OT 691 - Level II Fieldwork (4)

Students will engage in fieldwork during the spring and summer semesters. Students will apply their understanding of occupation, professional practice, identity, and leadership during a twelve-week, full-time fieldwork placement. Objectives of this course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of an entry-level therapist for a particular site by the conclusion of this experience.

OT 693 - Level II Fieldwork (4)

Students will engage in fieldwork during the spring and summer semesters. Students will apply their understanding of occupation, professional practice, identity, and leadership during a twelve-week, full-time fieldwork placement. Objectives of this course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of an entry-level therapist for a particular site by the conclusion of this experience.

PA - Master of Physician Assistant Studies

PA 501 - Medical Science I (4)

This is the first of two courses designed to develop an understanding of homeostasis and the relationship of physiology, pathophysiology, and human genetic concepts of disease as they pertain to each organ system or area of medicine covered in the first trimester in PA 504 Principles of Medicine I. This course will incorporate anatomy within a clinical context

with an emphasis on important anatomical structure and function relevant to the physical exam, diagnosis, and development of disease and in the anatomical relationships of structures to each other. Lectures, discussions, anatomy lab participation, case studies, and a multimedia approach will be used to present the material.

Prerequisite: Admission to the Physician Assistant Studies Program.

PA 502 - Medical Science II (4)

This is the second of two courses designed to develop an understanding of homeostasis and the relationship of physiology, pathophysiology, and human genetic concepts of disease as they pertain to each organ system or area of medicine covered in the second trimester in PA 505 Principles of Medicine II. This course will incorporate anatomy within a clinical context with an emphasis on important anatomical structure and function relevant to the physical exam, diagnosis, and development of disease and in the anatomical relationships of structures to each other. Lectures, discussions, anatomy lab participation, case studies, and a multimedia approach will be used to present the material.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 503 - Infectious Disease/Clinical Microbiology (3)

This course is designed to introduce students to the concepts of medical microbiology and the principles of infectious disease. The focus will be on epidemiology, virulence, and pathogenicity of selected organisms, pathophysiology, clinical presentation, and general management of infectious disease states. These topics will be explored through lecture, discussion, and case studies.

Prerequisite: Admission to the Physician Assistant Studies program.

PA 504 - Principles of Medicine I (5)

This is the first in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Organ systems covered include dermatology, otolaryngology, ophthalmology, pulmonary, and hematology. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

Prerequisite: Admission to the Physician Assistant Studies program.

PA 505 - Principles of Medicine II (7)

This is the second in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Organ systems covered include cardiovascular, neurology, endocrinology, gastroenterology/nutrition, nephrology and genitourinary, orthopedics, and obstetrics and gynecology. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 506 - Principles of Medicine III (7)

This is the third in a series of courses designed to provide the study of human diseases and disorders by organ system, using a lifespan approach from newborn to the elderly. Course includes epidemiology, etiology, history, clinical signs and symptoms, differential diagnosis, diagnosis, diagnostic studies, therapeutic management, prevention, and prognosis of disease in clinical medicine. Modules covered include rheumatology, HIV medicine, geriatrics, pediatrics, oncology, surgery, and emergency medicine. Emphasis will be on disease processes common to primary care practices using lecture, case study, and a problem-based learning approach.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 507 - Pharmacology I (2)

This is the first in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Through lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

Prerequisite: Admission to the Physician Assistant Studies program.

PA 508 - Pharmacology II (2)

This is the second in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Using lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 509 - Pharmacology III (2)

This is the third in a series of three courses designed to provide the student with an understanding of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This course will begin with an introduction to general principles of pharmacology, pharmacokinetics, and pharmacodynamics, and then concentrate expressly on the pharmacotherapeutics germane to the organ system modules covered in this trimester. At the end of the course, students will understand the general properties of drug categories and prototypical drugs used to treat diseases of these body systems and apply these pharmacologic concepts to clinical situations. Using lecture and case study, special emphasis will be placed on the development of problem-solving and medical decision-making skills as they relate to the clinical use of pharmacotherapeutics. This course will be a hybrid course of digital and on-campus learning.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 510 - Patient Assessment & Clinical Reasoning I (2.5)

This is the first of two courses designed to develop the knowledge and skills required to elicit, perform, and document the complete medical history and physical exam with use of appropriate equipment, proper exam techniques, and accurate medical terminology. Students will learn the skills needed to recognize normal anatomy, normal anatomical variation, and disease states. The course will provide an overview of the medical record as well as development of writing and oral presentation skills. History-taking, physical examination, clinical reasoning skills, and documentation skills will be developed through lecture and structured small group workshop exercises.

Prerequisite: Admission to the Physician Assistant Studies program.

PA 511 - Patient Assessment & Clinical Reasoning II (3)

This is the second of two courses designed to develop the knowledge and skills required to elicit, perform, and document the complete medical history and physical exam with use of appropriate equipment, proper exam techniques, and accurate medical terminology. Students will learn the skills needed to recognize normal anatomy, normal anatomical variation, and disease states. The course will provide an overview of the medical record as well as development of writing and oral presentation skills. History-taking, physical examination, clinical reasoning skill, and documentation skills will be developed through lecture and structured small group workshop exercises.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 512 - Diagnostic Medicine I (2.5)

This is the first of two courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, to include serologic, microscopic studies and radiographic interpretation. Students will learn to select, interpret, and apply appropriate laboratory, imaging, and other diagnostic tests and determine clinical significance. Skills will be developed through lecture and structured small-group workshops.

Prerequisite: Admission to the Physician Assistant Studies program.

PA 513 - Diagnostic Medicine II (2.5)

This is the second of two courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, to include serologic, microscopic studies, radiographic and EKG interpretation. Students will learn to select, interpret, and apply appropriate laboratory, imaging, and other diagnostic tests and determine clinical significance. EKG interpretation is taught in this course. Skills will be developed through lecture and structured small group workshops. This course will be a hybrid course of digital and on-campus learning.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 514 - Professional Practice (2)

This course is designed to discuss the role of the Physician Assistant in the context of the healthcare system, as well as issues pertaining to the Physician Assistant's practice of medicine within an interprofessional team. This course will include interpersonal skills and communication, history of the Physician Assistant profession, introduction to PA professional organizations, patient safety, and medical and professional ethics. Instruction for this course will consist of lectures, case studies, and small-group discussions. This course will be a hybrid course of digital and on-campus learning.

Prerequisite: Admission to the Physician Assistant Studies program.

PA 515 - Population Health & Wellness (2)

This course will reference leading health indicators for population health. Students will identify the most significant preventable threats to health, and will learn strategies for integrating risk reduction into patient care. Students will develop skills in the area of patient communication, patient education, interprofessional healthcare teams, and cultural diversity to address concepts of health promotion and disease prevention, and will focus on developing clinical skills toward maintaining or improving the wellness of patients and communities. Principles of Public Health and current issues will be addressed. Evidence-based recommendations for health promotion and disease prevention will be emphasized. Lectures and structured small group workshops will discuss the application of strategies for reducing health-risk behaviors.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission .

PA 516 - Evidence-Based Practice (2.5)

This course will focus on evidence-based practice methodology including the necessary skills to search and critically analyze the medical literature. Included in the course material are fundamental concepts in sampling, study design, sample size and power estimates, bias, validity, confounding, hypothesis testing, and an overview of data types and statistical tests appropriate for clinical studies. Quantitative epidemiology approaches are presented such as incidence, prevalence, relative risk and odds ratio to determine evaluation of patient risk relative to medical conditions, and the efficacy of potential therapeutic approaches. Course will also cover analysis, interpretation, and application of various types of clinical articles to develop proficiency in utilizing current evidence-based practice to answer clinical questions relative to diagnosis and therapy. Instruction for this course will consist of lectures, structured faculty-led small groups, and journal clubs. This course will be a hybrid course of digital and on-campus learning.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 519 - Behavioral/Mental Health Medicine (2)

This course is designed to provide the study of human disease and disorders associated with mental and behavioral diseases, and introduces the special needs and care of the mental health patient with an emphasis on disease management with the ultimate goal of improving the functional status of individuals with mental health diseases. The student will also consider social, personal, and cultural attitudes toward mental illness. Course will be taught using lecture, case study, interviewing, and problem-based approach.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 520 - Primary Care Medicine (2)

This course is designed to provide the study of primary care, which is defined as the comprehensive first contact and continuing, coordinated care for persons with any undiagnosed sign, symptom, or health concern, not limited by problem origin (biological, behavioral, or social), organ system, or diagnosis. The focus will be on patient-centered, interprofessional, and cost-effective care, with an emphasis on disease processes and management common to primary care medicine. Course will be taught using lecture and case studies.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 521 - Clinical Skills & Procedures (2)

This course will prepare the student for the upcoming clinical year. The focus will be on procedures including sterile technique, venipuncture, IV placement, injections, airway management and endotracheal intubation, nasogastric tube placement, lumbar puncture, urinary bladder catheter insertion, bandaging, casting and splinting, local anesthesia, and wound management and closure. Instruction for this course will consist of lectures and structured small group clinical skills exercises.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 522 - Healthcare Delivery (1.5)

This course is designed to expose the student to current trends in the U.S. healthcare system. The focus of instruction will be given to healthcare delivery systems and policy, healthcare information systems, interprofessional healthcare teams, and healthcare outcomes. As the student transitions from the didactic to the clinical year, topics on patient safety, prevention of medical errors, risk management and quality improvement germane to clinical practice will be discussed. Instruction on financing healthcare, electronic medical records, reimbursement, coding and billing will also be taught in this course. Instruction for this course will consist of lectures, case studies, and online discussions. This course will be a hybrid course (digital learning and on-campus course).

