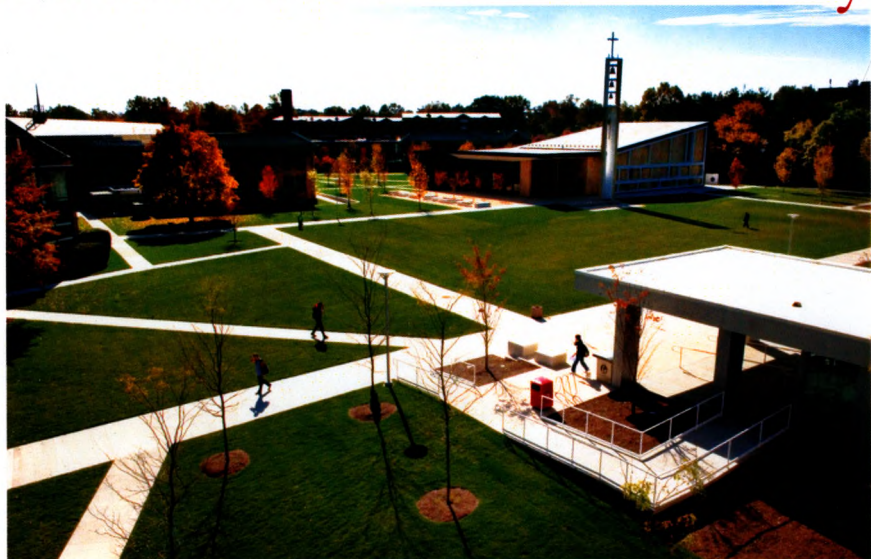


Sacred Heart University



2011-2012 Graduate Catalog



SACRED HEART UNIVERSITY

Welcome from the President



Dear Friends,

On behalf of its 6,000 students, many hundreds of professors and staff members, and more than 30,000 alumni, let me welcome you to Sacred Heart University. You will find in these pages just some of the reasons that the Princeton Review has included our University among The Best 371 Colleges in America and U.S. News & World Report ranks us among the finest in the Northeast. The second-largest Catholic university in New England, Sacred Heart offers more than 40 undergraduate, graduate, and doctoral programs on its main campus in Fairfield, Connecticut, and satellites in Connecticut, Luxembourg and Ireland.

The University is made up of five distinctive colleges: Arts and Sciences; Isabelle Farrington College of Education; Health Professions; University College; and the John F. Welch College of Business. Educating

students in the legacy and tradition of GE's legendary Jack Welch, this College is accredited by the AACSB International, an elite designation belonging to fewer than five percent of business schools worldwide. The University fields 31 Division I varsity teams and sponsors an award-winning program of community service.

Sacred Heart University is rooted in the Catholic intellectual tradition. We are here to assist you in your journey of learning and to travel with you as you work to build a better, more peaceful world. Please call on anyone listed in these pages with your questions and concerns. We welcome your interest in our community of active and engaged learners and hope your time with us is both challenging and productive.

Sincerely,

John J. Petillo, Ph.D.

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University Telephone Numbers

Academic Affairs and Provost	203/371-7910
Alumni Relations	203/365-4801
Bookstore	203/365-4768
Cambridge Campus	203-396-8024
Campus Ministry	203/371-7840
Career Development	203/371-7975
Cashier's Office	203/371-7923
College of Arts and Sciences	203/396-8020
John F. Welch College of Business	203/396-8084
Isabelle Farrington College of Education	203/371-7800
College of Health Professions	203/396-8024
Counseling Center	203/371-7955
Credit and Collection	203/371-7947
Development	203/396-8208
Graduate Admissions	203/365-7619
Griswold Campus	860-376-8408
Health Services	203/371-7838
Human Resources	203/365-7633
Jandrisevits Learning Center	203/371-7820
Library	203/371-7700
President's Office	203/371-7900
Public Relations	203/371-7970
Public Safety	203/371-7995
Registrar	203/371-7890
Residential Life and Housing Services	203/416-3417
Stamford Campus	203/323-4959
Student Accounts	203/371-7925
Student Activities and Student Life	203/371-7846
Student Financial Assistance	203/371-7980
Student Union	203/396-8027
Switchboard	203/371-7999
Undergraduate Admissions	203/371-7880
University Advancement	203-371-7860
University College	203/371-7830

2011 - 2012 Graduate Calendar

GRADUATE SEMESTER-LEVEL PROGRAMS 2011-2012

Fall Semester 2011

Labor Day - No Classes	Mon., Sept. 5
Classes Begin	Tues., Sept. 6
Last Day to Add/Drop	Mon., Sept. 12
Columbus Day Weekend - No Classes	Sun.-Tues., Oct. 9-11
Faculty Institute Day - No Classes	Tues., Oct. 11
Last Day to Convert Incomplete Grades for Spring & Summer Terms 2010	Tues., Oct. 18
Last Day to Withdraw from a Course**	Mon., Oct. 31
Thanksgiving Holiday - No Classes	Wed.-Sun., Nov. 23-27
Last Day of Classes (Including Finals)	Sat., Dec. 12
Final Exams not given during last week of exams (must follow examination schedule)	Tue. - Sat., Dec. 13-17
*Academic Warnings may be submitted any time during the semester.	
**See Course Withdrawal Policy in 2011-2012 Catalog and Registrar's Website.	

Spring Semester 2012

Martin Luther King Day - No Classes	Mon., Jan. 16
Classes Begin	Tues., Jan. 17
Last Day to Add/Drop	Mon., Jan. 23
Last Day to Convert Incomplete Grades for Fall & Winter Terms	Tues., Feb. 28
Spring Break	Sun.-Sun., Mar. 4-11
Last Day to Withdraw from a Course**	Mon., Mar. 19
Faculty Institute Day - No Classes	Tues., April 10
Easter Holiday - No Classes	Wed.-Tues., April 4-10
Last Day of Classes (Including Finals)	Mon., Apr. 30
Final Exams not given during last week of exams (must follow examination schedule)	Tues. - Tues., May 1-8
Graduate Commencement	Sat. May 12
*Academic Warnings may be submitted any time during the semester.	
**See Course Withdrawal Policy in 2011-2012 Catalog and Registrar's Website.	

Summer Session I 2012

Classes Begin	Mon., June 4
Last Day to Add/Drop	Wed., June 6
Last Day to Withdraw from a Course*	Fri., June 29
Independence Day - No Classes	Wed., July 4
Wednesday Classes Makeup	Fri., July 6

Last Day of Classes (including Finals)

Thurs., July 12

*See Course Withdrawal Policy in 2011-2012 Catalog and Registrar's Website.

Summer Session II 2012

Classes Begin

Mon., July 16

Last Day to Add/Drop

Wed., July 18

Last Day to Withdraw from a Course*

Fri., Aug. 10

Last Day of Classes (including Finals)

Thurs., Aug. 23

GRADUATE TRIMESTER-LEVEL PROGRAMS**Fall Trimester 2011**

Labor Day - No Classes

Mon., Sept. 5

Classes Begin

Mon., Sept. 12

Last Day to Add/Drop

Mon., Sept. 19

Columbus Weekend - No Classes

Sun.-Mon., Oct. 9-10

Faculty Institute Day - Classes Held

Tues., Oct. 11

Last Day to Convert Incomplete Grades for

Spring & Summer Terms 2010

Tue., Oct. 18

Last Day to Withdraw from a Course**

Fri., Oct. 28

Thanksgiving Holiday - No Classes

Wed.-Sun., Nov. 23-27

Last Day of Classes (Including Finals)

Mon., Dec. 12

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2011-2012 Catalog and Registrar's Website.

Winter Intersession 2011/2012

MBA Courses

Dates TBA

Last Day to Withdraw from a Course**

Dates TBA

Spring Semester 2012

Classes Begin

Mon., Jan. 9

Martin Luther King Day - No Classes

Mon., Jan. 16

Last Day to Add/Drop

Tues., Jan. 17

Last Day to Convert Incomplete Grades for

Fall & Winter Terms

Mon., Feb. 28

Last Day to Withdraw from a Course**

Fri., Mar. 2

Easter Holiday

Fri. - Sun., Apr. 6-8

Classes End (Including Finals)

Thurs., Apr. 5

Graduate Commencement

Sat., May 12

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2011-2012 Catalog and Registrar's Website.

Late Spring Semester 2012

Classes Begin

Mon., Apr. 9

Faculty Institute Day - Classes Held

Tue., Apr. 10

Last Day to Withdraw from a Course*

Fri., May 25

Memorial Day - No Classes

Mon., May 28

Monday Makeup Date	Fri., Jun. 1
Classes End (Including Finals)	Tues., Jul. 3

*See Course Withdrawal Policy in 2010-2011 Catalog and Registrar's Website.

Summer Semester II 2012

Classes Begin	Mon., July 9
Last Day to Withdraw from a Course*	Fri., Aug. 3
Classes End (including Finals)	Thurs., Aug. 18

EDUCATION 2011-2012

Fall Semester 2011

Labor Day - No Classes	Mon., Sept. 05
Classes Begin	Tue., Sept. 06
Last Day to Add/Drop	Mon., Sept. 12
Columbus Day Weekend - No Classes	Sun.-Mon., Oct. 9-10
Last Day to Convert Incomplete Grades for Spring & Summer Terms 2010	Tue., Oct. 18
Last Day to Withdraw from a Course**	Mon., Oct. 31
Thanksgiving Holiday - No Classes	Tue.-Sun., Nov. 22-27
Last Day of Classes (Including Finals)	Mon., Dec. 12

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2010-2011 Catalog and Registrar's Website.

Winter Intersession 2011-2012

Classes Meet	Dec. 21, 22, 26, 27, 28, 29 Jan. 2, 3, 4, 5, 9, 10
Christmas Holiday	Sat.-Sun., Dec. 24-25
Last Day to Withdraw**	Tue., Jan. 3
New Year's Holiday	Sun. Jan. 1
Classes End (Including Finals)	Tue., Jan. 10

*See Course Withdrawal Policy in 2010-2011 Catalog and Registrar's Website.

Spring Semester 2012

Martin Luther King Day - No Classes	Mon., Jan. 16
Classes Begin	Tue., Jan. 17
Last Day to Add/Drop	Mon., Jan. 23
Last Day to Convert Incomplete Grades for Fall & Winter Terms	Tue., Feb. 28
Last Day to Withdraw from a Course**	Mon., Mar. 5
Faculty Institute Day (classes held)	Wed., April 11
Easter Break - No Classes	Wed.-Tue., April 04-10
Last Day of Classes (Including Finals)	Mon., April 23
Graduate Commencement	Sat., May 12

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2010-2011 Catalog and Registrar's Website.

May Intensive Session (Late Spring) 2012

May Intensive Dates:*

May 14, 15, 16, 17, 21, 22,
23, 24, 29, 30, 31

May Intensive Begins

Mon., May 14

Memorial Day - No Classes

Fri., May 28

Graduate Commencement

Sat., May 12

Last Day to Withdraw from a Course**

May Intensive Classes End (Including Finals)

Wed., June 1

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2010-2011 Catalog and Registrar's Website.

Summer Session I 2012

Classes Begin

Mon., June 04

Last Day to Add/Drop

Wed., June 06

Last Day to Withdraw from a Course**

Fri., June 29

Independence Day - No Classes

Wed., July 04

Monday Classes Makeup

Fri., July 06

Last Day of Classes(Including Finals)

Sat., July 14

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2010-2011 Catalog and Registrar's Website.

Summer Session I 2012

Classes Begin

Mon., July 16

Last Day to Add/Drop

Wed., July 18

Last Day to Withdraw from a Course**

Fri., Aug. 10

Last Day of Classes (Including Finals)

Sat., Aug. 25

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2010-2011 Catalog and Registrar's Website.

GERIATRIC HEALTH AND WELLNESS**Fall Semester 2011**

Labor Day - No Classes

Mon., Sept. 5

Classes Begin

Tues. Sept. 6

Last Day to Add/Drop

Mon., Sept. 12

Last Day to Convert Incomplete Grades for

Spring & Summer Terms 2010

Wed., Oct. 19

Last Day to Withdraw from a Course**

Mon., Oct. 31

Thanksgiving Holiday - No Classes

Wed. - Sun., Nov. 23-27

Last Day of Classes (Including Finals)

Sat. Dec. 17

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2011-2012 Catalog and Registrar's Website.

Spring Semester 2012

Martin Luther King Day - No Classes	Mon., Jan. 16
Classes Begin	Tues., Jan. 17
Last Day to Add/Drop	Mon., Jan. 23
Last Day to Convert Incomplete Grades for Fall & Winter Terms	Tues., Feb. 28
Last Day to Withdraw from a Course**	Mon., Mar. 19
Last Day of Classes (Including Finals)	Sat., May 5
Graduate Commencement	Sat., May 12

*Academic Warnings may be submitted any time during the semester.