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 523 - Medical Spanish (2)

This course is designed to improve students' communication in clinical situations with patients whose native language is Spanish. The focus of the instruction will be on learning basic conversational skills in order to elicit clinical histories, conduct physical examinations, and give instructions to Spanish-speaking patients. Instruction for this course will consist of lectures and class discussion.

Prerequisite: Successful completion of prior trimester of PA coursework or program permission.

PA 524 - Clinical Integration (2.5 Credit(s))

This course will introduce the student to the clinical setting. Students meet in small groups with clinical preceptors to discuss various aspects of patient care including: obtaining histories, physical findings, pathophysiology of disease, developing a differential diagnosis, formulating management plans, and practicing oral patient-presentations. Students will practice history-taking and physical exam skills, document histories and physical examination, and present findings to their clinical preceptors. Periodic classroom lectures are scheduled to review and develop clinical skills in addition to early clinical experiences.

Prerequisites: Successful completion of prior trimesters of PA coursework or program permission.

Prerequisite: Successful completion of prior trimesters of PA coursework or program permission.

PA 601 - Internal Medicine I (5)

This five-week clinical course provides the PA student with in-patient experience in Internal Medicine. The student will gain in-depth knowledge of a variety of medical problems and learn the skills necessary for providing patient care in an in-patient (hospital) setting. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 602 - OB-GYN/Women's Health (5)

This five-week clinical course provides the PA student with experience in managing common gynecologic care and the maintenance of gynecologic health. Obstetric experience will include routine prenatal care. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 603 - Pediatrics (5)

This five-week clinical course will provide the PA student with experience in outpatient and/or in-patient management of pediatric patients. The student will have the opportunity to perform well baby and child exams, problem-oriented exams, evaluate common pediatric illnesses, and experience care of newborns, children, and adolescents. Students will gain experience in professional communication with patients, patient

families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 604 - General Surgery (5)

This five-week clinical course will provide the PA student with experience in the evaluation and management of pediatric, adult, and geriatric surgical patients in the pre-operative, intra-operative and post-operative environments. The PA student will evaluate and participate directly in the care of surgical patients before, during, and after their procedures. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 605 - Orthopedics (5)

This five-week course will provide the PA student with experience in the out-patient and/or in-patient evaluation and management of common orthopedic problems. Students will gain experience in the preoperative, intraoperative and postoperative assessment and management of orthopedic conditions, their complications, and sequelae. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 606 - Mental/Behavioral Health (5)

This five-week clinical course will provide the PA student with a mental/behavioral medicine experience in caring for ambulatory and/or hospitalized patients with behavioral/mental health conditions. The student will perform basic psychiatric evaluations, monitor medications, and support the clinical management plan for patients. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 607 - Emergency Medicine (5)

This five-week clinical course provides the PA student with experience in triage, evaluation, and management of patients in the emergency department setting. The student will have the opportunity to learn skills necessary for appropriate triage, stabilization, evaluation, diagnosis, and management of patients with traumatic injuries and acute medical and surgical illnesses, as well as management of lower acuity health disorders. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 608 - Family Medicine (5)

This five-week clinical course provides the PA student with outpatient experience in evaluation of pediatric, adult, and geriatric patients, including preventive medicine/health and wellness promotion, and acute and chronic illness in a Family-Medicine setting. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 609 - Primary Care Medicine (5)

This five-week clinical course provides the PA student with experience in Primary Care healthcare settings that may include outpatient, inpatient, urgent care, rural, low resource, and/or medically underserved populations. Depending on the clinical setting, evaluation of patients may include pediatric, adult, or geriatric patients; and include preventive medicine/health and wellness promotion, and management of acute and chronic illness. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 610 - Clinical Rotation Elective (5)

This five-week clinical course is selected by the student from a variety of surgical or medicine specialties, or subspecialties, such as Oncology, Cardiology, Dermatology, Hospitalist Medicine, Global Healthcare, etc. The student will be able to recognize conditions treated in these specialties and become aware of medical or surgical indications requiring referral to specialty care. Students will gain experience in professional communication with patients, patient families, and supervising physicians within an interprofessional healthcare team.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 611 - Masters Capstone Project Seminar (1)

This seminar will focus on preparing the student to begin the Masters Capstone Project (MCP). For the Community Service Learning component of the MCP, students in small teams working with a faculty advisor will select a community health issue and develop a Service Learning Project. For the Scholarly Paper component of the MCP, student will meet with the Director of Research and/or their faculty research advisor to identify a question on a clinical, global health, or PA education topic. Planning and timeline for the MCP will be developed, and student will also identify and meet with an appropriate external/community advisor for their topic.

Prerequisite: Completion of the preclinical year of Physician Assistant Studies or program permission.

PA 612 - Masters Capstone Project (5)

This course builds on first year courses (Evidence-Based Practice, Healthcare Delivery, and Population Health & Wellness) and is designed for the PA student to complete a Masters Capstone Project (MCP) under the guidance of a research advisor. There are four MCP Tracks: Clinical, Global Health, Community Outreach, and PA Education. Each student will choose one of these tracks to complete their MCP. Each student will identify a scholarly question on a clinical, global health, community health, or PA education topic, search and analyze the literature, then develop a scholarly paper of publishable quality in a peer-reviewed journal (i.e. *JAAPA, Clinical Review, PA Professional, Journal of PA Education*, etc.). In addition to writing a paper, each track will have the following Capstone deliverable: Clinical track – scholarly poster, Global Health – presentation, Community Outreach – community service learning project, PA Education – presentation.

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Prerequisite: Completion of the pre-clinical year of Physician Assistant Studies or program permission.

PA 613 - Graduate Seminar (2)

This seminar will focus on specific requirements for entering professional clinical practice. Professional practice issues will address PA Scope of Practice in Connecticut, laws and licensure regulation, preparing for, acquiring, and maintaining national certification, patient risk management, medical-legal issues, and medical malpractice. Through guided discussion in lecture and small seminar settings, students explore and discuss requirements and competencies for the physician assistant profession, as well as leadership and growth within the profession.

Prerequisite: Completion of the pre-clinical year of Physician Assistant Studies or program permission.

PA 614 - Summative Evaluation (Pass/Fail 0 CH)

The purpose of this course is to evaluate the student completing the physician assistant program to ensure the student has both broad and specific clinical knowledge, and is able to apply the skills and knowledge acquired in the classroom setting to the care of the patient. Within the final four months of the PA program, students must demonstrate integration of knowledge and skills obtained from coursework into the needed competencies for PA clinical practice. The student is evaluated with (1) a multiple choice written examination, (2) a final evaluation in the clinical setting, and (3) an application of clinical knowledge and skills examination in the form of an Objective Structured Clinical Examination (OSCE). Additionally, completion of the Masters Capstone Project is a component of the summative evaluation to demonstrate proficiency in evidence-based practice.

Prerequisite: Completion of the preclinical year, in clinical phase of education, and be within four months of completing the Physician Assistant Program.

PAD - Public Administration

PAD 500 - Principles of Public Administration (3)

An introduction to the development of the discipline of public administration, the evolution of institutional forms both in the United States and in international settings, concepts of decision-making, ethics in the public sphere, human resource management in the public and non-profit sector and society.

PAD 505 - Budgeting Public Sector and Non-Profit Organizations (3)

This course introduces students to the theory and practice of public budgeting and financial management. Students will learn the fundamentals of budgeting for government and non-profit organizations. The course will adopt a problem solving approach as students gain an understanding of how to use budgetary information in organizational planning, control, reporting, and analysis.

PAD 510 - Human Resource Management for Public Sector and Non-Profit Organizations (3)

An introduction to the knowledge and practical skills that public leaders need to strategically deploy human resources in government and non-profit organizations. Topics include managing teams, discrimination and labor law, working with unions, motivating employees, privatization, recruitment, the aging workforce, and performance evaluations. Particular emphasis is given to developing human resources practices that support core organizational mission and objectives.

PAD 515 - Data Analytics and Information Technology for the Public Sector (3)

An overview of the use and leveraging of data in order to allow government and nonprofit organizations to make better decisions and improve operations. Topics to be covered will include the concepts of data management and governance; the latest trends in terms of data-related technologies, tools, and practices; current challenges such as privacy and security; and developing data capacity and awareness.

PAD 520 - Public Policy and Law (3)

Legal decisions and the law have an impact on the creation and implementation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy formulation and implementation by government agencies.

PAD 599 - Capstone Seminar (3)

The capstone course is the culminating experience of the MPA and where students demonstrate mastery of the full range of competencies. During the capstone seminar, students work with a client in a public service or non-profit agency to identify a problem and write a paper to address the problem integrating what they have learned using the knowledge and skills acquired during the program.

PS - Psychology

PS 450 - Foundations of Applied Psychology (4)

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

PS 500 - Foundations of Applied Psychology (4)

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

PS 510 - Statistics (3)

Provides a basic understanding of descriptive and inferential statistics as tools in the field along with the ethical application of appropriate statistical methods and the interpretation of analyses.

PS 515 - Research Methods (3)

Research methods in the behavioral sciences, their implementation, and the ethical use of research and measurement within an organizational framework.

PS 520 - Developmental Issues Across the Lifespan (3)

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

PS 521 - Organizational Psychology (3)

Survey of the field of organizational psychology including such topics as organizational theories, role theory, leadership, motivation, ethical principles, and interpersonal/intergroup processes.

PS 525 - Identifying & Managing Psychopathology (3)

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

PS 530 - Personnel Psychology (3)

Survey of the field of personnel psychology including such topics as psychological research, employment law, hiring practices, and ethical principles.

PS 531 - Organizational Behavior (3)

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

PS 532 - Job Analysis and Competency Modeling (3)

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

Prerequisite: PS 530 Personnel Psychology.

PS 533 - Training & Development (3)

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

PS 534 - Selection Procedure & Development (3)

Theory and applications associated with selection and performance management systems in organizations, including: identifying, measuring, developing, and aligning performance of individuals and teams in organizations.

PS 535 - Survey Research (3)

Basics of measurement of un-normed survey design with training in entry-level survey/questionnaire skills. Also covers theories, assumptions, and constraints underlying construction and application of measures in the workplace.

PS 540 - Foundations of Community Psychology (3)

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

PS 541 - Theories of Counseling & Personality (3)

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

PS 542 - Counseling Methods & Techniques (3)

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

PS 543 - Community Health Psychology (3)

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

PS 545 - Diversity & Cross-Cultural within Organizations (3)

Overview of theory and practice of diversity in organizations; examination of the impact of changing workforce demographics on current and future productivity and competitiveness of organizations.

PS 550 - Applied Research Methods & Statistics (4)

A prerequisite to PS 551 and 552

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

PS 551 - Individual Psychological Assessment & Appraisal (3)

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

Prerequisite: PS 550 Applied Research Methods & Statistics.

PS 552 - Program Development & Evaluation (3)

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

Prerequisite: PS 550 Applied Research Methods & Statistics.

PS 553 - Applications of Advanced Organizational Analytics (3)

Introduction to advanced organizational analytics including big data and the applications of the analytics within the workplace as well as the ethical issues regarding organizational analytics.

PS 555 - Leadership Development/Coaching/Performance Coaching (3)

Models, strategies and techniques for coaching/mentoring leaders and employees in contemporary organizations with an introduction to research on issues shown to play key roles in leadership success or failure.

PS 560 - Work Motivation (3)

The meaning of work, theories of motivation, values and expectations, performance and reinforcement, job satisfaction and motivation, pay as an incentive, interventions to increase work motivation.

PS 565 - Individual Assessment (3)

Theories, strategies and techniques for assessing individuals within organizations with an introduction of research on issues regarding assessment as well as the application of assessments in the workplace.

PS 570 - Worker Well-Being (3)

Overview of frameworks, theories, and critical issues associated with psychological well-being of people in the workplace including topics such as work-life balance and organizational interventions facilitating the well-being of workers.

PS 575 - Contemporary Issues in I/O (3)

In-depth investigation of topical trends and areas of concern in Industrial/Organizational psychology. Content will be stated at the time the course is scheduled.

PS 590 - Comprehensive Exam (3)

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

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

PS 595 - Capstone Project I (3)

A prerequisite to PS 596

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

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

PS 596 - Capstone Project II (3)

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

Prerequisite: PS 595 Capstone Project I and faculty approval.

PS 599 - Special Topics in Applied Psychology (3)

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

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

PS 605 - Applied Practicum (3)

Supervised fieldwork in an area related to the students professional interests and program content. Course requirements include a site supervisor and a faculty supervisor, and a fieldwork placement.

PT - Physical Therapy

PT 611 - Structure & Function I (6)

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

PT 612 - Structure & Function II (6)

This tutorial-based course covers the structure and function of the normal and impaired neurological system. Anatomy of the central, peripheral, and autonomic nervous systems is examined in the context of patient cases with common neurological pathology to understand the interactive effects of normal, pathological, developmental, or age-related and environmental influences on movement (including motor planning, motor control, and motor learning). Format: two three-hour tutorials and three large-group discussions (75 minutes each) per week.
Offered: As Needed Contact Department

PT 621 - Examination & Documentation I (4)

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

initiated. Format: two 2.5-hour laboratories and one large-group discussion (75 minutes) per week.
Offered: As Needed Contact Department

PT 622 - Examination & Documentation (5)

Using neurologically involved patients from tutorial-based cases, principles of examination and patient data collection are expanded to include interview issues with and clinical tests and measurement options and rationales for assessing attention, arousal, cognition, cranial nerve integrity, neuromotor development, reflex integrity, sensory integrity, and motor performance. Handling skills for the more involved patient will be included, as will implications of findings for referral to other healthcare practitioners. Students continue to examine how to use evidence in practice by developing an understanding of and ability to analyze and independently interpret the range of issues affecting statistical and clinical inference in a published research, including individual studies, systematic reviews, and clinical practice guidelines. Format: two 2.5-hour laboratories and two large-group discussions (75 minutes each) per week.
Offered: As Needed Contact Department

PT 631 - Evaluation & Intervention I (5)

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

PT 632 - Evaluation & Intervention II (6)

This course includes interpretation and implications of patient history, patient goals, and examination data, including diagnostic imaging, evaluation of the patient with neurologic problems, diagnosis of movement dysfunction, formulation of a prognosis, and planning appropriate interventions for the patient with neurologic involvement with consideration of best available evidence. The intervention options and implications for choices in the context of tutorial cases are discussed, for example, for problems with balance, gait, and motor function. Gait analysis is used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the nervous system and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. Format: one large-group discussion (75 minutes) and two 2.5-hour lab/seminars per week.
Offered: As Needed Contact Department.

PT 642 - Foundations Evidence-Based Physical Therapy (2.0)

Includes concepts of reserach, reliability/validity, methods to analyze clinical data. Students develop a clinical question, search evidence, critically appraise evidence and integrate into evidence-based practice. *Prerequisite: PT 611, PT-621, and PT-631*
Offered: Spring Semester All Years

PT 651 - Clinical Experience I (4)

This eight-week, full-time supervised clinical experience takes place in an environment that has a predominant caseload of patients with musculoskeletal and/or neurologic problems.
Offered: As Needed Contact Department.

PT 713 - Structure & Function III (6)

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

PT 714 - Structure & Function IV (5)

This tutorial-based course covers the in-depth structure and function of the normal and impaired axial skeleton and genitourinary system, including problems related to pregnancy, spinal dysfunction, TMJ, and spinal cord injury. Building on the foundational musculoskeletal and neurologic systems presented in previous semesters, patient problems are inherently more complex and likely to involve at least two systems. The interactive effects of normal, pathological, developmental, or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are explored. The implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are included. Format: two three-hour tutorials and two large group discussions (75 minutes) per week.
Offered: As Needed Contact Department

PT 723 - Examination & Documentation III (4)

In the context of tutorial-based cases, students continue with clinical tests and measurements to assess ventilation, respiration, circulation, aerobic capacity, and endurance for patients with problems of the cardiopulmonary and integumentary systems, as well as special tests and measurements that might apply to the frail patient, patients with cancer, or patients with amputation being considered for prosthetic intervention. Students develop an understanding of how patient data and documentation systems are used to develop diagnostic codes and patient classification systems that direct patient care, support interprofessional communication, and provide a rationale for the patient's plan of care. Diagnostic screening and implications of findings for referral to other healthcare practitioners are also included. Development of a mini-proposal builds skills in applying evidence to practice. Format: two three-hour labs/seminars per week and one large-group discussion (75 minutes) per week.
Offered: As Needed Contact Department

PT 724 - Examination & Documentation IV (4)

In the context of tutorial-based cases, students continue with clinical tests and measurement options and rationales for assessing spinal dysfunction, genitourinary problems, mobility impairments, and environmental/ergonomic factors including functional capacity evaluations. The strengths and limitations of advanced technology-based procedures for obtaining examination data, including muscle performance and movement analysis, are introduced. Format: two two-hour labs/seminars and one large group discussion (75 minutes) per week.
Offered: As Needed Contact Departmen

PT 733 - Evaluation & Intervention III (4)

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

PT 734 - Evaluation & Intervention IV (5)

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

PT 740 - Professional Practice (1)

This three-day, all-day retreat provides students with the opportunity to explore fundamental issues of professionalism in physical therapy, patient communication and interaction, and professional ethics through

readings, discussions, and small group activities. This seminar prepares students to enter full-time clinical education later in the summer.
Offered: As Needed Contact Department

PT 741 - Professional Practice II (1)

This course uses tutorial-based cases to examine the roles and responsibilities of the physical therapist as a professional. Scope of physical therapy practice is explored, including the role and responsibilities of other members of the healthcare team, responsibilities in referral to other healthcare professionals, and in delegation to and supervision of support personnel. Ethical guidelines and conflicts are considered along with factors affecting patient, family, and interprofessional communication. Patient and family educational issues are examined in the context of optimizing short- and long-term outcomes. Format: one large-group discussion (150 minutes) per week.
Offered: As Needed Contact Department

PT 743 - Grand Rounds I (3)

In Grand Rounds, students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting multiple systems such as the cardiovascular, pulmonary, integ-umentary systems, musculoskeletal, neuromotor and immune systems. Using the ICF model as the guide for clinical decision-making, students apply an evidence-based analysis of the literature related to a specific clinical examination, evaluation, and intervention or management strategy for their assigned case. The culminating products of the semester are a paper and a professional presentation of the case and evidence-based findings to students and faculty. Prerequisite: PT 642
Offered: As Needed Contact Department

Prerequisite: Pre-Requisite: PT642.