**See Course Withdrawal Policy in 2011-2012 Catalog and Registrar's Website.

Summer Session 2012

Classes Begin	Mon., May 7
Last Day to Add/Drop	Mon., May 14
Memorial Day - No Classes	Mon., May 28
Last Day to Withdraw from a Course**	Fri. Jun. 22
Independence Day - No Classes	Wed., July 4
Last Day of Classes (Including Finals)	Sat. July 28

ON GROUND MODULES - COMMUNICATIONS, OCCUPATIONAL THERAPY, PSYCHOLOGY (8-WEEK MODULE TERMS)

Module Term 1, 2011: Mon., Aug. 29 - Fri., Oct. 21

Labor Day - No Classes	Mon., Sep. 5
Last Day to Withdraw*	Fri., Sep. 30
Columbus Day Holiday - No Classes	Mon., Oct. 10

Module Term 2, 2011: Mon., Oct. 24 - Fri., Dec. 16

Thanksgiving Holiday - No Classes	Thurs - Sun., Nov. 24-27
Last Day to Withdraw*	Mon., Nov. 28

Module Term 3, 2012: Mon., Jan. 2 - Fri., Feb. 24

Martin Luther King Day - No Classes	Mon., Jan. 16
Last Day to Withdraw*	Fri., Feb. 3

Module Term 4, 2012: Mon., Feb. 27 - Fri., Apr. 20

Last Day to Withdraw*	Fri., Mar. 30
Easter Holiday	Thurs.-Mon., Apr. 5-9

Module Term 5, 2012: Mon., Apr. 23 - Fri., Jun. 15

Memorial Day - No Classes

Mon., May 28

Last Day to Withdraw*

Fri., May 25

Module Term 6, 2012: Mon., June 18 - Fri., Aug. 17

Independence Day Holiday - No Classes this Week

Mon.-Fri., July 2-6

Last Day to Withdraw

Fri., July 27

SHU ONLINE (8-WEEK MODULE TERMS) 2011-2012: NURSING AND PSYCHOLOGY**Module Term 1, 2011: Mon., Aug. 29 - Fri., Oct. 21**

Last Day to Withdraw**

Fri., Sept. 30

Module Term 2, 2011: Mon. Oct. 24 - Fri., Dec. 16

Last Day to Withdraw**

Mon., Nov. 28

Module Term 3, 2012: Mon., Jan. 2 - Fri., Feb. 24

Last Day to Withdraw**

Fri., Feb. 3

Module Term 4, 2012: Mon., Feb. 27 - Fri., Apr. 20

Last Day to Withdraw**

Fri., Mar. 30

Module Term 5, 2012: Mon., Apr. 23 - Fri., Jun. 15

Last Day to Withdraw**

Fri., May 25

Module Term 6, 2012: Mon., June 18 - Fri., Aug. 17

No Classes

Mon. - Fri., July 2-6

Last Day to Withdraw**

Fri., July 27

2012-2013 - Graduate Calendar

For updated calendar information for Graduate programs, please go to www.sacredheart.edu, click on "Quick Links" at the top right corner of the SHU home page, and then click on "Registrar" to see the 2012-2013 updated calendar information.

Statement of University Policies

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

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

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

The University is an Equal Opportunity Employer in accordance with its Affirmative Action Policy. It does not discriminate as required by law in its employment practices on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, or handicap.

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

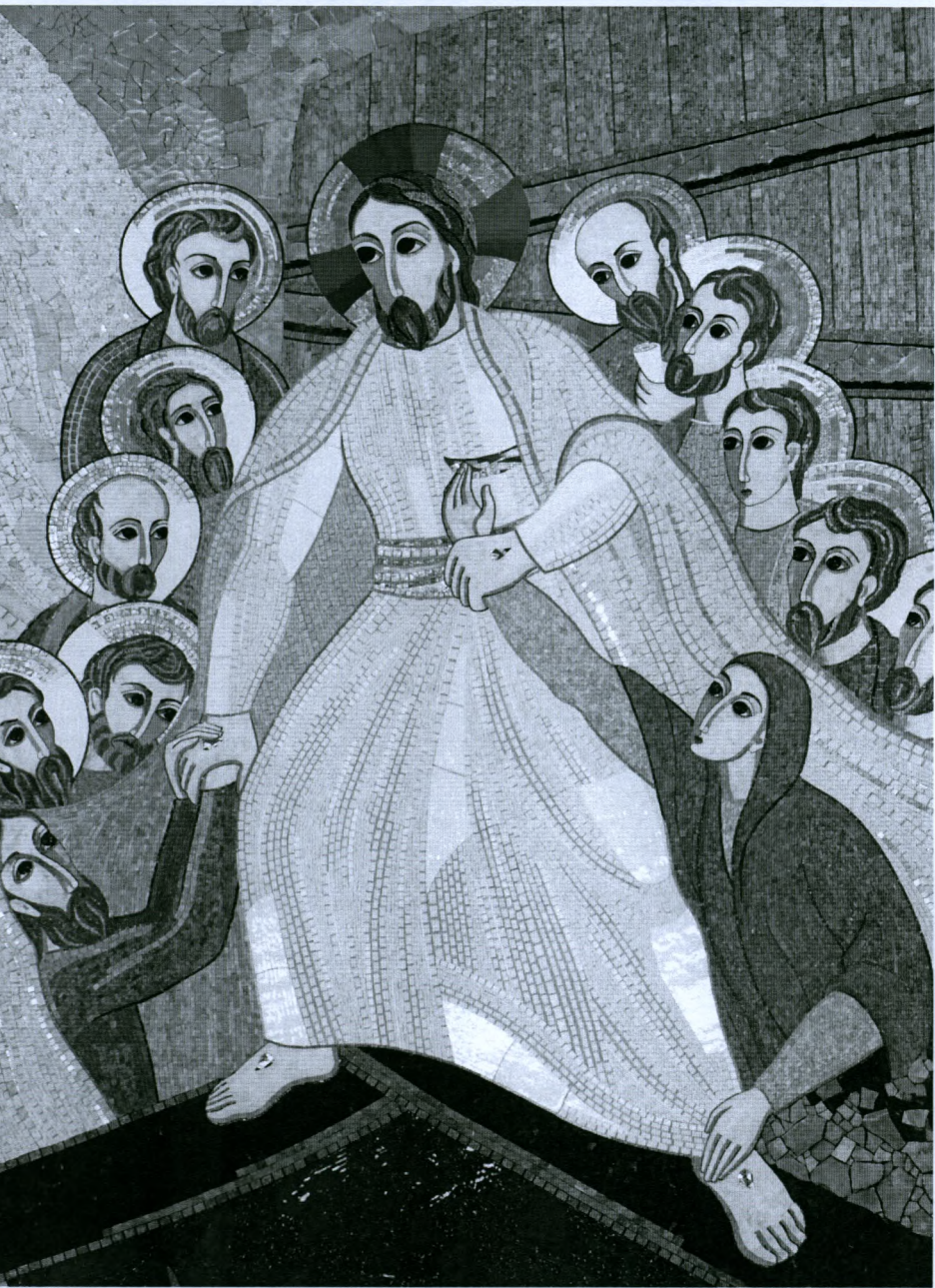
The University does not condone racism, sexism, sexual harassment, intolerance or any other acts of discrimination. The University is authorized under federal law to enroll nonimmigrant alien students.

Sacred Heart University's procedures for claiming unlawful discrimination or harassment are set as an appendix to this catalog and also on the Sacred Heart University's website. The Executive Director of Human Resources, Julia Nofri, 203-365-4837, who serves as the coordinator for Title VI, Title IX, section 504 of the Rehabilitation Act and the Age Discrimination Act is the primary University Office responsible for such matter. Students claiming discrimination for handicap or disability may also complain to the Director of Special Services at the University's Jandrisevits Learning Center.

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Tracy Deer-Mirek, John Galayda, Don Hamerman

THE UNIVERSITY



The University

Accreditation and Memberships

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

In addition, several University programs have received either specialized accreditation or approval by the state of Connecticut or have been granted specialized accreditation by national professional organizations. The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education; the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education; the Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE); National League for Nursing; the Master of Science in Occupational Therapy is accredited by the American Occupational Therapy Association; the Doctor of Physical Therapy is accredited by the American Physical Therapy Association; the Bachelor of Arts or Science in Social Work program is accredited by the Council on Social

Work Education; and the John F. Welch College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.

MEMBERSHIPS

AACSB, the Association to Advance Collegiate Schools of Business
Accreditation Council for Occupational Therapy Education (ACOTE)
American Accounting Association
American Alliance of Health, Physical Education and Recreation
American Association for Higher Education
American Association of Adult Continuing Education
American Association of College Baseball Coaches (AACBC)
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Collegiate Schools and Programs
American Association of Paralegal Education
American Chamber of Commerce in Luxembourg
American College Counseling Association (ACCA)
American College Health Association (ACHA)
American College of Sports Medicine
American College Personnel Association (ACPA)
American Council on Education (ACE)
American Counseling Association (ACA)
American Educational Research Association
American Football Coaches Association (AFCA)
American Library Association
American Management Association (AMA)
American Mathematical Society
American Occupational Therapy

Association (AOTA)
 American Physical Therapy
 Association (APTA)
 American Psychological Association
 American Society for Training
 and Development (ASTD)
 American Society of Composers,
 Authors and Publishers (ASCAP)
 Association for Computing Machinery
 Association for Continuing
 Higher Education (ACHE)
 Association for North East
 Business Deans
 Association for Specialists in
 Group Work (ASGW)
 Association for Student Affairs
 at Catholic Colleges and
 Universities (ASACCU)
 Association of Catholic Colleges
 and Universities (ACCU)
 Association of College and University
 Housing Officers (ACUHO)
 Association of College and
 University Unions (ACUI)
 Association of College Administration
 Professionals (ACAP)
 Association of College and
 Research Libraries
 Association of College and University
 Housing Officers International
 Association of College Honor Societies
 Association of College Unions
 International (ACCUI)
 Association of Collegiate Business
 Schools and Programs
 Association of Conferences and
 Events Directors (ACED)
 Association of Departments of English
 Association of Governing Boards
 Association of Graduate
 Programs in Ministry
 Association of Institutional Research
 Association of International Educators
 Association of Professors/Researchers
 in Religious Education
 Association of Schools of Allied
 Health Professions
 Association of Student
 Judicial Affairs (ASJA)
 Association of University Programs
 in Health Administration
 Berkshire County Counselors

Association (BCCA)
 Bridgeport Regional Business Council
 Canadian Academic
 Accounting Association
 Catholic Campus Ministry Association
 Centesimus Annus Pro Pontifice (CAPP)
 Chi Sigma Iota (CSI)
 Chief Administrators of
 Catholic Education
 College and University
 Personnel Association
 College Art Association
 College Athletic Business Management
 Association (CABMA)
 College Athletic Trainers' Society (CATS)
 College Board
 College Consortium for
 International Studies
 College Entrance Examination
 Board and Scholarship Service
 Collegium
 Colonial Athletic Association (CAA)
 Commission on Accreditation of Athletic
 Training Education Programs (CAATE)
 Community-Campus
 Partnerships for Health
 Connecticut Association of Colleges and
 Universities for Teacher Education
 Connecticut Association of Latino
 and Hispanic Education (CALAHE)
 Connecticut Association of Professional
 Financial Aid Administrators (CAPFAA)
 Connecticut Athletic Trainers'
 Association (CATA)
 Connecticut Business and
 Industry Association
 Connecticut Campus Compact
 Steering Committee
 Connecticut Career Counseling
 Association (CCCA)
 Connecticut Conference of
 Independent Colleges (CCIC)
 Connecticut Council on Higher Education
 Connecticut Counseling
 Association (CCA)
 Connecticut Distance
 Learning Consortium
 Connecticut League for Nursing
 Connecticut School Counselor
 Association (CSCA)
 Connecticut Softball Collegiate/
 Scholastic Hall of Fame (CSCSHF)

- Connecticut Technology Council
 Connecticut World Trade Association
 Council for Adult and Experiential Learning (CAEL)
 Council for the Advancement and Support of Education (CASE)
 Council of Graduate Schools
 Council of Independent Colleges
 Council on Social Work Education
 East End Counselors Association (EECA)
 Eastern Association of Colleges and Employers (EACE)
 Eastern Association of Student Financial Aid Administrators (EASFA)
 Eastern Athletic Trainers' Association (EATA)
 Eastern College Athletic Conference (ECAC)
 Eastern Intercollegiate Volleyball Association
 Entrepreneurial Women's Network
 Entrepreneurship Institute
 European American Chamber of Commerce in the US
 European Council of International Schools (ECIS)
 Fairfield Chamber of Commerce
 Fairfield County Business Council
 Forum for World Affairs
 Greater New Haven Chamber of Commerce
 Greater Norwalk Chamber of Commerce
 Greenwich Chamber of Commerce
 Institute for European Studies/
 Institute for Asian Studies
 Institute for International Education
 Institute of Management Accounts
 Institute of Management Consultants
 Intercollegiate Association for Marriage and Family Therapists
 Intercollegiate Bowling Association
 Intercollegiate Tennis Association (ITA)
 International Consortium of the National Council of Teachers of English
 International Federation of Catholic Universities (IFCU)
 Kiwanis Club of Bridgeport
 Library Administration and Management Association
 Library Information Technology Association
 Luxembourg American Chamber of Commerce (LACC)
 Massachusetts School Counselor Association (MSCA)
 Mathematics Association of America
 Metro Atlantic Athletic Conference (MAAC)
 Metro New York College Placement Officers Association (MNYCPOA)
 Modern Languages Association (MLA)
 National Academic Advising Association (NAAA)
 National Association for College Admission Counseling (NACAC)
 National Association for Developmental Education
 National Association for Lay Ministry
 National Association for Pastoral Musicians
 National Association of Athletics Compliance Coordinators (NAACC)
 National Association of Campus Activities (NACA)
 National Association of Catholic Colleges Admissions Counseling (NACCAC)
 National Association of Church Personnel Administrators
 National Association of College Admissions Counselors
 National Association of College and University Attorneys
 National Association of College and University Business Officers
 National Association of College Athletic Directors
 National Association of College Auxiliary Services (NACAS)
 National Association of College Basketball Coaches (NACBC)
 National Association of Colleges and Employers (NACE)
 National Association of Collegiate Directors of Athletics (NACDA)
 National Association of Collegiate Marketing Administrators (NACMA)
 National Association of Foreign Student Advisors
 National Association of Foreign Student Affairs (NAFSA)
 National Association of Graduate Admissions Professionals (NAGAP)

- National Association of Independent Colleges and Universities
- National Association of International Educators
- National Association of Schools of Art and Design
- National Association of Social Workers
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Student Personnel Administrators (NASPA)
- National Athletic Trainers' Association (NATA)
- National Athletic Trainers' Association Board of Certification (NATABOC)
- National Board for Certified Counselors (NBCC)
- National Career Development Association (NCDA)
- National Catholic Educational Association
- National Catholic Student Coalition
- National College of Sports Medicine
- National Collegiate Athletic Association (NCAA)
- National Collegiate Licensing Association (NCLA)
- National Conference of Catechetical Leadership
- National Continuing Education Association
- National Council for Teachers of English
- National Council for Teachers of Math
- National Fastpitch Coaches Association (NFCA)
- National Intramural and Recreational Sports Association (NIRSA)
- National League for Nursing
- National Network of Libraries of Medicine
- National Orientation Directors Association (NODA)
- National Society of Experiential Education (NSEE)
- National Strength and Conditioning Association (NSCA)
- New England Affiliate of College and University Residence Halls (NEACURH)
- New England Association of College Admissions Counseling (NEACAC)
- New England Association of College and University Housing Officers (NEACUHO)
- New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
- New England Association of Schools and Colleges
- New England Intercollegiate Softball Coaches Association (NEISCA)
- New England Occupational Therapy Educational Council
- New England Resource Center for Higher Education (NERCHE)
- New England Transfer Association (NETA)
- New Haven Chamber of Commerce
- New Jersey Association of College Admissions Counseling (NJACAC)
- New York Association of College Admissions Counseling (NYACAC)
- Northeast Association of Student Employment Administrators
- Northeast Conference (NEC)
- Northeast Conference Baseball Committee
- Overseas Association of College Admissions Counseling (OACAC)
- Pennsylvania Association of College Admissions Counseling (PACAC)
- Phi Delta Kappa, International Religious Educational Association
- Sigma Xi Scientific Research Study Society for Human Resource Managers (SHRM)
- Society for Industrial and Applied Mathematics
- Society for the Scientific Study of Religion
- Society of University Planners
- Stamford Chamber of Commerce
- Strategic Enrollment Management (SEM)
- Teachers of English to Speakers of Other Languages
- University Continuing Education Association (UCEA)
- Western Massachusetts Counselors Association (WMCA)
- Western, Rockland, Putnam Counselors Association (WRPCA)
- Western Suffolk Counselors Association (WSCA)
- World Criminal Justice Library Network

Mission and History

MISSION STATEMENT

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

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

HISTORY

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide an affordable, quality education at a Catholic university. From its outset, the University bore the mark of innovation. Charting a new direction within American Catholicism, the University was to be led and staffed by the laity, as an independent Catholic University. Signs of the University's growth and vibrancy are evident. The enrollment has risen from the original class of 173

students to more than 5,700 full- and part-time undergraduate and graduate students in Fall 2006. Correspondingly, the faculty has increased from 9 to over 190 full-time professors and a cadre of dedicated affiliate faculty members. The University has grown and has enhanced the undergraduate student experience in several other ways. In 1990, it accepted for the first time students who wanted the "residential" experience. It now has ten residence halls, and 66% of the full-time undergraduate students live in University housing. New degree programs and majors in relevant disciplines are consistently added to our curriculum. The University offers Division I athletics with 32 varsity teams. The expansive William H. Pitt Health and Recreation Center is available to all students and the community at large. Recognizing the importance of technology, Sacred Heart University provides all undergraduate students with a laptop computer. The University campus is a wireless environment. The University consists of five colleges: College of Arts and Sciences, John F. Welch College of Business, Isabelle Farrington College of Education, the College of Health Professions, and University College. The latter is committed to the adult learner and provides continuing education programs. Its evening, weekend and accelerated courses earn praise for their diversity and relevance to changing lifestyles. An ever-widening outreach to the community balances the University's commitment to academic excellence. The Center for Spirituality and Ministry educates men and women for pastoral, administrative, catechetical and other Church ministries. The Center for Christian-Jewish Understanding, which earned the personal endorsement of Pope John Paul II, has become a global leader in fostering interreligious dialogue. Closer to home, hundreds of students, faculty and staff volunteer their services in the community each year. The Center for Strategic Planning for Not-for-Profit Organizations provides business assistance to qualified groups at no cost. Through the Sacred Heart University-St. Charles Health and Wellness

Center, faculty and students from Nursing, Physical Therapy, Psychology, Occupational Therapy and related disciplines bring the assets of contemporary health care practices and services to an at-risk population to the multicultural communities of St. Charles Church and neighborhood residents on Bridgeport's East Side. The administration, faculty and staff, and students are proud to carry the Founder's vision and the University's mission into the third millennium.

Locations

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

MAIN CAMPUS, FAIRFIELD

Full-Time Admissions

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

Part-Time Admissions

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

GRISWOLD

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

LUXEMBOURG

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

STAMFORD

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

Discrimination

Sacred Heart University does not discriminate on the basis of sex, sexual orientation, race, color, religion, national/ethnic origin, age, or handicap in the administration of its educational policies, admission policies, athletic programs, or administered programs. Any behavior or action that excludes, harasses, or embarrasses someone based on any of the above characteristics is unacceptable and subject to disciplinary action. Any person who has a complaint regarding any unlawful discrimination may obtain the procedures to file a complaint from the Executive Director of Human Resources Department, Julia Nofi, 203-365-4837. A complaint by a student for unlawful discrimination in violation of Sacred Heart University policies or state or federal law regarding disability may also be filed with

the Director of Special Services located at the University's Jandrisevits Learning Center who will direct the complaint to Human Resources. The procedures are set forth as an appendix to this catalog.

Curriculum

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

The University offers baccalaureate candidates a choice of 27 majors in the areas of liberal arts, business and professional studies. Candidates seeking an associate degree can choose from Associate of Arts/General Studies or Associate of Science in Computer Science degree. Master's degree programs are offered in the fields of:

- Applied Psychology (M.S.)
- Business Administration (M.B.A.),
- Chemistry (M.S.),
- Computer Science and Information Technology (M.S.),
- Criminal Justice (M.A.),
- Communications (M.A.)
- Environmental Systems Analysis and Management (M.S.)
- Exercise Science and Nutrition (M.S.)
- Family/Nurse Practitioner (M.S.N.),

- Geriatric Rehabilitation and Wellness (M.S.),
- Occupational Therapy (M.S.),
- Patient Care Services Administration (M.S.N. or MSN/MBA),
- Religious Studies (M.A.), and
- Teaching (M.A.T.).

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

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

GRADUATE ADMISSION



Graduate Admission

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

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

Application Process

Applications and all supporting materials (test scores, letters of recommendation, writing samples, transcripts, etc.) should be sent directly to the Office of Graduate Admissions. Students are responsible for the submission of all application materials. Once an application is received, the Office of Graduate Admissions will generate a file for the candidate. When a file is complete, it will be delivered to the program office for consideration. Candidates will be notified as soon as possible concerning any decision regarding their application. Submission of some materials, such as

transcripts and test scores, may take several weeks to arrive. Early submission of these materials is advised.

APPLICATION DEADLINES

There is no formal University-wide deadline for applications for graduate study. However, several departments and programs have established their own deadlines. For more information on specific program deadlines, contact the Office of Graduate Admissions at 203-365-7619. For all other programs, it is recommended that all application materials be submitted at least two months before the first day of class. International applicants should submit their materials four months before the first day of class. Applicants who are interested in obtaining an assistantship or financial assistance should submit applications as soon as possible to allow additional time for processing.

COMPLETION OF THE APPLICATION FILE

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

Application

A completed application form and any supplemental forms must be submitted to the Office of Graduate Admissions. Incomplete or unsigned applications will be returned. The application for graduate study may be completed online at www.sacredheart.edu/gradapp.cfm.

Fee

A nonrefundable fee must accompany the application. Checks should be made payable to Sacred Heart University. Applications without the fee or proof of payment will be returned.

Transcripts

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

Test Scores

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

Letters of Recommendation

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

Résumé

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

INITIAL TEACHING CERTIFICATION APPLICANTS

Candidates applying for their initial teaching certificate must complete an essay stating their reason(s) for wanting to be a teacher and describing any experiences that may have influenced that decision. Applicants must also submit a passing score on the Reading, Writing and Mathematics sections of the Praxis I examination or obtain an official Praxis waiver from the Connecticut State Department of Education. Applicants who have an undergraduate cumulative GPA under 2.75 (on a 4.0 scale) must request a waiver of this requirement from the Graduate Education program in order to be considered for admission.

Applications must provide evidence of having submitted a state and national criminal history background check.

CERTIFIED TEACHERS

Certified teachers who are applying for any graduate education program must submit a copy of their current certification.

INTERNATIONAL APPLICATIONS

International graduate students must possess the equivalent of a four-year bachelor's degree from a U.S.-accredited college or university. In addition, international applicants should have achieved an excellent academic record that includes at least 16 years of primary, secondary and college-level education. In addition to the application for graduate study, international applicants must complete an application supplement for international graduate students, which can be obtained from the Office of Graduate Admissions.

Exemption from TOEFL requirement may be possible if the applicant's native language is English or the applicant has

studied at a four-year college or university in the United States. All admitted international graduate students must take a placement test that includes an essay. International graduate students must demonstrate that sufficient financial support is available to study at Sacred Heart University for one year, as well as a reasonable expectation of continued support. A bank statement must be made available to the University verifying that such an amount is available. Once verification is received and the student has been accepted to the graduate program, the University International Center will issue the student an I-20 for the purpose of obtaining an F-1 Visa. For more information on international admissions, contact the Office of Graduate Admissions at 203-365-7619.

NON-NATIVE ENGLISH SPEAKERS

Non-native English speakers, applying for graduate study, must submit official test scores for the TOEFL, IELTS, MELAB, PTE, iTEP, Cambridge Certificate in Advanced English, or the Cambridge Certificate in Proficiency in English. For unconditional admission to an academic program, a minimum TOEFL score of 570 on the paper-based test or 92 on the TOEFL iBT is required; minimum score of 6.5 on the IELTS required; minimum score of 80 on the MELAB required (proctored on-site at SHU); minimum score of 62 on PTE; (minimum score of 5 on the iTEP); minimum score of 5.5 on the Cambridge Certificate in Advanced English(CAE); minimum score of 5.5 on the Cambridge Certificate in Proficiency in English (CPE). Test scores must be forwarded directly from the testing service to Sacred Heart University.

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 four categories: Fully Matriculated, Provisionally Accepted, Special Student and Auditor. The application process must be completed in order to be considered a Fully Matriculated or Provisionally Accepted student. Special students must register through the Office of Graduate Admissions. Auditors may register for courses through the Office of the Registrar.

Fully Matriculated Students

Those who have met all of the requirements for admission and have been accepted by the graduate program are considered Fully Matriculated Students.

Provisionally Accepted Students

Applicants whose undergraduate cumulative GPA falls below the minimum standard for admission, those who require additional prerequisite course work or who may benefit from close

academic supervision may be admitted as Provisionally Accepted Students. Provisionally Accepted Students must complete any requirements outlined in the letter of provisional acceptance sent by the Office of Graduate Admissions. Upon completion of the requirements, the application file will be reviewed for consideration as a Fully Matriculated Student.

Special Students

Special Students are those who are taking courses and have not decided to matriculate into a graduate program. Special Students are considered non-matriculated students and may only complete a maximum of 6 to 9 credit hours at the University, 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 Special Students considering a program for teacher certification or administrative certification.

Auditors

Students who want to take a course and not receive a grade or credit may register as an Auditor. A notation of audit is placed on a student's transcript. Students who want to audit a course must register for each course separately. Auditors are expected to participate in the learning process.

Readmission

Graduate students who fail to maintain continuous enrollment in their graduate program must complete an Application for Readmission. Continuous enrollment is defined as attendance for one of any three terms (for the purposes of this policy Late Spring and Summer count as one term) per academic year. The Application for Readmission must be submitted to the Office of Graduate Admissions. Students who are readmitted must adhere to

the guidelines set forth in the current catalog. Graduate students who fail to register for more than six consecutive terms will be considered withdrawn from the University and must reapply under the current admission standards stipulated by the graduate program.

TRANSFER CREDITS AND RESIDENCY REQUIREMENTS

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

ACADEMIC STANDARDS, POLICIES AND PROCEDURES



Academic Standards, Policies and Procedures

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:

1. 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.

2. 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.

3. 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.

4. 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.

STUDENT RESPONSIBILITY

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

SACRED HEART UNIVERSITY NETWORK ACCOUNT AND OFFICIAL COMMUNICATIONS

When students are enrolled at Sacred Heart University, a University network account is created. The student is required to activate the account and is thereby given access to online services including Sacred Heart University email.