PT 760 - Special Project I (3)

This is a two-semester (PT 760 and PT 861) project that will be a summative experience across coursework to date. Students are presented with complex clinical cases from which key issues in examination or intervention are selected. Working in small groups, students review the research literature on their assigned case-related management issue. Using independent and self-directed learning, students: (1) assess the value of case and issue-related scientific literature to the clinical decision making;(2) choose, analyze, and present the research article chosen to best facilitate clinical decision-making; (3) make a recommendation for the patient case based on the reviewed article and background literature; and (4) briefly propose a research project that would address one or more deficits in the current body of relevant research literature. This major project will demonstrate the students' ability to appropriately use research literature to guide clinical decision-making and practice, as well as their understanding of the role of research in advancing practice and contributing to the profession's body of knowledge. Format: Preparation is largely independent. Each group will have a faculty advisor. In the second semester of the project

(PT 861), each group will present for approximately 60 minutes once during the semester (3-4 presentations per class session). Student will be required to attend all presentations.
Offered: As Needed Contact Department

PT 825 - Contemporary Practice in Physical Therapy (8)

This tutorial-based course focuses on the healthcare delivery system-the content in which practice exists, must function, and within which practice, goals, and objectives are established. Practice-based cases are used to develop an understanding of healthcare finance and financial decision-making (including an understanding of case-mix and cost effectiveness issues), marketing, and capitation/contractual issues. Trends in healthcare and healthcare finance are examined in the context of understanding the role of the physical therapist as an advocate for the patient and the profession. The function of and considerations relative to the physical therapist as a consultant to other practices, healthcare providers, or a community are discussed. Practice-based tutorial cases are used to prepare students for role competence in practice implementation issues. Practice-based cases are used to develop an understanding of the role of standardized patient examination data and patient/practice documentation systems (including employee assessment tools) in examining practice outcomes, administrative issues such as scheduling (patient and personnel), and cost-effectiveness issues around equipment/supplies. The role of documentation systems in contributing to the body of knowledge of the profession and generating financial data is explored. Format: two three-hour tutorials, three large-group discussions (75 minutes) per week, and one two-hour seminar per week.
Offered: As Needed Contact Department

PT 845 - Professional Practice III (5)

This course prepares students for community outreach, implementation of wellness programming, and advanced or specialized intervention programs. Program evaluation and needs assessment strategies, concepts in wellness assessment, and screening programs are considered as elements of understanding current practice status, potential for new services, and short- and long-term practice planning strategies. Professional presentations by the students are used as the teaching/learning medium for a substantial segment of this course. The course also includes a practice or community project with a faculty advisor and clinical preceptor. Format: one 2.5-hour seminar per week and one large group discussion (75 minutes) per week.
Offered: As Needed Contact Department

PT 852 - Clinical Experience II (5)

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

independent caseload.
Offered: As Needed Contact Department

Distribution: Physical Therapy.

PT 853 - Clinical Experience III (5)

This ten-week, full-time time (40 hours/week) supervised clinical experience takes place in an environment that differs from the student's first affiliation and is expected to prepare students to work with more complex and multisystem involved patients, as well as prepare the student to carry an independent caseload.
Offered: As Needed Contact Department

PT 854 - Clinical Experience IV (5)

This ten-week, full time (40 hours/week) supervised clinical experience takes place either in a single environment that offers different patient care or practice options, or in two different settings that will round out the student's exposure to patient care. Students are exposed to and participate in practice administration for at least some period during this final experience or set of experiences.
Offered: As Needed Contact Department

PT 861 - Special Project II (4)

This is the continuation of the special project described in PT 760. This semester includes the completion and presentation of the project.
Format: one three-hour seminar/presentation session and one three-hour field work period per week.
Offered: As Needed Contact Department

Prerequisite: PT 760 Special Project I.

PT 8XX - Special Topics Elective (3)

During the second year of the program, students choose one elective course to broaden or deepen their knowledge for clinical practice. Students may choose an elective course offered by the Program in Physical Therapy or through a related program with approval from the Program Director. Courses offered may vary each year based on student interest and faculty expertise.
Offered: As Needed Contact Department

SLP - Speech Language Pathology

SLP 400 - Introduction to Communication Disorders (3)

This course provides a general introduction to normal and disordered speech, language, swallowing, and hearing in children and adults. It reviews normal development of communication behavior, the nature of communication disorders, and addresses the various conditions associated with communication disorders. Ethical standards for the practice of speech-language pathology, contemporary professional issues, and information regarding certification, specialty recognition, licensure, and professional credentials in speech-language pathology will be presented. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lecture/discussion format.

Offered: Fall, Spring.

SLP 410 - Phonetics (3)

In this course, students learn to identify, classify, and transcribe the speech sounds (phonemes) of English, using the International Phonetic Alphabet for broad transcription. Variations among regional and cultural US dialects and their implications, as well as notation and practice of narrow transcription for typical and disordered speech will be introduced. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lab/lecture format.

SLP 411 - Anatomy & Physiology of Speech & Swallowing (3)

The purpose of this course is to familiarize students with the anatomy (structures) and physiology (processes) associated with speech, language, hearing, chewing, and swallowing. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lab/lecture format.

SLP 412 - Introduction to Audiology & Hearing Science (3)

This course presents an introduction to the psychophysics of sound, the anatomy and physiology of the hearing mechanism, and the practice of audiology. It covers the common pathologies of the auditory system, impact of hearing loss, types and characteristics of hearing impairment, conventional procedures used to assess hearing, interpretation of audiological test findings, and criteria for initiating audiological referrals. Issues of ethics, professional practice, licensing, and credentials for audiology practice will be reviewed. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lab/lecture format.

SLP 420 - Speech Science (3)

The purpose of this course is to provide a basic understanding of the production and perception of speech. Topics include the physics of sound, the acoustic properties of voice, resonance of the vocal tract, and the acoustic and articulatory properties of vowels and consonants, among others. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lab/lecture format.

SLP 430 - The Development of Language (3)

This course provides an understanding of normal child language development from infancy through the adolescent years, as well as the conditions and symptoms associated with disordered language development. The class will also provide some exposure to research on literacy and academic language acquisition, and language and literacy development for bilingual children. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lecture/discussion or service learning format.

SLP 440 - Neurological Bases of Communication & Swallowing. (3)

This course describes the development, anatomy, and physiology of the neurological system that underlies communication and swallowing and is a prerequisite for further study in medical speech, language, and swallowing disorders. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lab/lecture format.

SLP 450 - Introduction to Clinical Methods & Observation (3)

This course will orient students to clinical practicum, including the scope of assessment and intervention across the lifespan. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of speech-language pathology in educational and medical settings will be presented. As part of this course, students will complete 25 hours of intensive observations in various educational and medical settings. Students taking this course at the graduate level will participate in activities designed to align with graduate student learning outcomes. Lecture/discussion format.

SLP 500 - Speech Sound Disorders (3)

The purpose of this course is to provide focused study of disordered speech-sound production including functional articulation disorders, phonological processing, and developmental apraxia of speech. Methods of assessment of articulation and phonological production, as well as a range of approaches to improving speech sound accuracy and intelligibility will be presented. Relations of phonological development to literacy will be emphasized. The impact of a range of genetic, motor, and cognitive disorders on speech sound production will be addressed. The impact of cultural and linguistic differences on speech sound development and disorders will be highlighted. Lecture/discussion/problem-based learning format.

Offered: Fall, Spring.

SLP 501 - Practicum Seminar I: Managing Behavior & Service Delivery (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 502, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, and focus on acquisition of skills in managing challenging behavior, writing appropriate short- and long-term objectives, participating in IEP and PPT processes, and communicating with paraprofessionals, colleagues, and families. A range of service delivery models for each clinical setting will be discussed. Seminar format.

Offered: Fall.

SLP 502 - Clinical Practicum I (4)

This course will provide supervised clinical experience in basic intervention procedures for children and/or adults. Discussion will focus on methods of addressing challenging behaviors, enhancing client motivation, and exploring the range of service delivery options for each clinical setting. Students will obtain approximately 40 clock hours of supervised clinical experience. Fieldwork format.

Offered: Fall.

SLP 503 - Practicum Seminar II: Using Evidence-based Reflective Practice (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 504, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, and focus on the process of establishing eligibility for services and using tests and other assessment tools to evaluate client present level of performance and progress in intervention. Seminar format.

Offered: Spring.

SLP 504 - Clinical Practicum II (4)

This course will provide supervised clinical experience in the assessment and treatment of speech, language, and/or swallowing disorders. Students will obtain approximately 40 clock hours of supervised assessment and intervention experience. Fieldwork format.

Offered: Spring.

SLP 505 - Practicum Seminar III: Recordkeeping & Documentation (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their clinical experiences in SLP 506, apply concepts from academic coursework to their clinical practice, and master skills involved in clinical assessment and intervention. Discussion will focus on point of service and other models of documentation as well as electronic methods of clinical recordkeeping. Seminar format.

Offered: Summer.

SLP 506 - Clinical Practicum III (4)

This course will provide supervised clinical experience in the assessment and treatment of speech, language, and swallowing disorders of adults and/or children in a variety of settings. Students will obtain approximately 80-100 clock hours of supervised experience. Fieldwork format.