Official communication is directed to the student's Sacred Heart University electronic mailbox. In some cases official communications may be delivered by U.S. mail or campus mail. Students are expected to access their email regularly to stay abreast of important, time-sensitive information. Information on how to access Sacred Heart University's network is available from the University's website under MYSHU. Students must activate their Sacred Heart University network account and be registered to have access to course material and on-line applications.

MATRICULATION

Matriculation is an agreement with the University to a particular set of degree requirements. Graduate students who have met all the requirements and have been accepted by Graduate Admissions are considered fully matriculated. Nonmatriculated 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 nonmatriculated student does not apply to programs for teacher or administrative certification. Contact Graduate Admissions for further information.

CHANGES OF CURRICULUM AND CONTINUOUS ENROLLMENT

A matriculated student has the right to graduate under the requirements that existed at the time of his/her matriculation as long as continuous enrollment has been maintained. Continuous enrollment means the student is in attendance for one of any three terms in an academic year. All summer session courses count as one term towards continuous enrollment calculations. Students who drop all their courses during the add/drop period may not use that semester as part of their continuous enrollment calculation. Students who fail to maintain continuous enrollment must apply for readmission. Readmitted students must follow the guidelines in effect at the time of readmission.

Students who are not enrolled in a semester may wish to maintain their network connections and access to certain services such as the Library and other online services. To do this, the student must contact the Academic department and request access to the department's continuous registration section. This registration will continue all network access. A fee of \$100 will

be applied. Such registration is not calculated as continuous enrollment as described in the above section.

MANDATED VACCINATION AND IMMUNIZATION REQUIREMENTS

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

ACADEMIC 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.

THE MEANING OF ACADEMIC INTEGRITY

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

These aims of the University require that its members exercise mutual responsibilities. At its core, academic integrity is secured by a principled commitment to carry out these responsibilities, not by rules and penalties. Students and faculty should strive to create an academic environment that is

honest, fair and respectful of all. They do this by evaluating others' work fairly, by responding to others' ideas critically yet courteously, by respecting others' intellectual and physical property, and by nurturing the values of academic integrity in all contexts of University life.

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

MUTUAL RESPONSIBILITIES OF FACULTY AND STUDENTS

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

1. Refer in course syllabi to the University's policy on academic integrity.
2. Clearly explicate in course syllabi behaviors and actions that constitute academic dishonesty, especially those that may be specific to the assignments of the course.

3. Clearly explicate in course syllabi consequences for violations of academic integrity.
4. Reinforce these expectations and 4. consequences periodically during the semester, such as when giving information for assignments.
5. Model and, where appropriate, teach students those scholarly practices that embody academic integrity.
6. Abide by this policy on academic integrity, including its reporting requirements.

Sacred Heart University students have the ethical obligation to take these steps to promote academic integrity among their peers:

1. Act with integrity in all their coursework.
2. Abide by this policy on academic integrity and any policies established by their professors and the department in which they are majoring.
3. Refuse to share materials with peers for the purpose of cheating, or that they believe will be used for cheating.
4. Take care with their own papers, tests, computer files, etc., lest these be stolen or appropriated by others.
5. Notify the professor of a course if they become aware that any form of cheating or plagiarism has occurred. Such notification is not dishonorable but maintains an academic environment in which all students are evaluated fairly for their work; it may also protect a student from a charge of dishonesty (if, for instance, the student's work was appropriated by another).

VIOLETIONS OF ACADEMIC INTEGRITY

Academic integrity can flourish only when members of the University voluntarily govern their personal behavior by high ethical standards. However, it is also crucial for the University to define the boundaries of ethical behavior and to prohibit attacks on the principles of academic integrity. Policies that govern faculty members' ethical responsibilities are treated in the Faculty Handbook. Students' ethical responsibilities are governed by the policy stated here. Departments and programs at the University may supplement this policy with additional guidelines and faculty members may specify additional guidelines in the syllabi for their classes. Students must adhere to such guidelines as well as to the University-wide policy.

All Sacred Heart University students, in all degree programs, are prohibited from engaging in any of the following types of behavior.

Cheating

Forms of cheating include, but are not limited to:

1. Having unpermitted notes during any exam or quiz. Only materials that a professor explicitly instructs students they may use during an examination are permitted.
2. Copying from other students during any exam or quiz.
3. Having unpermitted prior knowledge of any exam or quiz.
4. Copying or rewriting any homework or lab assignment from another student, or borrowing information for such assignments with the intention of presenting that work as one's own.

5. Using unpermitted materials or taking information from other students for a take-home exam. A take-home exam is an exam; therefore, it requires independent work.

Students should follow the procedures given by the professor.

Note: These standards require independent work by a student, except for those contexts where professors have specified forms of permitted collaboration with other students. If no form of collaboration has been specified, students must assume that none is permitted. Because assignments that involve group-based work can cause students to question what forms of collaboration are proper, they should seek guidance from their professors in all cases of doubt. Professors should make clear to students what forms of collaboration are permissible and impermissible. The standards on cheating do not prohibit students from studying together or from tutoring each other.

Plagiarism

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

Plagiarism may be willful, as when a student knowingly copies a source without attribution, or negligent, as when a student fails to cite sources properly. Both willful and negligent instances of plagiarism are subject to penalty—in part because professors must judge the

result of a student's work, not his or her intentions, and in part because students are expected to know and follow the standards for proper citation of sources.

Forms of plagiarism therefore include, but are not limited to:

1. Copying whole papers or passages from another student or from any source.
2. Allowing another student to copy or submit one's work.
3. Buying or obtaining a paper from any source, including term-paper sellers and Internet sources, and submitting that paper or passages of it as one's own work.
4. Pasting a passage from the Internet or any computer source into one's paper without quoting and attributing the passage.
5. Fabricating or falsifying a bibliography.
6. Falsifying one's results in scientific experiments, whether through fabrication or copying them from another source.
7. Appropriating another person's computer programming work for submission as an assignment.
8. When creating a web page, film or musical composition as a course assignment, failing to attribute material that comes from other media or failing to obtain proper permission for the use of such material.
9. Any other appropriation of another's intellectual property without proper attribution.
10. Submitting an assignment that one wrote during a previous

semester or submitting the same assignment for more than one class simultaneously. This action includes reusing substantial portions of previously written work for a current assignment. (Students who are unsure of what work of their own they may use in preparing an assignment should consult their professors.) Assignments must be written the semester in which they are assigned unless a professor approves of the use of previously written material with specific guidelines. Assignments may be submitted for credit in a single course only unless professors in multiple courses are informed of and approve of the multiple submissions.

Note: Improper citation of sources occurs when a student presents all the sources he or she used in preparing a paper but fails to attribute quotations and information from those sources in the body of the paper. Specific examples include:

Failure to use quotation marks 1. 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 2. 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 3. for quotations or for other information that did not originate with the student.

Such acts fall under the rubric of plagiarism. Because they sometimes do not involve willful misrepresentation, professors may have more lenient policies in dealing with them. Yet students should strive to cite all information properly and should note that professors have the

discretion to treat these cases as seriously as the forms of plagiarism listed above.

OTHER VIOLATIONS

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

1. Providing to other students exams or papers of one's own or from any source with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
2. Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
3. Theft and defacement of library materials.
4. Theft of other students' notes, papers, homework and textbooks.
5. Posting another person's work on the Internet without that person's permission.

COURSE-BASED SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY

When a faculty member encounters a suspected case of academic dishonesty, he or she should address the matter with the student, after collecting whatever evidence may be available and relevant. The faculty member has the right to ask the student to provide evidence about sources used or other reasonable requests to establish the work the student did.

If the faculty member discovers that the student did act dishonestly, he or she will assign a penalty of a failing grade for the assignment; and may immediately assign the student a grade of F for

the course. Cases of improper citation are a matter of faculty discretion.

Faculty will report in writing the incident of academic dishonesty and the sanction imposed to the faculty's chair or program director, dean of the college in which the course was taken, and dean of the student's college within five working days of the sanction. The faculty member will provide all parties with appropriate documentation of the incident. The dean of the student's college will inform the student and his/her academic advisor in writing of the accusation, instructor's coursebased sanction, and appeals process available to the student within five working days of the notification from the faculty member. In the instance of a second confirmed violation, the letter sent to the student will stipulate that this is a second violation. These timelines apply under normal circumstances, barring institutional exigencies.

APPEALS OF COURSE-BASED PENALTIES

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

The procedure for a documented appeal is:

1. If the faculty member imposes a sanction because he or she finds the student acted in violation of the policy, the student may present the case in writing with supporting evidence to the department chair or program director of the faculty member involved. The chair/program director will consult with the faculty member in an attempt to resolve the matter. If the chairperson/program director is unable to resolve the matter, he or she will inform the student in writing. If the student wishes to pursue the matter further, the student may appeal in writing to the dean of the college in which the course was taken.
2. If the dean of the college in which the course was taken or the dean's designee finds that the appeal has merit, he or she will convene an appeal committee. This committee will consist of three faculty members: one selected by the student, one selected by the faculty member who taught the course, and one selected by the dean. After reviewing all documented evidence, the appeal committee will then propose a solution that the grade either stands or should be reviewed by the faculty member. This concludes the process.

CONSEQUENCES FOR SECOND AND SUBSEQUENT VIOLATION OF ACADEMIC INTEGRITY

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

When the dean of any college receives confirmed notice of a second violation by a student in that college, the dean will refer the matter to a standing faculty committee on academic integrity. This committee will consist of one faculty member each from the Colleges of Arts and Sciences, Business, and Education and Health Professions. The committee will also include the Dean of Students as a non-voting member. Faculty members of the committee will be appointed for two-year terms by a vote of the Faculty Senate. The purpose of this committee is to recommend additional sanctions to be taken against the student, including exclusion from the University for one or two semesters or dismissal from the University.

The committee will have available to it the full documentation of the student's previous violation of academic integrity and authority to request additional information and documentation as warranted; however, the committee is not to reconsider the student's guilt or innocence in those incidents. The committee will hear from the student's academic advisor and the chair or program director of the student's major department(s). The student will have an opportunity to address the committee if he or she wishes. The student may be accompanied by an advocate who is a current employee of the University who may not act as the student's legal counsel.

The committee will make a recommendation of sanction to the dean of the student's college, who will in turn make a recommendation to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be final.

VIOLETIONS AND APPEALS OF VIOLETIONS OUTSIDE OF A COURSE

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

GRADING SYSTEM

The grading system and quality grade points changed effective Fall 2010.

Sacred Heart University Graduate Grading System Beginning Fall 2010

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
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 F's. In unusual circumstances, the six-week

period can be extended. An Incomplete Extension (IX) grade will be in effect until the next conversion date which is six-week 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 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. Grades of P/NP, W, I and NG are not included in the calculation of the term or cumulative GPA.

CHANGE OF GRADES

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

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

STUDENT GRADE GRIEVANCE—POLICY AND PROCEDURE

A student's dissatisfaction with a course grade is, in general, not sufficient grounds for warranting a grievance, convening a committee, or meriting a hearing.

Grounds for a grievance exist upon presentation of written documented evidence indicating:

- discriminatory treatment;
- the process determining the grade differs from that outlined in the course syllabus; or
- the process determining the grade was not presented in writing to the students.
- A documented grievance associated with a grade must be presented within six (6) months after the original grade was issued.

The procedure for a documented grievance is as follows:

- The student is ordinarily expected to resolve the issue at hand with the faculty member.
- If the solution as provided by the faculty member is unacceptable to the student, the student may present the case in writing with supporting evidence to the department chairperson of the faculty member involved. The department chairperson will then make a judgment, after consultation with the faculty member and the student, in an attempt to bring the matter to resolution.

- If the department chairperson is unable to bring the matter to resolution or the judgment is unacceptable to the student, the student may present a formal appeal in writing to the dean of the college in which the course was taken or to his/her designee.
- If the dean of the college or his/her designee finds that the appeal has merit, he/she will convene a grievance committee. This committee will consist of only faculty members: one faculty member selected by the student, one faculty member selected by the faculty member concerned, and one faculty member selected by the dean of the college or selected by his/her designee. The chairperson of the faculty member against whom the grievance is filed is not eligible to serve on the Grade Grievance Committee. After reviewing all documented evidence, the grievance committee will then propose a solution, supported by a rationale in writing, that the grade either stands or should be changed by the faculty member. If the faculty member is unavailable to change the grade, the department chairperson shall serve in lieu of the unavailable faculty member.
- In the extraordinary circumstances in which the faculty member does not accept the recommendation of the Grade Grievance Committee to change the grade after the Grade Grievance Committee ascertains that one or more grounds for a grievance outlined above has been substantiated, then the issue shall return to the Grade Grievance Committee, which will make the final grade decision to be implemented by the department chairperson. This step concludes the process.

ACADEMIC FORGIVENESS

When a failed course is repeated successfully, only the more recent of the two grades will be counted in the computation of the grade point average (GPA). 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. 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.

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.

HONORS DESIGNATION FOR GRADUATING GRADUATE STUDENTS

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

1. Students must be in top 20% of the graduating group within the degree program.
2. Students must have obtained at least a cumulative GPA of 3.7.
3. Students must have engaged in significant work (e.g., thesis, major project, course paper, etc.) that makes a recognized and documented contribution to the field of discipline.