Offered: Summer.

SLP 507 - Practicum Seminar IV: Advanced Clinical Topics (1)

This practicum seminar will introduce topics including the specialized roles of the speech-language pathologist. Clinical and professional issues in speech-language pathology will be discussed, including ethical considerations, reimbursement issues, interprofessional collaboration, family-centered practice, and cultural and linguistic differences. Resume

writing and interviewing skills will also be discussed. Students will present clinical cases for input and discussion. Seminar format.

Offered: Fall, Spring.

SLP 508 - Clinical Practicum IV (6)

Students will participate in supervised clinical practice in the assessment and management of speech, language, and swallowing disorders, in a variety of specialized settings with children and/or adults. The course will provide approximately 100+ clock hours of supervised clinical practice. Fieldwork format.

Offered: Fall, Spring.

SLP 509 - Specialty Practicum VI (1-3)

Candidates complete a supervised clinical experience working in an educational, medical, or clinical setting, focusing on a specialty area of advanced study. This course will provide 20+ clock hours of supervised clinical practice. Fieldwork format.

Prerequisite: SLP 525: Topics in Cultural & Linguistic Diversity. Offered: Summer.

SLP 510 - Language Disorders in Children Birth-Five (3)

This course provides theoretical and clinical information regarding the development, assessment, and treatment of spoken phonological, morphological, semantic, syntactic, and pragmatic disorders in infants, toddlers, and preschoolers. The impact of a range of medical conditions on communicative development will be discussed. Differences in approaches to infants/toddlers vs. preschoolers will be highlighted. Interprofessional activities regarding treatment of infants in the newborn intensive care unit will be included. The impact of cultural and linguistic differences will be discussed. The role of language development in literacy acquisition will be highlighted. Lecture/seminar/ problem-based learning format.

Offered: Fall, Spring.

SLP 511 - Intensive Clinical Workshop in Communication or Swalling Disorders (3)

This intensive fieldwork experience will provide students with supervised clinical experience of intensive, daily treatment for aphasia and related disorders, including individual work, group therapy and support, interprofessional service, and family counseling. This course will provide approximately 20 clock hours of supervised clinical practice. Fieldwork and seminar format.

Offered: Late Spring, Summer.

SLP 512 - Intensive Clinical Workshop in Speech & Voice Disorders (3)

This intensive fieldwork experience will provide students with the opportunity to work with clients with voice, resonance, articulation disorders, or foreign accents in an interprofessional clinical experience. Students will perform diagnostic assessments, plan and deliver individual and group therapy, provide family counseling, and engage in interprofessional clinical activities. This course will provide approximately 20 clock hours of supervised clinical practice. Fieldwork and seminar format.

SLP 513 - Intensive Clinical Workshop in Fluency Disorders (3)

This intensive fieldwork experience will provide students with the opportunity to work with clients with disorders of fluency. Students will perform diagnostic assessments, plan and deliver individual and group therapy, provide client and family counseling, and develop generalization activities. This course will provide approximately 15 clock hours of supervised clinical practice. Fieldwork and seminar format.

Offered: Summer.

SLP 514 - Assessment, Diagnosis & Eligibility (1)

This course will introduce students to methods of screening and diagnostic practice in speech-language pathology. Students will develop case-based assessment plans, review a range a assessment measures, practice giving tests, record and analyze language samples, and prepare diagnostic reports. Students will participate in screening, assessment and diagnostic activities in the form of role playing, standardized patient, simulation, and supervised clinical experiences. Lecture, laboratory and clinical practicum formats with be included.

Offered: Fall.

SLP 515 - Screening and Diagnostics II (1)

This course will provide students with experience in developing assessment plans, administering and scoring tests, writing clinical reports, and assigning diagnoses in speech-language pathology. Students will write assessment plans, analyze, compare and contrast assessment instruments, transcribe, analyze and interpret communication samples, administer a range of assessment instruments, write diagnostic reports in standardized patient, simulation and supervised clinical activities. Lecture, laboratory and clinical formats will be used.

Offered: Spring.

SLP 520 - Aural Rehabilitation (3)

The purpose of this course is to provide information regarding individuals who are deaf or hard of hearing, and to impart current methods used to identify and to treat hearing loss in the pediatric population, as well as focusing on the impact of hearing loss on the aging population. Topics to be covered include the identification and diagnosis of childhood hearing loss, pediatric aural (re)habilitation technologies and strategies, the impact of cochlear implants on communication and learning, the identification and diagnosis of hearing loss in the adult population, management of hearing devices and communication strategies, the impact of hearing loss on overall quality of life and considerations for the geriatric population. Lecture format.

Offered: Summer.

SLP 525 - Topics in Cultural & Linguistic Diversity (3)

This is a seminar-style class based on reflection, discussion, and practical application. Topics include: Defining culture and cultural dimensions; intercultural communication; bilingual language development and disorders across the lifespan, assessment and intervention for culturally-linguistically diverse clients across the lifespan, and cultural implications on healthcare decisions.

Offered: Fall.

SLP 530 - Language and Literacy Disorders in School-aged Children and Adolescents (3)

This course focuses on curriculum and methods of determining eligibility and providing clinical services to children and adolescents with communication impairments in school settings (students in grades K-12 and those transitioning out of school). It presents an evidence-based exploration of language and learning, including the development of reading, writing, and spelling, defining their relationship to oral language. Methods of assessment and intervention of language and literacy problems and their impact on academic achievement for school-aged children and adolescents will be presented and applied. The course emphasizes the role of the school SLP in collaborating in scientific research-based interventions (SRBI), the Planning and Placement Team (PPT), and individualized education program (IEP) processes, as well as the integration of curriculum (e.g., CT Common Core State Standards) in SLP intervention. The roles of cultural, ethnic, gender, and linguistic differences will be highlighted. Lecture/discussion/problem-based learning format.

Offered: Fall, Spring.

SLP 530T - Language and Literacy Disorders in School-aged Children and Adolescents Tutorial (0)

This tutorial is associated with SLP 530: Language and Literacy Disorders in School-aged Children and Adolescents. Students will participate in weekly Problem-Based Learning Tutorial groups.

Offered: Fall, Spring.

SLP 535 - Cultural and Linguistic Diversity (Elective 1)

This course will expose students to different cultural traditions to gain a deeper understanding of their interactions in clinical settings in an increasingly global world.

SLP 540 - Adult Neurogenic Disorders I (3)

Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, and treatment of adult neurogenic language disorders including aphasia and motor speech disorders will be addressed. The impact of cultural and linguistic differences will be highlighted. Lecture/seminar/problem-based learning format.

Offered: Fall, Spring.

SLP 550 - Dysphagia (3)

The course will review normal anatomy and physiology of swallowing, as well as pediatric development. Etiologies of dysphagia in pediatric and adult populations will be presented, including the role of neural, respiratory and digestive systems and abnormalities in each that may cause dysphagia. Specific information on instruments and methods to evaluate and manage adults and infants with dysphagia, as well as counseling, will be stressed. Emphasis will be placed on on evidence-based and culturally-sensitive practices. Lecture/seminar format.

Offered: Fall, Spring.

SLP 550T - Dysphagia Tutorial (0)

This course is associated with SLP 550: Dysphagia. Students will participate in a weekly Problem-Based Learning tutorial groups.

Offered: Fall, Spring.

SLP 560 - Adult Neurogenic Disorders II (3)

This course continues the study of adult neurogenic language disorders, focusing on traumatic brain injury and cognitive communication disorders. Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis, and treatment will be addressed. Ethical issues in the treatment of neurogenic disorders will be discussed. Lecture/discussion/problem-based learning format.

Offered: Fall, Spring.

SLP 570 - Introduction to Research & Evidence-Based Practice (3)

The purpose of this course is to familiarize students with the research process in the behavioral sciences and specifically, the field of communication sciences and disorders. The goal is for students to become informed consumers of research in order to engage in clinical practice with an understanding of research methodologies, design, and methods, as well as ethical issues in research. The integration of research principles into evidence-based clinical practice will be highlighted. Lecture/discussion format.

Offered: Fall.

SLP 580 - Disorders of Fluency (3)

This course aims to provide the knowledge and clinical skills necessary for speech-language pathology practice in the area of fluency disorders. Course content will include the genetic, behavioral, affective, and cognitive components involved in the development of dysfluency; differential diagnosis among stuttering, cluttering, and neurogenic fluency disorders; assessment protocols for fluency disorders in children, youth, and adults; age-appropriate treatment approaches for individuals who stutter, and an understanding of the impact cultural and linguistic differences as well as the effects of dysfluency upon human communication. 3 credits; Lecture/seminar format.

Offered: Fall, Spring.

SLP 585 - Voice & Velopharyngeal Disorders (3)

This course presents the anatomy, physiology, and embryology of the head and neck involved in the onset, development and maintenance of disorders of the voice as well as structural malformations of the palate and velopharynx in children and adults. Assessment procedures for speech, resonance, and velopharyngeal dysfunction are illustrated with case studies, and no-tech, low-tech, and high-tech treatment procedures

are covered in detail. Best practices for preventing and treating voice and resonance disorders in medical and educational setting will be emphasized. Lecture/laboratory format.

Offered: Fall, Spring.

SLP 600 - Autism, AAC, & Severe Disabilities of Communication (3)

This course addresses the assessment and treatment of severe disorders affecting communication, including autism, cerebral palsy, and genetic syndromes, with and without intellectual disability. The use of a range of assistive technologies including voice output communication aids and consumer electronic devices will be emphasized. The impact of cultural and linguistic diversity on these disorders will be highlighted. Relations to literacy will be emphasized. Lecture/discussion/problem-based learning format.

Offered: Fall.

SLP 601 - Practicum Seminar V: Team-Based Practice in School Settings (1)

The purpose of this course is to provide students with an opportunity to review and reflect on their student teaching experiences in SLP 602, apply concepts from academic coursework to their clinical practice, master skills involved in clinical assessment and intervention, explore evidence-based approaches to their clinical work, reflect on issues of teaching and learning in schools for children with communication disorders, and to develop independence in planning and implementing programs for school-aged children. A primary focus of this course will be on developing team-based practice patterns for school settings. Seminar format.

Offered: Fall, Spring.

SLP 602 - Student Teaching (6-9)

The purpose of this course is to provide students with an SLP student clinical experience in a public school placement. Students are expected to apply coursework to their clinical practice, master skills, and gain experience involved in being an SLP in a public school setting. The focus of the clinical practicum is working directly with school-aged children who have communication disorders, as well as clinical experience being an interactive member of a school staff and PPS team. Students will accrue at least 100 direct service clinical hours Fieldwork format.

Offered: Fall, Spring.

SLP 610 - Medical Speech-Language Pathology (3)

This elective course allows students to pursue advanced, intensive study of the practice of speech-language pathology in a medical setting. The course will be tailored to the interests of participating students. Seminar format.

Offered: Spring.

SLP 611 - Adult Medical Speech Language Pathology (Elective 1)

This course will examine communication/swallowing assessment and intervention in adults with medical considerations. This course provides more extensive instruction to students regarding the scope of speech-language pathology practice in medical settings. Students will acquire familiarity with equipment and terminology employed in medical settings, and with elements of pathophysiology and pharmacology associated with speech-language disorders in that settings. Specific content may include infection control practices; working with medically fragile individuals; common surgeries and procedures impacting domains of speech, language, swallowing and hearing; working with patients that are ventilator-dependent with/without speaking valves; brain and oropharyngeal/laryngeal cancer (including tracheo-esophageal punctures); neuromodulation; and patient and family counseling. Offered: Spring Semester All Years

Offered: Spring.

SLP 620 - Pediatric Medical SLP (Elective 1)

This course will give students theoretical and clinical information needed to provide speech-language/swallowing services to children with complex medical disorders and their families.

SLP 680 - Education of Students with Autism Spectrum Disorders (3)

This course focuses on understanding the unique needs of learners with autism, the identification, as well as methods of meeting their education needs in classroom settings, with interprofessional input from several disciplines that work with children with ASD. Issues surrounding inclusion are considered, as well as inclusive practices, models, and strategies. Additional aims of this course are to supply participants with the knowledge and skills necessary to support the learning of children with autism spectrum disorders including instructional strategies, classroom organization, and teaming with families and professionals, as well as to lay a strong foundation for interprofessional practice in educational settings for students from the participating disciplines. Seminar format.

SLP 681 - Autism In Adulthood (Elective 1)

Adults with ASD require SLPs to implement evidenced-practices. This course will educate students on the etiology, assessment, diagnosis, and management of this population.

Offered: As Needed Contact Department.

SLP 682 - Autism in Childhood (Elective 1)

Children with ASD require SLPs to implemet evidence-based practices. This course will educate students on the etiology, assessment, diagnosis, and management of this population.

Offered: As Needed Contact Department.

SLP 690 - Speech-Language Pathology Capstone (3)

Students will participate in a seminar project such as identifying a clinical case from their experience, identifying a relevant intervention for this case, researching the evidence base for the intervention, and preparing a detailed written report of the evidence for the intervention in which they discuss their evaluation of the level of evidence-both external and internal-available for the practice, describe additional research that

would be needed to increase the level of evidence, and discuss what their review of the evidence would lead them to do about their original client and others with similar strengths and needs that they may encounter in their practice. Students will give "grand rounds" oral presentations of their projects and submit a written account of their project in the format of a scholarly paper.

Offered: Spring.

SLP 691 - Counseling - Communication Disorders (Elective 1)

This course will introduce students to principles and practices in counseling clients with communication disorders and their famiies. The course will address behavioral, humanistic, and existential models of counseling; considerations when addressing spouces, parents, and other family members, issues related to cultural diversity and the role of counseling in the practice of Speech-Language Pathology.
Offered: Fall & Spring Semesters All Years

SLP 699 - Advanced Topics in Communication Disorders (3)

This course will address advanced topics in speech-language pathology, as part of study toward a Specialty Certificate. Students will participate in a participant-led seminar in which emerging topics in the field of study are researched and presented, and evidence-based practice strategies are identified and demonstrated. Topics to be addressed with include pediatric medical practice, practice with students with severe communication disorders, and relations between language and literacy. Seminar format.

Offered: Summer.

SW - Social Work

SW 524 - Human Diversity & Social Justice (3.00 Credit(s))

This course provides students with the framework for understanding how diversity characterizes and shapes the human experience and is critical to the formation of identity and achieving social justice.

Distribution: Social Work. Offered: Fall Semester All Years.

SW 530 - Group Work (3.00 Credit(s))

This course presents theoretical and practical approaches to groups, with particular emphasis on the exploration of creating meaningful connections through mutual aid.

Offered: All Semesters All Years.

SW 535 - School Social Work (3.00 Credit(s))

This course develops knowledge and skills for working with children and families with emphasis on school social work.

Distribution: Social Work . Offered: All Semesters All Years.

SW 540 - Mental Health & Addiction (3)

This course develops knowledge and skills for working with client systems experiencing mental health and addiction issues with an integrated practice context.

SW 550 - Loss & Life Transition (3.00 Credit(s))

This course develops knowledge and skills for working with client systems experiencing transition and loss across the life cycle within an integrated practice context.

Distribution: Social Work . Offered: All Semesters All Years.

SW 555 - Children and Families (3.00 Credit(s))

This course develops knowledge and skills for working with working with children, youth, and families with emphasis on the child welfare system within an integrated practice context.

Distribution: Social Work. Offered: All Semesters All Years.

SW 565 - Social Welfare Policy I (3.00 Credit(s))

This first course in the two-course policy sequence is designed to help students examine policy as a major component of social work practice.

Distribution: Social Work. Offered: All semesters.

SW 566 - Social Welfare Policy II (3.00)

Framework for understanding 1) social policy and process which is formulated, implemented and analyzed; 2) inequalities and inequities in social welfare as policy manifestations of institutionalized racism and sexism; 3) impact and interaction of policy with service delivery networks delivering services and resources.

Distribution: Social Work. Offered: Fall All Semesters.

SW 567 - Human Behavior & Social Environment I (3.00 Credit(s))

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.

Distribution: Social Work. Offered: All Semesters.

SW 568 - Human Behavior & Social Environment II (3.00 Credit(s))

The focus will include the biological, sociological, cultural, psychological and spiritual development of individuals throughout the life span.

Distribution: Social Work. Offered: All Semesters.

SW 570 - Inter-Professional Education (3.00 Credit(s))

This course is designed to develop inter-professional collaboration skills among multiple disciplines to prepare social workers to practice in a variety of settings.

Distribution: Social Work. Offered: All Semesters All Years.

SW 575 - Social Work Generalist Practice I (3.00 Credit(s))

This course 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.

Distribution: Social Work. Offered: All Semester.

SW 576 - Social Work Generalist Practicum II (3.00 Credit(s))

Emphasizes the generalist model of social work practice, the use of system theory, the strengths perspective and professional values and skills to facilitate the planned change and problem-solving process. This semester focuses on families and group

Prerequisite: SW 575

Distribution: Social Work. Offered: All Semesters.

SW 578 - Generalist Field Practicum I (3.00 Credit(s))

Two-semester course where students will participate in an approved, social work practice field placement with the focus on the development and application of knowledge, values, skills, and cognitive/affective process within generalist framework.

Distribution: Social Work. Offered: All Semesters.

SW 579 - Generalist Field Practicum Seminar I (0.00 Credit(s))

Two-semester course where students work on the integration of empirical knowledge, theoretical concepts, analytical skills with interactional skills and professional values with the practice experience in Generalist Practicum I.

Distribution: Social Work. Offered: All Semester .

SW 580 - Generalist Field Practicum II (3.00 Credit(s))

Second half of two-semester course where students will participate in an approved, social work practice field placement with the focus on the development and application of knowledge, values, skills, and cognitive/affective process within generalist framework.

Distribution: Social Work. Offered: All Semesters.

SW 581 - Generalist Field Practicum Seminar II (0.00 Credit(s))

Second half of two-semester course where students work on the integration of empirical knowledge, theoretical concepts, analytical skills with interactional skills and professional values with the practice experience in Generalist Practicum II.

Distribution: Social Work. Offered: All Semesters.

SW 585 - Assessment of Client Systems (3.00 Credit(s))

Assessment strategies for all systems to understand inter-systems perspective, influence system for cause formulation in change efforts.

Distribution: Social Work. Offered: Fall Semester All Years.

SW 586 - Clinical Assessment & Diagnosis (3.00 Credit(s))

Focus on assessment and diagnosis of individuals and uses frameworks that place individuals within the context of their environment. Biopyschosocial-spiritual, cultural, and human diversity influences will be utilized for understanding mental health conditions.