4. A recommendation that an honor's designation be granted must be sent to the program director by a faculty member.
5. Endorsement by the program director of the faculty member's recommendation and a recommendation for the award to the dean of the college.

ACADEMIC PROBATION

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

PROGRAM DISMISSAL

A student whose cumulative GPA is below 2.7 after completion of 18 credit hours will be dismissed from the University. A student placed on academic probation or dismissed may submit an appeal for change of status. For more information, contact the dean of the appropriate college.

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

Academic Policies

STUDENT STATUS

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

Graduate students who are enrolled for a minimum of 3 credits in a

term are considered half-time.

International students (on an F-1 visa) must enroll for nine credit hours each term, Summer sessions excluded.

TIME LIMIT FOR DEGREE COMPLETION

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

RESEARCH PROJECTS AND INDEPENDENT STUDY

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

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

THESIS

A thesis may be required, encouraged or an option of a student's graduate program. Since a thesis is a special form of original research, it requires careful supervision by either an individual

faculty member or a program thesis committee. Students considering a thesis should discuss their interest with the appropriate program director or the office of the dean of the appropriate college.

Academic Procedures

WEB ADVISOR

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

Online Registration Using Web Advisor

Students are expected to register for classes through Web Advisor provided that they do not have any holds on their registration (balance due, Health Services Immunization requirement, parking tickets, etc.). This ensures that all students comply with Sacred Heart University policies. 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 screens whenever a student attempts to register for a class for which he or she is not qualified.

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

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/registrar.cfm>). 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.

COURSE WITHDRAWAL

If withdrawal from a class becomes necessary, the student should obtain an official withdrawal form from the Registrar's office. Official withdrawal is necessary to assure proper grade entry on the transcript and the issuance of any refunds. A 'W' grade will be issued for course withdrawals within the first eight weeks of a semester (or the proportional equivalent for accelerated/intensive courses.) Deadlines for course withdrawals are listed in the Academic Calendar. 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. The withdrawal form requires the signature of the instructor. Students are encouraged to contact their advisor or program director to discuss their academic progress.

Additional signatures may be necessary. Phone withdrawals are not accepted. Students who are taking only on-line courses may submit a request to withdraw from a course with appropriate documentation from all required departments by sending an email to registrar@sacredheart.edu. The email must include the student's request to withdraw with all required approvals attached.

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

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

VERIFYING STUDENT'S SCHEDULE

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

LEAVES OF ABSENCE

Medical Leave of Absence

Students who must leave the University because of a documented medical condition may request a medical leave of absence from the program

director or department chair.

Documentation of the serious nature of the medical condition must be provided. Medical leaves are generally approved for one semester but may be renewed for one additional semester with written permission from the dean of the college.

Students may return at the end of the leave when medical clearance is provided.

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

The student is responsible for obtaining all relevant information that may affect their standing and benefits including but not limited to financial aid and veteran's benefits.

A student on approved medical leave is considered to be in continuous matriculation during that leave period.

If a student does not return after the leave or extend it, he or she must go through the readmission process to return.

Military Leave of Absence

Graduate Students called to active duty while enrolled in the University should contact their program director. Students 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.

If the basis for the request of a substitution is a learning or physical disability, the student must contact the 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. 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 can complete an electronic Transcript Request. The link is available on the Registrar's Office website at www.sacredheart.edu/registrar.cfm. A fee is charged for each transcript requested. Options are available for rush processing, and overnight delivery services at an additional cost. Transcripts will be withheld if the student has a financial obligation to the University.

ACADEMIC AND COMMUNITY RESOURCES *and* STUDENT SERVICES



Academic and Community Resources and Student Services

ACADEMIC RESOURCES

Sacred Heart University currently has 17 buildings on its 56-acre campus and adjoining properties in the northeast corner of Fairfield, Connecticut. The William H. Pitt Health and Recreation Center opened September 1997, as did significant enhancements of the Residential Life facilities, main academic facilities and the Chapel of the Holy Spirit in 2009. Plans call for renovation of the library, a new student commons building, and other improvements. The University's Isabelle Farrington College of Education and the College of Health Professions are located at 7 Cambridge Drive, Trumbull, and housing the Department of Education and the Departments of, Nursing, Occupational Therapy, Physical Therapy, and Human Movement and Sports Science.

Academic Center

The Academic Center contains mostly classrooms and faculty, administrative and academic departmental offices. This includes Campus Ministry, Campus Operations, Public Safety, Registrar, Student Affairs and Student Government offices. It houses the faculty offices of Biology, Chemistry, Computer Science, Criminal Justice, English, Environmental Science, Information Technology, Mathematics, Modern Foreign Language, Music, Psychology and Social Work. It is also a multipurpose activity center, housing the bookstore, computer center, dining hall, faculty lounge, Gallery of Contemporary Art, mailroom/print shop, science and language laboratories, snack bar and the Edgerton Center for the Performing Arts. Hawley Lounge serves as a student lounge and recreational activity center.

Bookstore

The bookstore is located on the first floor of the Academic Center, in the Humanities Center wing. Operated by Follett College Stores, it offers textbooks, supplies, clothing with the University's name and logo, and related items. Bookstore purchases can be made online. Visit the bookstore's website at www.sacredheart.edu. Click the Admissions tab, then click Bookstore (left margin).

Ryan-Matura Library

The Ryan-Matura Library is the source for information, whether it is the answer to a factual question or research for a term paper. Librarians are available to answer questions and assist students with extended research projects. Instruction sessions are also conducted for class groups to make them familiar with the library, with subject specific research and the research process. Librarians will also assist students with finding information in commercial databases or on the Internet. Periodicals and periodical indexes including newspapers are found in print, film and electronic format. Any book or periodical not found in the library can be obtained from another library through interlibrary loan. Materials can usually be obtained within 10 days. At present the Ryan-Matura Library holds approximately 132,000 print volumes, 50,000 non-print items and more than 15,000 periodical subscriptions. These include a significant number of fulltext journals available on more than 50 online index and abstracting databases. These can be reached 24 hours per day, 7 days per week from links on the library homepage. Databases are available from campus and home. The library also provides a wide range of electronic resources, including: Innovative Interfaces Online Catalog; Connecticut Digital Library; ProQuest Database (newspapers, general, business, medical and social sciences periodicals indexes); Encyclopedia Britannica Online; First Search database (includes World Cat, ERIC, Medline, Cinahl,

MLA Bibliography, etc.); as well as many other electronic resources, including Psych Info. Access to these resources is available through the University's library homepage. The library's website is located at <http://-library.sacredheart.edu>. It provides the user with access to the library catalog, information about the library, electronic reserve reading, links to research databases and other related information. The library building also houses the Jandrisevits Learning Center.

Lieberman Administration Building

The Administration Building houses the President's office, the offices of the Provost and Vice President for Academic Affairs, the office of Vice President for Mission and Catholic Identity and the offices of University College and the Media Studies Center; faculty offices for the Departments of Communications, Government and Politics, History, Philosophy, Theology and Religious Studies, and Sociology.

Curtis Hall

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

Oakview Drive

Located off campus in neighboring Trumbull, Connecticut, the building at 101 Oakview Drive houses the office of the Senior Vice President for Finance and Administration; the Business Office; office of Facilities Management and Construction; office of Institutional Research; Upward Bound; Motion Analysis Laboratory; Center for Christian-Jewish Understanding, SHU

Polling Institute; office of the Vice President and Division of Institutional Advancement; Art Department and faculty offices; administrative offices of WSHU Radio, office of the Vice President of Human Resources; Department of Human Resources; and Payroll.

Cambridge Drive, Isabelle Farrington College of Education and the College of Health Professions

The faculty offices and many of the instructional spaces of the Isabelle Farrington College of Education and the College of Health Professions are located in neighboring Trumbull, Connecticut, at 7 Cambridge Drive, a short distance from the Park Avenue campus. This newly created, 57,000-square-foot facility houses state-of-the-art labs, classrooms, and library facilities for the Colleges, which includes the Department of Education, and the Departments of Nursing, Occupational Therapy, Physical Therapy and Human Movement. All graduate study for the Colleges and many laboratory and didactic undergraduate courses are scheduled in this exciting space. In addition to the highly sophisticated classrooms, laboratories, and library spaces, there are new dining facilities, a physical therapy clinic, a reading clinic, and administrative and faculty offices. Ample parking is available and the facility is served by a regular University shuttle service.

The William H. Pitt Health and Recreation Center

The William H. Pitt Health and Recreation Center is home to the Pioneer men's and women's basketball, volleyball, and wrestling programs. The three-level, 141,000-square-foot complex features four multipurpose basketball courts, which can be easily converted for indoor tennis or convention use, and seats 2,100 for basketball. The main level of the Pitt Center also houses the Sacred

Heart University Sports Medicine and Rehabilitation Center, a joint private practice/University venture offering many specialized clinical rehabilitation and wellness services in conjunction with academic-based faculty therapists, in a facility that features state-of-the-art physical therapy equipment. The Health and Fitness Center is located on the lower level of the Pitt Center. Offering a wide range of fitness equipment and classes, the 5,000-square-foot facility features an enclosed aerobics studio and main fitness area, where the latest generation of cardiovascular exercise machines and free weight equipment can be used. Locker rooms for both the Pioneer athletic teams and Health and Fitness Center members are adjacent to the fitness area. The upper level of the Pitt Center houses the Department of Athletics suite of offices and the Board Room, which serves as a meeting/reception room for the Board of Trustees and other on-campus organizations. Graduate students may use the Fitness Center for a fee.

Campus Field

Campus Field is the home of the Pioneer football, men's and women's soccer, field hockey, men's and women's lacrosse, and men's and women's outdoor track and field. Built in 1993, Campus Field features lights and \$1.2 million state-of-the-art Sprint Turf synthetic-surface, multipurpose field. The field is surrounded by an eight-lane synthetic-surface running track available for competition and recreational use seating more than 3,500 spectators. Campus Field is an ideal location for large-scale events and has been host to athletic tournaments, graduations, and outdoor fairs. Adjacent to Campus Field are six state-of-the-art tennis courts constructed in 1995 and renovated in 2007. Rounding out the outdoor athletic facilities is Pioneer Park softball field, most recently updated in 2007.

Park Avenue House

The offices of Personal Counseling Services and Health Services are located in the Park Avenue House at the southeast corner of the campus.

Schine Auditorium

The Schine Auditorium, located in the lower level of the Ryan-Matura Library, provides an appropriate setting for lectures, workshops, academic convocations, and other special programs. To reserve the 220-seat auditorium, call 203-371-7913 between 8:30 am and noon, Monday through Friday.

Instructional Technology and Student Mobile Computing Program

Recognizing the increasingly important role of technology in our society and in education, Sacred Heart University has made a commitment to, and a serious investment in, computers, networking and its supporting technologies. The University's network infrastructure provides connectivity to every facility on campus via a fiber-optic Gigabit Ethernet backbone. The network architecture is capable of supporting well over 5,000 simultaneous users at any given time.

Network services are provided to the student community via 100-megabit data jacks and 300Mbps wireless access. These provide access to the University library, Internet and student e-mail 24 hours a day, seven days a week. Wireless access is also provided in the academic buildings, library and most other indoor and outdoor locations where students gather on campus.

VPN, Citrix and terminal services are available to provide connectivity solutions for even the most sophisticated applications, from anywhere on the Internet. Outlook Web Access (OWA) is available through the web,

for sending and receiving campus e-mail from any computer connected anywhere on the Internet.

To promote its "Anytime, Anywhere Learning" initiative, Sacred Heart University launched wireless networking in the summer of 2000 to create one of the first wireless network campuses in New England. This infrastructure allows students to use their laptops in nearly all outdoor areas on campus, and in most public areas indoors. The current wireless standard is 300Mb 802.11n.

The students' computing laboratories are currently comprised of 212 desktop computers dispersed throughout several academic facilities. Eight laboratories are used for computer-related instruction, and an additional lab provides 24/7/365 access for Sacred Heart University students, faculty, and staff. The University continues to upgrade regular classrooms to "smart" classrooms with fixed multimedia capabilities that allow instructors to fully integrate technology in their classroom presentations. All general-purpose classrooms are equipped with LCD projectors, DVD, audio capabilities, and PC/laptop connections. All classrooms on campus are equipped with an active data jack for instructors or students to access the network. Additionally, there are data/CATV connections in every suite and wireless networking is accessible throughout the campus. The network infrastructure is designed with future technologies in mind and with excess capacity to allow for significant growth. The University is making a serious financial commitment to maintaining the network at peak performance capability and reliability. Upgrading the software and hardware that support the network is a continuous process and not one the University will ever say is complete. Sacred Heart's commitment is to keeping a state-of-the-art system in place for all our campus customers.

In 1995, Sacred Heart University became the first university in Connecticut and the fourth in New England to require incoming freshmen to own a notebook computer that meets a specified standard (networking connectivity to access the Internet, e-mail, University library and other libraries across the country and other networked resources). By fall 1998, all of the University's fulltime undergraduate students had notebook computers. The Mobile Computing Program, and the universal nature of the program on this campus, makes integrating technology across the curriculum and into the daily lives of our students, a much easier process. In addition, Sacred Heart University provides all of its full-time faculty members with a choice of laptop, tablet or Mac laptop refreshed every two years. We offer similar programs to our adjunct faculty who are issued a two-year old laptop. We build and deploy an image which contains the latest Microsoft Office software and other necessary tools and utilities. Faculty members are able to incorporate more electronic course information into the curriculum and use computers as a key component of classroom instruction; faculty and students are able to communicate using Sacred Heart's Online Web-based Course Management System, 'BLACKBOARD,' for class content, assignments, questions and classroom discussion groups; as well as virtual office hours. To expand on the mobile learning initiative, the University now offers the ITUNESU platform to provide the community with the tools required to download content to portable players and replay the content when appropriate.