Prerequisite: SW 586 or SW 587

Distribution: Social Work. Prerequisite: SW 586 Clincial Assessment & Diagnosis or SW 587 Communicty Assessment. Offered: All Semesters All Years.

SW 587 - Community Assessment (3.00 Credit(s))

This course examines and develops strategic skills in the interaction between person and environment and creating organizational and community change in order to better meet the needs of diverse populations.

Prerequisite: SW 586 or SW 587

Distribution: Social Work. Prerequisite: SW 586 Clinical Assessment & Diagnosis or SW 587 Community Assessment. Offered: All Semesters All Years.

SW 588 - Program & Non-Profit Leadership (3)

The course is designed to help students understand how non-profits function and exercise leadership in society and how to exercise leadership within the context of these organizations.

SW 590 - Methods of Social Work Research (3.00 Credit(s))

This course covers the development of research methods for evaluation and enhancement of social work practice. Emphasizes research designs, sampling, practice evaluation, program evaluation, measurement instruments, and basic statistics.

Distribution: Social Work. Offered: All Semesters.

SW 591 - Research Practicum (3.00 Credit(s))

Enables students to further develop research knowledge through experiential learning allowing the student to implement and participate in a research study relevant to the social work profession.

Distribution: Social Work. Offered: All Semesters.

SW 592 - Research for Social Work Practice (3)

Students will learn how to carry out common types of evaluation typically implemented in practice, including needs assessments, single system design and program evaluation.

Prerequisite: SW 590 Methods of Social Work Research.

SW 599 - Special Topics in Social Work (3.00 Credit(s))

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 624 - Anti-Racist Social Work Practice: Disrupting, Challenging & Healing (3)

This advanced equity and social justice course examines racist and white supremacist power structures and policies while building anti-racist practice skills that challenge, disrupt, and change racist policies.

SW 675 - Specialized Practice I (3)

First of a two-semester course focusing on specialized integrated social work practice skills development working with client systems in direct clinical or direct community practice. A capstone is completed during the two semesters of this course.

Distribution: Social Work. Offered: All Semesters All Years.

SW 676 - Specialized Practice II (3.00 Credit(s))

Second of a two-semester course focusing on specialized integrated social work practice skills development working with client systems in direct clinical or direct community practice. A capstone is completed during the two semesters of this course.

Distribution: Social Work. Offered: All Semesters All Years.

SW 678 - Specialized Field Practicum I (3.00 Credit(s))

Two-semester course where students participate in an approved, specialized, social work practice field placement with the focus on the development and application of skills and cognitive/affective process within specialized framework.

Distribution: Social Work. Offered: Fall Semester All Years.

SW 679 - Specialized Field Practicum Seminar I (0.00 Credit(s))

Two-semester course where students work on the integration of empirical knowledge, theoretical concepts, analytical skills with interactional skills and professional values with the practice experience in Specialized Practicum I.

Distribution: Social Work. Offered: Fall Semester All Years.

SW 680 - Specialized Field Practicum II (3.00 Credit(s))

Second half of two-semester course where students participate in an approved, specialized, social work practice field placement with the focus on the development and application of skills and cognitive/affective process within specialized framework.

Distribution: Social Work. Offered: Spring Semester All Years.

SW 681 - Specialized Field Practicum Seminar II (0.00 Credit(s))

Second half of two-semester course where students work on the integration of empirical knowledge, theoretical concepts, analytical skills with interactional skills and professional values with the practice experience in Specialized Practicum II

Distribution: Social Work. Offered: Spring Semester All Years.

WGB - Business Administration

518 - Introduction to Business Statistics (3.00 Credit(s))

This course employs extensive use of data and statistical methods to support and improve organizational decision-making. Topics include data visualizations, descriptive statistics, probability distributions, sampling, confidence intervals, hypothesis testing, regression analysis, and the use of computer software for statistical applications. The primary focus will

be on the flexibility of the analysis, and the ability to present the results in an intuitive and understandable manner for greater organizational impact. The ethical issues related to big data will also be discussed.

WGB 519 - Introduction to Economics (3.00 Credit(s))

Basic concepts and analytical techniques from micro- and macro-economics, including supply and demand, price determination, market structures, fiscal policy, and the monetary system and policy. With a financial perspective, the course will also cover issues related to international economics including foreign direct investment, comparative advantage, and determinants of exchange rates.

WGB WGB 520 - Introduction to Economics and Statistics (3.00 Credit(s))

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

WGB 521 - Fundamentals of Management (3.00 Credit(s))

Using a framework of managerial roles and competencies, this course explores what management involves, how it affects people within an organization, why it is critical to the effective functioning of an organization, and how the accomplishment of management functions may vary in different cultural contexts. The course surveys competencies and knowledge necessary for successfully facing current challenges in the rapidly changing global business environment.

- WGB-600

WGB 602 - Corporate Financial & Management Accounting (3)

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

603 - Financial Management (3)

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

WGB 604 - Business Competencies I (3)

This competency-based course will provide students with a solid understanding of the fundamental theories and principles in key business disciplines and will provide students with business skills to perform in a modern business organization. Upon successful completion of this course, students will demonstrate competencies in business writing, business presentation, design-thinking, and talent management.

WGB 605 - Business Competencies II (3)

This competency-based course will provide students with a solid understanding of the fundamental theories and principles in key business disciplines and will provide students with business skills to perform in a modern business organization. Upon successful completion of this course, students will demonstrate competencies in business disciplines including Marketing, Supply Chain Management, and Management of Information Systems.

WGB 606 - EFFECTIVE BUS. WRITING & PRESENTATION (3.00 Credit(s))

This course teaches business and finance students to write clear, concise English in a direct, substantive, & action-oriented style. Assignments will focus on problem identification, analysis,and solutions using rhetorical strategies appropriate to a business audience. Each class will concentrate on a writing-related theme, including format, research, rhetorical strategies, and mechanics. Students will write an initial personal assessment of their academic and professional goals and their strengths and weaknesses. Assignments will include a case analysis; a company analysis as a Power-Point presentation; and a goals and professional development statement. In class writing will allow students to practice their writing and presentation skills in a low-stakes, supportive environment and to benefit from peer and instructor feedback. Students will be evaluated on their ability demonstrate coherence, conciseness, clarity, and correctness in their assignments and on their ability to apply specific rhetorical techniques suited to a defined audience and purpose.

Distribution: Management. Offered: Fall, Spring & Late Spring Sem All Years.

WGB 612 - Leading & Influencing with Integrity (3)

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

WGB 614 - Social & Legal Responsibilities in Business (3)

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

WGB 640 - Dynamic Business Management I (5)

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

Prerequisite: WGB 600, WGB 602 and WGB 603 .

WGB 641 - Dynamic Business Management II (5)

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

WGB 650 - Strategic Integration (6)

Organizational success relies on effectively leading and managing holistically across many disciplines. This course takes a process-based approach to integrate fundamental knowledge of Marketing, Finance, Accounting, Supply Chain Management, Information Technology, International Business, and Human Resource Management based on a Strategic Management platform. Classroom discussions are team taught with multiple professors, senior professionals, and experts using real-life business simulations.

WGB 691 - Welch Competency Demonstration & Implementation (3)

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

Prerequisite: WGB 640 Dynamic Business Management I and WGB 641 Dynamic Business Management II.

WGB 699 - Special Topics (1.00-3.00)

Distribution: Management.

Addresses

Fairfield - Main Campus
5151 Park Avenue
Fairfield, CT 06825

Fairfield - Center for Healthcare Education Campus
4000 Park Avenue
Bridgeport, CT 06606

Fairfield - Martire Center
Corner of Park Avenue and Jefferson Street
Fairfield, CT 06825

Fairfield - Sheila Hamilton Student Success Center
Park Avenue
Bridgeport, CT 06606

Fairfield - Maureen Hamilton Wellness Center
4980 Park Avenue
Bridgeport, CT 06606

Fairfield - West Campus

3135 Easton Turnpike
Fairfield, CT 06825

Dingle Campus
Green Street
County Kerry
Dingle
Ireland

Great River Golf Club
130 Coram Lane
Milford, CT 06461

Griswold Campus
at Griswold High School
267 Slater Avenue
Griswold, CT 06351

Luxembourg Campus
7 Rue Alcide de Gasperi
L-2981 Luxembourg

Stamford Tandet Campus
146 West Broad Street
Stamford, CT 06901

Procedures for Individuals Claiming Unlawful Discrimination or Harassment

Harassment

Harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA).

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

It is illegal to harass an employee because of race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), disability or genetic information.

It is also illegal to harass someone because they have complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Harassment can take the form of slurs, graffiti, offensive or derogatory comments, or other verbal or physical conduct. Sexual harassment (including unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature) is also unlawful. Although the law does not prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal if it is so frequent or severe that it creates a hostile or offensive work environment or if it results in an adverse employment decision (such as the victim being fired or demoted).

The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a student, client or customer.

Harassment outside of the workplace may also be illegal if there is a link with the workplace. For example, if a supervisor harasses an employee while driving the employee to a meeting.

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. Reports/complaints are to be filed within one hundred-eighty (180) 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). For Title IX complaints, reports should be made to the Title IX Coordinator, Julie Lawrence.