Computer Facilities

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

is positioned to support a wide range of emerging technologies. The University has established itself as a pioneer in the implementation of technology across the curriculum.

A host of multiprocessor campus servers supports the labs and educational programs. The University's 365 Mbps Internet, Internet2 and Gigabit backbone support 100 Mbps wired and 300 Mbps wireless links throughout the campus. The network also supports video, voice and data across the campus. State-of-the-art routers and firewalls provide high-speed connectivity and security to Wide Area Network segments, and are completely managed in-house. This has allowed the administrators to implement traffic-shaping, intrusion prevention, and wireless security measures for access as secure as it is convenient. The University has adopted the "Blackboard" Transaction system to create a simplified means for identification and commerce transactions on campus. The Sacred Heart ID can also be used at select off-campus merchant locations to facilitate additional commerce transactions.

In support of the laptop program, the University has an on-site Notebook Service Center and Call Center (The Factory) staffed by certified technicians and open 12 hours a day, Monday through Friday. The Factory is staffed 12 hours a day, 5 days a week, so that members of the University community can call trained technicians for assistance with anything on campus that pertains to technology. The 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. In addition, Sacred Heart University has a full-time trainer who provides basic, intermediate and advanced instructional courses on all supported applications included on the laptop. Through Sacred Heart's telephone support hotline, students, faculty and staff

can dial a toll-free number or email tech support to obtain technical assistance.

Jandrisevits Learning Center

Office of Academic Support

The Jandrisevits Learning Center (JLC) is located in the lower level of the Ryan-Matura Library. Staffed by highly experienced faculty tutors and well-trained peer assistants, the JLC provides a warm, friendly learning environment where the successful academic accomplishments of students are our primary concern. The JLC offers the following support services to all undergraduate and graduate SHU students:

- individualized one-hour tutoring in all disciplines provided by a staff of 10 faculty tutors;
- monthly workshops on college-level learning skills such as note-taking, time management and test-taking;
- classroom learning assistants (70 peer tutors who provide academic support in disciplines across the curriculum);
- learning disability specialists in compliance with S 504 of the 1973 Rehabilitation Act;
- adaptive technology instruction for learning and physically challenged students;
- an online writing service (!JLC.OWL); and
- drop-in tutoring for selected courses and referrals for individualized tutoring.

The JLC is open seven days a week: Monday–Thursday, 10am–9pm; Friday, 10am–3pm; and Saturday–Sunday, 2pm–6pm.

Federally Mandated Services

Office of Special Services

To access services of the Office of Special Services, all students with disabilities must submit appropriate documentation prior to the start of the academic year or prior to their request for services. The University's documentation policy can be obtained by contacting the Office of Special Services.

Disclosure Letters

At the written request of students, the Director of Special Services writes letters to some or all of the students' professors that clearly states the nature of the disability and the appropriate classroom accommodations.

Extended-Time and Separate Environment Testing

Extended-time testing (usually time and a half or double time) takes place either in classrooms designated by professors or in a separate, secluded environment within the JLC.

In-Class Notetaker

In-class notetakers are fellow students who are also taking the class. By agreement, these students make copies of their notes or allow students in need to duplicate notes on a copy machine paid for by the JLC Disabilities Office.

Interpreting and/or Technical Services

Deaf or hard-of-hearing students can request either an oral interpreter or an American Sign Language interpreter. If they do not use interpreters, but have a significant hearing loss, technology can be requested to assist in understanding classroom lectures and obtaining notes.

Alternative Forms of Testing

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

Course Substitutions When Appropriate

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

Classroom Learning Assistants Program

Tutoring in disciplines across the curriculum is provided for all Sacred Heart University students free of charge by graduates and undergraduates in the Classroom Learning Assistants (CLA) Program. The CLAs are responsible for providing students with a full set of notes for the class, and assisting them with tests, study or paper preparations.

Books on Tape

Students can be provided with recorded books either through Sacred Heart University's institutional membership with Reading for the Blind and Dyslexic (RFB&D).

Additional Billable Services

L.D. Trained Specialists

The Director of Special Services along with L.D. specialists collectively provide services day and evening for a total of 35 hours a week, assisting students with special needs on a one-to-one basis. These tutors have expertise in specialized pedagogy for the learning disabled and, thus, provide services over and beyond those offered by

the University's regular tutorial program.

Technical Services

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

Content Tutors

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

Hired Scribes

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

Academic Coaching

A personal service is available that assists learning and physically challenged students to develop organizational life-skills that will foster independence and increase their opportunities for academic success. Appointments: Call 203-371-7820, or come to the JLC, located in the lower level of the Ryan-Matura Library.

English as a Second Language (ESL)

The ESL program is designed for students whose native language is not English and who wish to study English either full or

part-time (in compliance with their visa as applicable). The program is designed to help students improve their oral and written communication skills in English, preparing them for successful study in an American academic institution.

Full-time ESL students enroll in eight-week sessions, taking a cluster of oral communication, written communication, pronunciation, and service learning, totaling 18 hours per week.

Placement in both the noncredit and credit ESL Programs is determined by the University College English Placement Test, SAT scores, TOEFL, an oral interview, and the student's language profile. For more information regarding the program, contact the Director at 203-365-7528. For further support, tutoring is also available at the University Learning Center.

ESL classes are offered on the Fairfield and the Stamford campuses.

SHU offers full-time ESL courses all year round, including summer. Courses are offered morning, evening and weekends.

Please see our website for further information: www.sacredheart.edu/sheli.cfm

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 SHELl does not guarantee admission to the University. Our academic advisers will assist you in working toward a university degree.

Housing

For off-campus housing information, students can register on-line at <http://sacredheart.apartmentsource.com>.

Inquiries as to the availability of graduate

housing may be made by contacting the office of Residential Life at 203-416-3417.

COMMUNITY RESOURCES

Center for Christian-Jewish Understanding

The Center for Christian-Jewish Understanding (CCJU) is an educational and research division of Sacred Heart University. The center draws together clergy, laity, scholars, theologians and educators to focus on current religious thinking within Christianity and Judaism. As each tradition reevaluates attitudes toward the other, the Center fosters the exploration of the major philosophical and theological issues on the frontier of the Christian-Jewish dialogue as these are formulated by scholars at the international and national levels. The Center's mission is to develop programs and publications to overcome deep-seated antagonisms, based on centuries of hostility and mutual estrangement, that recent progress has not yet healed. It fosters greater knowledge and understanding of the religious traditions of Christianity and Judaism and the history of their relationship, and provides a forum for dialogue. It promotes independent research and serves as a vehicle for processing and circulating its findings to appropriate institutions around the world. For further information about the CCJU, call 203-365-7592 or visit its website at www.ccju.org.

Center for Strategic Planning for Not-For-Profit Organizations

The Center for Strategic Planning for Not-For-Profit Organizations was established by Sacred Heart University within the John F. Welch College of Business to provide business assistance to qualified groups. Through the application of skills developed during their studies, teams of MBA students, under the guidance of an experienced advisor, address strategic issues central to the client's longer term viability and effectiveness. In doing

so, students provide a valuable service while being exposed to "realities of life" that transcend the formal academic environment. It is the mission of the Center to engender in the University's MBA students a sense of community and an appreciation for those less fortunate by providing them a unique opportunity to give of their talents in the service of others. Functioning as teams, students will assist not-for-profit organizations with the development and implementation of strategic, business, and marketing plans necessary to meet their goals and objectives. In doing so, students will apply the skills learned in the SHU MBA program in a cooperative effort carried out in the spirit of the Catholic intellectual tradition to produce an outcome worthy of a grade. The mission of the Center is directly aligned with, and in support of, key elements of the mission of Sacred Heart University and the John F. Welch College of Business. The Center's office is located at on Oakview campus. For further information call, 203-371-7853.

Edgerton Center for the Performing Arts

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

In 2005, the Edgerton embarked on a partnership with Connecticut Family Theatre to establish the center as Connecticut's only professional family theatre. Now offering year-round productions, the Edgerton Center for the Performing Arts features programming designed to complement the educational development and cultural experience of local youth. In addition to offering year-round professional theatre for

families, the Edgerton Center also features programming for a variety of audiences.

In addition to offering professional productions to the community, the Edgerton Center for the Performing Arts provides a venue through which Sacred Heart University's students and faculty can express their artistic voice. The Edgerton Center is host to productions from a variety of University organizations including the University's Theatre Arts Program (TAP), Concert Choir, Women's Chorale Ensemble, Concert Band, String Ensemble and Jazz Ensemble. Thanks to the contributions of Charles and Freda Edgerton, the Edgerton Center for the Performing Arts is a center for all seasons. The theatre is fully renovated and air conditioned, permitting it to remain available to students, faculty, and the community for a wide variety of artistic endeavors.

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

Gallery of Contemporary Art

The Gallery of Contemporary Art presents exhibits of contemporary works of art in a wide variety of approaches and media. The gallery offers exhibits annually, which include a Student Exhibit, an exhibit of the Art faculty's work and exhibits by professional artists. Most exhibits have associated lectures.

The gallery also administers the University's Collection, the Sculpture on the Grounds program and the Voluntary Percent for Art program. For further information and exhibit hours, call the gallery at 203-365-7650.

Hersher Institute for Applied Ethics

Established in 1993, the Hersher Institute for Applied Ethics serves both the

University community and the wider Fairfield County community by addressing issues of major ethical concern. The institute assists Sacred Heart University faculty from all disciplines to raise and examine broad ethical concerns and issues specific to their respective disciplines.

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

The Center for Spirituality and Ministry

The center's offices are located within the Administration Building under the aegis of University College and may be reached by phone at 203-371-7843.

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 356 in the United States. WSHU is the principal public radio source for Fairfield and New Haven Counties in Connecticut and Suffolk County, New York. More than 322,400 listeners tune in to the station's blend of award winning NPR news and talk programs, locally produced classical music, in-depth 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

four other radio stations — WSUF 89.9 FM in Noyack, New York, WSHU 1260 AM in Westport, Connecticut, WQQQ 103.3 FM in Sharon, Connecticut, and WYBC 1340 AM in New Haven, Connecticut — and seven translators: 90.1 FM (Stamford, CT), 91.3 FM (Huntington Station, NY), 91.7 FM (Ridge, NY), 93.3 FM (Northford, CT), 103.3 FM (Greenport, NY), 105.7 FM (Selden, NY), and 106.5 FM (Derby, CT).

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.

The Career Development and Placement Center

The Career Development Center offers a variety of services to enhance graduate students' professional development. Individual assistance as well as group workshops are available for resumé creation or critiques and interviewing development.

Additional services include:

- Online Job Postings: The Center maintains an online job bank and job search management website exclusively for Sacred Heart University students.
- Job Fairs and On-Campus Interviewing: On-campus recruitment events are offered each semester.
- Internships: Assistance is available in locating opportunities to complete internships in the student's field of study.
- Employment: Individual assistance is available in locating part-time and full-time employment opportunities.

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

Council of Graduate Students

The Council of Graduate Students serves as a voice to the University administration on behalf of the graduate student community. Its membership includes representatives from each graduate area of study and meets regularly with members of the faculty and administration. The Council sponsors programs to improve the quality of the graduate student experience.

Dining Services

The University has a contract with Chartwell's, a professional food service corporation, to provide meals to students. The University Dining Hall, Coyote Jacks Grill (Roncalli Hall), Cambridge Commons, and the Outtakes Convenience Store offer dining service à la carte throughout the day and evening. The Holy Grounds Café, located in Christian Witness Commons, also provides dining services.

The William H. Pitt Health and Recreation Center

The William H. Pitt Health and Recreation Center includes an aerobics room, weight and exercise equipment rooms, indoor track, and volleyball and basketball courts. The complex also houses a professional physical therapy clinic (which is open to the public) in conjunction with the graduate Physical Therapy program. Students may use the facility during scheduled hours for a nominal fee each semester. Contact the Pitt Center director at 203-365-7533.

Graduate students are encouraged to participate in the University's intramural athletic program. The University sponsors competition in sports such as flag football, basketball and softball.

Wellness Center/ Park Avenue House

Health Services

Health Services offers daily first-response treatment for minor health-related issues. The office is staffed by registered nurses and nurse practitioners. St. Vincent's Medical Center serves as Sacred Heart's Physician/Medical Director. A physician is available for appointments twice a week at a direct cost to the student or his or her insurance carrier. Health Services can also make referrals to local health care facilities, fills many basic prescriptions on campus, and has a discount arrangement with a local pharmacy that will deliver to campus. Graduate students may fulfill their immunization requirements through Health Services. Contact the Health Services director at 203-371-7838.

Counseling Services

The Counseling Center provides support services for all students. Professional counselors are available for individual and psychotropic counseling sessions. Personal development workshops

are offered by the Center as well as group and topical counseling sessions. Appointments or referrals can be made by calling 203-371-7955.

Meningococcal Vaccine Law

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

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

International Student Visa Certification

An international student requesting an application for a student visa (F-1) must be accepted to the University in a full-time program of study. Since federal and/or state financial assistance is not available to international students, the student is also required to present certified evidence of sufficient funding to cover education and living expenses.

If, after attending the University, the student decides not to return, notification must be made in writing to the Office of International and Multicultural Affairs. If a student wishes to travel during the authorized time of study at the University, he or she must present a current I-20 form to the Office of Student Life for certification prior to departure. A student not following the regulations of the U.S. Department of Justice Immigration and Naturalization Service is considered out of status and may be subject to deportation from the United States.

Public Safety and Parking

The Department of Public Safety, located in the Academic Center, is committed to fostering an environment in which all those who live, study, work or visit within the University campus are able to do so in a safe and secure environment. The department is committed to providing professional, timely and efficient public safety services to all its constituents on a 24-hour-a-day, seven-day-a-week basis.

Public Safety officers patrol the buildings and grounds of the University via vehicle, bicycle and foot. Services provided by the department include personal safety escorts, motor vehicle assistance (unlocks and jump-starts) and emergency medical response and treatment, as well as maintaining a lost-and-found department. Public Safety also enforces parking and traffic regulations, provides key control and locksmith services, and investigates and documents incidents on campus. Public Safety is the emergency response department on campus and acts as the liaison with the local police, fire and ambulance services.

All vehicles parked on campus must display a University decal, which can be purchased at the Bursar's Office - Academic Center SC-Wing. Temporary parking passes are also available at the Bursar's Office/Student Accounts.

Department of Public Safety Telephone Numbers

Routine Business	203-371-7995
EMERGENCIES ONLY	203-371-7911
Fax Number	203-396-8372
Snow Phone	203-365-SNOW (7669)

Visit:
www.sacredheart.edu/publicsafety.cfm

Sports Medicine and Rehabilitation Clinic

The University operates two physical therapy and hand therapy clinic facilities, one on campus affiliated with the academic program in Physical Therapy, and one in Shelton, Connecticut. The on campus clinic is located in the William H. Pitt Health and Recreation Center. The clinics provide physical therapy and hand therapy services to students, employees and the public. Clinic staff include members of the Physical Therapy program faculty as well as several staff members who are advanced clinicians in orthopedic, sports physical therapy and hand therapy. All are licensed physical therapists. The clinics operate five days a week, 12 hours a day. Clinic service is also closely affiliated with the University's Athletic Training program to serve the rehabilitation needs of our student-athletes.

The clinical facility features the latest technological equipment in isokinetic testing with a new Biodex II system, a full range of orthopedic and sports physical therapy evaluation resources, a therapeutic pool and a full hand rehabilitation center. Patients may take advantage of the comprehensive fitness facilities of the William H. Pitt Health and Recreation Center under the supervision of a physical therapy staff member. The clinics are authorized providers for most major medical insurance carriers. For further information, call 203-396-8181.

Student Activities

The Office of Student Activities sponsors concerts, lectures and other activities for the University community. Graduate students are welcome to participate in these and other campus activities, such as band, chorus and co-curricular interest groups. Throughout the course of the academic year, the Council of Graduate Students provides a series of programs and activities for the graduate student population. Fees or admission charges may apply.

EXPENSES AND STUDENT FINANCIAL ASSISTANCE



Expenses and Student Financial Assistance

Tuition and Fees

Subject to approval by the Board of Trustees (Academic Year 2011-2012)

GENERAL INFORMATION

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

TUITION

Chemistry (Part-time)	\$660/credit
Masters of Chemistry (Full-time)	\$6,825/semester
Computer Science/Information Technology (Full-time)	\$6,825/semester
Computer Science/Information Technology Part-time	\$710/credit
Education	\$580/credit
Saturday Weekend Admin Ed Leadership	\$590/credit
Eastern CT Program	\$500/credit
MBA (Full-time)	\$710/credit*
MBA (Part-time)	\$710/credit
Nursing	\$580/credit
Doctor of Nursing	\$815/credit
Occupational Therapy (Full-time)	\$30,690/year
Occupational Therapy (Part-time)	\$705/credit

Occupational Therapy (Part-time flat rate)	\$6,465/semester
Doctorate Physical Therapy (DPT) (Full-time)	\$30,790/year
Doctor Physical Therapy (DPT) (Part-time)	\$570/ credit
Masters of Orthopedics	\$600/credit
Religious Studies	\$640/credit
Masters Applied Psychology	\$700/credit
Masters Environmental Analysis Management (Full-time)	\$7,250/semester
Masters Environmental Analysis Management (Part-time)	\$725/credit
Masters Exercise & Nutrition (Full-time)	\$5,410/semester
Masters Exercise & Nutrition (Part-time)	\$540/credit
Audit Tuition	\$650/course

MANDATORY FEES

Registration Fee (nonrefundable)	\$90/term
Library Fee	\$28/term
Student Council Fee	\$18/term

Some courses may require additional lab fees (see course listings).

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

OTHER FEES

Monthly Payment Plan Fee	\$65/term
Guaranteed Payment Plan Fee	\$80/term
Graduation Fee	\$140
Student Teaching Fee	\$275/term
Guaranteed Payment Plan Credit Card Reject Fee	\$90
Credit Card Reject Fee	\$50
Return Check Fee	\$40
Health Insurance Fee (optional)	\$377/year

TUITION DISCOUNT

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

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

PAYMENT OF TUITION AND FEES

Students can pay tuition and other fees in full by cash, check, or money order. All checks should be made payable to Sacred Heart University. Credit Card Payments can be made online. Refer to Student Accounts (www.sacredheart.edu) for online payment instructions.

MONTHLY PAYMENT PLAN OPTIONS

A monthly payment plan is available during Fall and Spring semesters only. For further information about payment plans, contact the University's Student Accounts Office at 203-371-7925, or refer to Student Accounts webpage at www.sacredheart.edu.

Late Fee. If a payment is received later than the due date, a finance charge will be assessed at the rate of .75% per month, annual rate of 9%.

GUARANTEED PAYMENT PLAN

This program enables part-time students to register for a term without tuition payment at the time of registration. Further information regarding the Guaranteed Payment Plan can be obtained on the Student Accounts webpage at www.sacredheart.edu.

WITHDRAWAL/REFUNDS

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

- 100% Before the first class
- 80% Before the second class
- 60% Before the third class
- 40% Before the fourth class
- 20% Before the fifth class
- 0% After the fifth class

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

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

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

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:

RETURNING AID

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

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

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Graduate Plus Loan
5. Federal Plus Parent Loan for Undergraduate Students (Plus)
6. Federal Pell Grant
7. Federal Academic Competitiveness Grant
8. Federal Smart Grant
9. Federal Supplemental Educational Opportunity Grant (SEOG)
10. Other federal sources of aid
11. Other state, private, or institutional aid
12. 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.

Financial Assistance

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

FEDERAL DIRECT STAFFORD LOANS

Graduate students who have been fully matriculated into the University may be eligible to receive a federal Direct Stafford Loan. This program is administered by the Office of Student Financial Assistance and each loan applicant is required to file a Free Application for Federal Student Aid (FAFSA) form with the Department of Education. Once a FAFSA form is processed and the information has been received by the University, the Office of Student Financial Assistance will assist the student in completing a loan application. Full-time students may borrow a maximum of \$20,500 per year from the Stafford program, both subsidized and unsubsidized. Payment begins six months after graduation, withdrawal, or change to less than half-time status. The student has 10 years to repay the loan.

FEDERAL DIRECT GRADUATE PLUS LOAN

Graduate PLUS Loans are available to credit-worthy, U.S. citizens or eligible noncitizens. To process a loan, you must submit the Free Application for Federal Student Aid (FAFSA) and apply for a 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 Stafford loan and other financial aid.

FEDERAL TEACH GRANT

The TEACH Grant Program is a nonneed-based federal program that provides up to \$4,000 per year to students enrolled in an eligible program and who agree to teach as a high-qualified teacher in a high-need field, at a low-income elementary or secondary school for at least four years within eight years of completing the program for which the TEACH grant was awarded. If the grant recipient fails to complete the required teaching service, the TEACH grant is converted to a Federal Direct Unsubsidized Loan with interest accruing from the date the grant was disbursed.

GI BILL/YELLOW RIBBON PROGRAM

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. Sacred Heart University will contribute up to 50% of those expenses and VA will match the same amount as the institution. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, they may be eligible if they served an aggregate period of active duty after September 10, 2001, of at least 36 months; they were honorably discharged from active duty for a service connected disability and they served 30 continuous days after September 10, 2001; they are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's

service under the eligibility criteria listed above. For additional information please visit www.sacredheart.edu/pages/27541_yellow_ribbon_program.cfm.

GRADUATE RESEARCH ASSISTANTSHIPS

A limited number of graduate research assistantships are available. Assistantships usually carry some tuition remission as they assist faculty with research projects. Students should contact the department directly concerning availability and eligibility requirements.

GRADUATE STAFF ASSISTANTSHIPS

A limited number of graduate staff assistantships are made available to graduate students who are fully matriculated and attend school on a full-time basis. Staff assistantships are chosen by the sponsoring administrative department and often pay a stipend as well as some tuition remission. More information may be obtained from the Office of Student Financial Assistance at 203-371-7980.

RESIDENCE HALL DIRECTORS

Several residence hall director positions are available through the Office of Residential Life and Housing Services. These are live-in positions and are usually filled by those who are interested in pursuing a career in student services. Residence hall directors are fully matriculated graduate students who attend school on a part-time basis while fulfilling their job responsibilities for the Office of Residential Life. Criteria are very selective and hiring decisions are made in the spring for the subsequent Fall term. For further information on this program, contact the Office of Residential Life and Housing Services at 203-416-3417.

COLLEGE OF ARTS & SCIENCES



College of Arts & Sciences

Phone: 203-396-8020

Fax: 203-396-8076

The College of Arts and Sciences is the largest, and the most diverse, of the four colleges at Sacred Heart University. In addition to the Bachelor of Arts, Bachelor of Science and Associate degrees at the undergraduate level, the College of Arts and Sciences offers several innovative and dynamic graduate programs. Graduate programs in Applied Psychology, Chemistry, Communication and Media Studies, Computer Science, Criminal Justice, Environmental Systems Analysis and Management, and Religious Studies 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.

Biology

Kirk Bartholomew, Ph.D., Director

Phone: 203-371-7740

Email: bartholomewk@sacredheart.edu

MASTER OF SCIENCE IN ENVIRONMENTAL SYSTEMS ANALYSIS AND MANAGEMENT

Goals and Objectives

Graduates of this Professional Science Masters program will be well versed in the technical and professional skills required to work in today's technologically-oriented,

quantitative, communication-intense, teamwork-driven world. A unique feature of the program will be employment of a case study/problem solving approach to instruction that will incorporate close teamwork. In addition, quantitative reasoning is embedded throughout the program, fostering the type of practical applied mathematics skills that professionals in the environmental field require to succeed. Graduates will receive extensive training in the use of modern analytical instrumentation and digital field data collection equipment in our newly renovated and equipped teaching and research laboratories.

The Environmental Systems Analysis and Management program will prepare its graduates to:

- Understand the complex interactions between and among the living and non-living components of the environment that influence the sustainability and health of the earth's environment.
- Understand the myriad ways that human activity affects the environment and the essential resources functional ecosystems provide to sustain human society.
- Be competent in modern environmental analysis and assessment methodology (Geographic Information Systems, Analytical Instrumentation, Digital Data Collection, Survey Methods, etc.)
- Be competent in essential professional skills required to succeed in today's job market, including oral and written communication, teamwork and problem solving, and the fundamentals of business management.

Admission Requirements

Individuals who hold a bachelor's degree with a 3.0 GPA or higher (on a 4.0 scale) from a regionally accredited

college or university will be considered for admission to the ESAM program. Students should have a degree in a natural science such as Biology, Chemistry, Physics, or Environmental Science, but it is not required.

Minimum prerequisite courses for admission to the ESAM program include:

- 1 year each of major's level General Biology and General Chemistry
- 1 semester of Organic Chemistry
- 1 semester of Pre-calculus
- 1 semester of Elementary Statistics

Applicants are required to submit:

- Official transcripts from all undergraduate institutions attended.
- One page written personal statement describing career goals, interests and qualifications for the program
- Two letters of recommendation
- Professional résumé
- Official GRE test score report preferred

Required Coursework (27 Credits)

The ESAM Core (18 Credits)

- ESAM 501 Principles of Environmental Science and Ecosystem Management I
- ESAM 502 Principles of Environmental Science and Ecosystem Management II
- ESAM 504 Environmental Geology, Hydrology and Soils
- ESAM 505 Field Methods and Analysis
- ESAM 506 Environmental Sampling and Analysis

Professional Skills Core (9 Credits)

- ESAM 503 GIS for Environmental Analysis

- ESAM 507 Environmental Problem Solving and Impact Assessment
- BU 601 Organizational Management and Business Communication

Elective Courses (6 Credits)

- ESAM 543 Restoration Ecology
- ESAM 553 Ecosystem Ecology
- ESAM 561 Environmental Chemistry
- ESAM 563 Hazardous Waste Management
- ESAM 573 Environmental Policy
- ESAM 589 Special Topics in Environmental Systems Analysis and Management
- PS 531 Organizational Behavior

Project Requirement (6 Credits)

- ESAM 599 Environmental Research Project

The program is designed to be completed in two years of full-time study, but may be completed over a longer periods (typically 4 years) for students on part-time status.