The report can be written or oral and should consist of the following:

- the specific conduct objected to,

- the date(s) and time(s) such conduct took place,

- the name(s) of the alleged harasser(s) or person(s) believed to be discriminating against the filer,

- the location(s) where the conduct occurred,

- the name(s) of any witness(es),

- action sought to remedy the situation,

- and any other details or information requested by the Executive Director or his/her designee.

- In addition, the individual should provide any documentation (e-mails, notes, pictures, etc.) or other information in support of the allegation of discrimination or harassment.

Informal Procedure

Any individual who believes that he/she has been unlawfully harassed or discriminated against may, if he/she chooses to, attempt to resolve the situation through a discussion with the other party. If that is not practical, the individual should consult with the Executive Director for Human Resources, who serves as the officer responsible for such complaints, or his/her designee. The purpose of this consultation is multifold.

The Executive Director or his/her designee will provide information and assistance to help the individual assess whether or not the behavior is harassing or discriminatory, will explain the University's grievance procedure, and provide guidance regarding the investigative procedure. There is no requirement that an informal resolution must be attempted by the complainant.

The individual may also request the Executive Director or his/her designee to attempt to facilitate a resolution of the grievance informally after investigating the matter. If the individual desires an informal resolution, the Executive Director or his/her designee will attempt to provide an informal resolution within twenty (20) working days of the receipt of the request.

Investigation of Complaints

Upon receipt of a complaint or report, a prompt investigation will take place in a confidential manner so as to disclose information only to those who have a need to know or those who may have pertinent information. The respondent and witnesses will be interviewed. Disclosure of the complainant's name will be made if in the judgment of the investigator it is necessary to the investigation. The investigation will be kept as confidential as possible without compromising the investigation.

The Executive Director or his/her designee (the investigator) will determine whether there is a reasonable basis for the complaint. At the conclusion of this stage of the investigation the investigator will report

his/her conclusions to the complainant in writing with the resolution of the complaint. The investigation should be completed within thirty (30) working days of the complaint filing unless extended for reasonable cause.

The investigation may be delayed during the period of an attempted informal resolution should the complainant desire it.

If it is determined that discrimination or harassment has occurred, the University will take action to stop the violation, prevent a reoccurrence, and correct any discriminatory effect. Such action may include counseling, warning, disciplinary action, termination of employment, or expulsion.

A confidential record of the proceedings will be maintained in a private file in the office of the investigator.

If a complainant is dissatisfied with the resolution because the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation, he/she may request a review by the vice president of the University division within which the discrimination was claimed to have occurred. If the complaint involves that vice president, the President of the University or his/her designee shall conduct the review.

The request for review must be made within ten (10) working days of the notice of the result of the investigation. The review by the vice president must be completed within thirty (30) working days and submitted in writing either sustaining the investigation result or reopening the investigation for further consideration if the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation. The decision on the review shall be final.

State and Federal Rights

The complainant may at any time file a complaint with the Department of Education, Office for Civil Rights, or other applicable federal or state agency for the enforcement of federal or state laws within the jurisdiction of such agency.

Timelines

Working days are days when the administrative offices of the University are regularly open for business; weekends, holidays, snow days, and days the University is closed shall not be counted as working days.

Personnel

Executive Director for Human Resources

Ms. Julia Nofri, 203-365-4837

Coordinator for Section 504 of the Rehabilitation Act and the Age Discrimination Act

Executive Director for Diversity & Inclusion

Ms. Julie Lawrence, 203-365-7572

Title IX Coordinator

Ms. Julie Lawrence, 203-365-7572

Provost/Vice President for Academic Affairs

Dr. Rupendra Paliwal, 203-371-7851

Assistant Provost for Teaching and Learning

Steven Michels, 203-396-8032

Senior Vice President for Finance and Administration

Michael J. Kinney, 203-371-7872

Senior Vice President for Enrollment Planning and Student Affairs

James Barquinero, 203-365-4763

Senior Vice President for Administration and Strategic Planning

David Coppola, 203-365-4809

Vice President for University Advancement

William Reidy, 203-396-8086

Vice President for Marketing and Communications

Michael Iannazzi, 203-371-7899

Vice President for Human Resources

Robert Hardy, 203-365-7676

Vice President for Finance

Philip McCabe, 203-371-7934

Vice President for Information Technology and Security

Shirley Canaan, 203-365-7555

University Directory & Contact Infomation

All University departments, faculty and staff contact information is available on the University website

Employee Directory

Office and Departments Directory

A listing of the University's Board of Trustees is available on the University website

University Leadership

Emeriti Faculty

Edward J. Bordeau
Professor Emeritus
Religious Studies
Ph.B., University of Montreal
MA, Ph.D., Fordham University

Donald W. Brodeur
Professor Emeritus
Psychology
BS, MS, Ph.D., Fordham University

Stephen A. Brown
Professor Emeritus
Management
BA, University of Massachusetts
MA, University of Rhode Island
Ed.D., Boston Univerisity

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BA, Iona College
MA, Ph.D., Fordham University

Thomas Curran
Professor Emeritus
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B.A., University of Delware
M.A., M.Phil., Ph.D., Columbia University

Angela DiPace
Professor Emerita
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BA, Quinnipiac College
MA, State University of New York at Binghamton
Ph.D., Washington State University

Edward Donato
Professor Emeritus
History
BA, MA, Providence College

Michael J. Emery
Professor Emeritus
Physical Therapy and Human Movement Science
BS, MA, Ed.D., University of Vermont

Rawlin A. Fairbaugh
Professor Emeritus
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BA, Washington and Jefferson University
MBA, New York University
Ed.D., University of Bridgeport

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BA, University of Baghdad, Iraq
MS, Loyola University of Chicago
Ph.D., New York University

Thomas V. Forget
Professor Emertius
Educational Administration
B.A., M.A., Ph.D. Fordham University

John Gerlach
Professor Emeritus
Finance, Sr. Business Executive in Residence
MBA, University of Pennsylvania, 1961
BS, Drexel University, 1955

Edward W. Gore
Professor Emeritus
Management
BS, Massachusetts Institute of Technology
MS, Columbia University
OPS, Pace University

Frances Grodzinsky
Professor Emerita
Computer Science/Information Technology
A.B., University of Rochester
M.A., Ph.D., University Of Illnois

Theodore Gutswa
Professor Emeritus
Art and Design
BA, Jersey City State College
MFA, Pratt Institute

Saul Haffner
Professor Emeritus
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BS, Polytechnic Institute of New York
MBA, Hofstra University

Thomas H. Hicks
Professor Emeritus
Psychology
BA, Cathedral College
STB, The Catholic University of America
MS.Ed., Iona College
Ph.D., St. John's University

William B. Kennedy
Professor Emeritus
History
Vice President, Public Affairs
BA, University of Bridgeport
MA, University of Pennsylvania
6th Yr. Certificate, University of Bridgeport

Efin Kinber
Professor Emeritus
Computer Science
Diploma in Mathematics, Department of Math, Latvia University, 1971
Candidate of Science (Ph.D.), Steklov Institute of Mathematics (St.-Petersburgh Division), St.-Petersburgh, Russia, 1975
Doctor Habilitatus in Computer Science (Ph.D.), Institute of Math and Computer Science, Latvia University, 1992

John F. Kikoski
Professor Emeritus
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BA, Wesleyan University
MA, Ph.D., University of Massachusetts

Rose Marie B. Kinik
Professor Emerita
Mathematics
BA, Molloy College
MA, St. John's University

Carol Kravitz
Professor Emerita
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BS, Regents College
MS, Binghamton University

Lois Libby
Teacher Education
Associate Professor Emerita
BA, M.Ed., University of Maine
Ph.D., University of Connecticut

Michelle Lusardi
Professor Emerita
Physical Therapy
BS, SUNY Downstate Medical Center
MS, Ph.D., University of Connecticut
DPT, MGH Institute of Health Professions

Sondra Melzer
Clinical Assistant
Professor Emerita
Teacher Education
BA, University of Connecticut
MA, Fairfield University
Ph.D., New York University

Judith D. Miller
Professor Emerita
English
BA, Tufts University
MA, Western Connecticut State College
Ph.D., University of Connecticut

Pilar Munday

Associate Professor Emerita

Department of Languages & Literatures

A.S., B.A., University of Granada, Spain

M.A., Ph.D., New York University

Camille P. Reale
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MS, Fairfield University

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BM, MM, University of Kansas

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Associate Professor Emerita
Occupational Therapy

BS in OT, Quinnipiac University, 1980

MA in Organizational Management, University of Phoenix, 2003

Doctor of Philosophy, Ph.D., in Health Services, Walden University, Minneapolis, Minnesota, 2009

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BS, College of Mount St. Vincent
MS, Fordham University
Ph.D., University of Connecticut

Paul Siff
Professor Emeritus
History
BA, Brooklyn College
Ph.D., University of Rochester

Jean Silva
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Mathematics
BS, Seton Hall University
MA, 6th Year, Fairfield University

Roberta Lynne Staples
Professor Emerita
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BA, Russell Sage College
MA, University of Virginia
Ph.D., University of Massachusetts

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MA, Social Institute Leo XIII
Ph.D., University of Madrid, Spain

Mary Trefry

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MA, Ph.D., Columbia University

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MA, Ed.D., Teachers College,Columbia University

Virginia F. Zic
Professor Emerita
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Ph.B., DePaul University
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MFA, Syracuse University

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