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

COURSE DESCRIPTIONS

ESAM 501 Principles of Environmental Systems Analysis and Management I 3 CH

This first course of a yearlong in-depth investigation into our environment will focus on the scientific principles that underlay the concept of sustainable

environmental systems. Learning to think about the environment with an emphasis on sustainability will lead us to pollution and waste prevention instead of only focusing on clean up and disposal. Future environmental scientists must focus on preservation of ecosystems rather than a few select species, environmental restoration, conservation of resources, and the stabilization of our world's human population.

ESAM 502 Principles of Environmental Science and Ecosystem Management II 3 CH

This second course of our yearlong in-depth study of our environment will concentrate students' efforts on sustaining environmental quality. We will explore multiple types of air, water and terrestrial pollution and the effects of pollution on human and environmental health. The focus of the course will be case studies and problem based learning exercises centered on examples of environmental degradation. The final section of the course concentrates on analysis of the economics and politics of the environment and the concept of sustainability.

ESAM 503 GIS for Environmental Analysis 3 CH

This course focuses on the GIS principles, methods, and techniques that are particularly relevant to and useful for problem solving in environmental analysis and management. Specifically this course has four major components: an overview of selected GIS principles including data models, scale and spatial sampling, and spatial autocorrelation; a review of the major techniques or issues for environmental data acquisition and integration; an introduction to environmental analysis and modeling techniques; and a discussion of several applied areas of environmental modeling techniques as related to landscape ecology, hydrology, natural hazards, natural resources management, and environmental planning.

ESAM 504 Environmental Geology, Hydrology and Soils 4 CH

This course acquaints students with the basic concepts of environmental geology with an emphasis on fundamental concepts and methods in the study of hydrology, water resources, and soils. This course focuses application of the principles of geology, hydrology, and soil science to environmental characterization and problem solving.

ESAM 505 Field Methods and Analysis 4 CH

The analysis of an ecosystem requires an appreciation of ecological principles, and an understanding of the physical processes and biological components that influence a community. Students will learn and practice basic techniques in environmental biotic sampling and analysis in both terrestrial and aquatic environments. The course emphasizes sampling of vegetation, vertebrates and invertebrates, as well as management and analyses of data gathered in the field. Extensive field work will be conducted in the Housatonic River watershed and adjacent Long Island Sound. Due to the nature of New England's seasons students enrolling in the course will be required to participate in intensive field work experiences during the late summer between year 1 and 2 of the program.

ESAM 506 Environmental Sampling and Analysis 4 CH

Students will be exposed to Environmental Protection Agency's (EPA) Quality Assurance & Quality Control (QA/QC) plans and will have hands on laboratory experience in analyzing environmental samples for organic and inorganic contaminants using EPA test protocols and major environmental instruments such as Gas Chromatography/Mass Spectrometry (GC/MS), Inductively Coupled Plasma Spectroscopy (ICP) and Atomic Absorption (AA). The course will concentrate on analyzing samples collected from the Housatonic River watershed and adjacent Long Island Sound.

ESAM 507 Problem Solving and Impact Assessment 3 CH

Emphasis on the process of solving complex environmental problems associated with the Housatonic River watershed and adjacent Long Island Sound. Student teams consider the procedures used to evaluate environmental problems and perform environmental impact and risk assessments. The format and content of state and federal impact assessment reports will be addressed.

ESAM 543 Restoration Ecology 3 CH

Ecological restoration is an intentional activity that initiates or accelerates the recovery of an ecosystem with respect to its health, integrity and sustainability. Restoration ecology is the study of how to return an impaired or degraded ecosystem to a close approximation of its remaining natural potential, as defined by such indices as ecologic habitat, water quality, biodiversity, functionality, dynamic stability, etc. This course examines the scientific basis of restoration programs in the U.S. and worldwide through consideration of interdisciplinary theories and practices. Specifically we will focus on restoration needs and goals, restoration approaches for various ecosystems, restoration planning and implementation, and the uncertainty and sustainability of restoration designs. Students will be exposed to a variety of restoration concepts through lectures, seminars, and independent projects. Finally students will actively participate in ongoing restoration projects in the Housatonic River watershed.

ESAM 553 Ecosystem Ecology 4 CH

Students will explore the interactions of organisms and their physical environment as an integrated system by focusing on one particular ecosystem. The model system utilized in this course will be the Housatonic Watershed. The faculty and students of the Environmental Systems Analysis and Management program will become participating members of the Housatonic Watershed Project organized by the federal Environmental Protection

Agency and run locally by numerous non-profit and state organizations in Massachusetts, New York, and Connecticut. The students will be immersed in a thorough examination of the use, abuse, and management of this watershed through the prism of ecosystem science.

ESAM 563 Hazardous Waste Management 3 CH

This course covers topics associated with the management of hazardous waste. The topic selection emphasizes: pollution prevention within industry; waste minimization; recovery, reuse, and recycling, treatment technologies; and site remediation. The basics of hazardous waste regulation are also addressed.

ESAM 561 Environmental Chemistry 3 CH

The course explores chemical aspects of the human environment and sources, reactions, transport, effects and fates of chemical species in water, soil and living environments and effects of technology thereon.

ESAM 573 Environmental Policy 3 CH

This course is designed to provide an intensive introduction to the study of environmental policy. Development of environmental policy in the United States and the increasing globalization of environmental politics are considered. It explores the role of key policy actors in environmental policy formation and implementation. In addition, the course provides an overview and assessment of key U.S. and international environmental policy issues such as air and water pollution, waste management, energy, and population growth. Emphasis is placed on analyzing domestic and international case studies in environmental justice. The relations among science, politics, and policy are taught via case histories that include endangered species, air pollution, water quality, protected area management, facility planning, and hazardous site restoration.

ESAM 589 Special Topics in Environmental Systems Analysis and Management 1-3 CH

Regular offerings of one and two credit courses on topics of current interest will be regularly scheduled. Topics will depend on faculty expertise and student interest. The course will be taught in a seminar format.

ESAM 599 Environmental Research Project 1-6 CH

A research project will be designed in consultation with a faculty advisor that addresses a real-world environmental questions or issue. The projects will typically address a topic of concern to industry, non-profit environmental organizations, or local, state, or federal government agencies. Team research projects that address related components of significant environmental issues are encouraged. Detailed professional project reports will be prepared and defended in a public presentation. Accumulation of six credits in ESAM 599 is required for completion of the ESAM program. Students will typically enroll in ESAM 599 in each of the two semesters of their second year of study to accumulate the required six credits; however, both shorter and longer ESAM 599 enrollment schedules are possible depending on the specifics of the research project and/or student schedules.

BU 601 Organizational Management and Business Communication 3 CH

Examines and analyzes principles of planning, organizing, leading and controlling the activities of business, government and other organizations in a globally competitive environment. Focus is not only on developing students' knowledge of these areas, but also on developing their business skills, especially in the areas of analysis and written and oral communication.

PS 531 Organizational Behavior 3 CH

Explores behavior in organizations at individual, interpersonal, group,

intergroup, and organizational levels of analysis. Emphasis is on identifying effective ways to achieve organizational goals.

Chemistry

Eid Alkhatib, Ph.D., Director

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CHEMISTRY LABORATORIES

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

Spectroscopy

Jeol ECLIPSE 400 high resolution 400 MHz NMR Spectrometer with self-shielding magnet system; Bruker Alpha FTIR; PE Spectrum One FT-IR Spectrometers; PE Lambda 20, Ultra-violet/Visible Spectrophotometer; Buck Scientific ACCUSYS 211 Flame and Graphite Furnace Atomic Absorption Spectrometer with Autosampler; Kett NIR Composition Analyzer.

Chromatography

PE HPLC Binary UV/Vis System with Series 200 Autosampler; Gow Mac 550P and two Gow Mac 69-400 TCD-P Gas Chromatographs; Dionex DX- 80 Ion Analyzer.

Electrochemistry

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

COMPUTERS AND SOFTWARE

Licenses

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

Others

Performance Plus HP 6890 GC/MS System with Purge-and-Trap Liquid Sample Concentrator; 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.

MASTER OF SCIENCE IN CHEMISTRY

Sacred Heart University's Graduate Chemistry program includes a number of graduates with a Bachelor of Science degree in Chemistry who are working in the region and aspire to an advanced degree in Chemistry. The program is also

composed of science graduates with a B.S. degree in other fields of science who are shifting career interests and want to obtain a degree in Chemistry. Enrollment in this program allows these students to use their science background to obtain an advanced degree in Chemistry without first obtaining a B.S. in Chemistry. This approach allows students to obtain a higher degree in the same time frame that it would have taken them to obtain just a B.S. in Chemistry. Local chemical industry scientists participate in the teaching of graduate courses. Students who opt to do research are allowed, if and when possible, to pursue their projects at their place of employment with joint supervision of their employer and University faculty. This allows students to work on relevant projects that interest them, while at the same time increasing collaboration between the University and local industries.

Goals and Objectives

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

Course Loads

Both full-time and part-time graduate students are enrolled in the program. Full-time students must enroll in at

least nine credit hours per semester. This allows them to normally finish the degree requirements in two years. Part-time students are expected to enroll in three to six credit hours per semester. This allows them to finish the degree requirements in three years or less.

Student Transfer Credit Policy

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

Admission Requirements

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

Degree Requirements

These tracks of study leading to an M.S. degree in Chemistry are available:

- M.S. in Chemistry, Thesis Option
- M.S. in Chemistry, Non-Thesis Option
- M.S. in Molecular Biochemistry, Non-Thesis Option

M.S. IN CHEMISTRY, THESIS OPTION

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

Required Courses

- CH 521 Advanced Organic Chemistry (3 credits) or CH 522 Organic Synthesis (3 credits)
- CH 531 Advanced Physical Chemistry I: Molecular Structure (3 credits) or CH 532 Advanced Physical Chemistry II: Molecular Dynamics (3 credits)
- CH 551 Advanced Analytical Instrumentation I: Spectroscopy (3 credits) or CH 552 Advanced Analytical Instrumentation II: Chromatography (3 credits)
- CH 553 Advanced Inorganic Chemistry (3 credits) or CH 555 Theoretical Inorganic (3 credits)
- CH 599 Thesis (6 credits)

M.S. IN CHEMISTRY, NON-THESIS OPTION

Thirty-four semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete a 12-credit core plus the Advanced Integrated Class/Lab.

Required Courses

- CH 521 Advanced Organic Chemistry (3 credits) or CH 522 Organic Synthesis (3 credits)
- CH 531 Advanced Physical Chemistry I: Molecular Structure (3 credits) or CH 532 Advanced Physical Chemistry II: Molecular Dynamics (3 credits)
- CH 551 Advanced Analytical Instrumentation I: Spectroscopy (3 credits) or CH 552 Advanced Analytical Instrumentation II: Chromatography (3 credits)

- CH 553 Advanced Inorganic Chemistry (3 credits) or CH555 Theoretical Inorganic (3 credits)
- CH 595 Advanced Integrated Class/Lab (2+1 credits)
- CH 598 Comprehensive Test (1 credit)

M.S. IN MOLECULAR BIOCHEMISTRY, NON-THESIS OPTION

Thirty-four 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 credits.

Required Courses

- CH 521 Advanced Organic Chemistry (3 credits) or CH522 Organic Synthesis (3 credits)
- CH 533 Biophysical Chemistry (3 credits)
- CH 553 Advanced Inorganic Chemistry or CH555 Theoretical Inorganic Chemistry (3 credits)
- CH 563 Biochemical Analysis (3 credits)
- CH 597 Computational Bioanalytical Chemistry Class (2 credits)
- CH 597L Computational Bioanalytical Chemistry lab (1 credit)
- CH 598 Comprehensive exam (1 credit)

Students electing the non-thesis option 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 the three options)

- CH 523 Organic Structure Determination (3 credits)
- CH 524 Special Topics in Organic Chemistry (2-3 credits)

- CH 534 Special Topics in Physical Chemistry (2-3 credits)
- CH 541 Advanced Biochemistry (3 credits)
- CH 545 Bioinformatics (3 credits)
- CH 547 Computation Chemistry and Molecular Modeling (3 credits)
- CH 549 Special Topics in Biochemistry (2-3 credits)
- CH 554 Special Topics in Analytical Chemistry (2-3 credits)
- CH 555 Theoretical Inorganic Chemistry (3 credits)
- CH 556 Chemical Applications of Group Theory (3 credits)
- CH 557 Bioinorganic Chemistry (3 credits)
- CH 559 Special Topics in Inorganic Chemistry (2-3 credits)
- CH 561 Environmental Chemistry (3 credits)
- CH 565 Environmental Sampling and Analysis (3 credits)
- CH 569 Special Topics in Environmental Chemistry (3 credits)
- CH 571 Polymer Chemistry (3 credits)
- CH 590 Chemical Information: Sources and Technology (3 credits)
- CH 595 Advanced Integrated Class/Lab (2+1 credits)

B.S./M.S. COMBINED DEGREE IN CHEMISTRY

This is a five-year undergraduate/graduate accelerated track. Students who complete this track receive both B.S. and M.S. degrees. Students must elect this track in their Freshman, Sophomore or Junior year. Traditional and Biochemistry concentrations are available at the undergraduate level. Students are required to complete 145 credits of undergraduate and graduate-level courses and a thesis. The thesis involves six credits of original research.

COURSE DESCRIPTIONS

CH 521 Advanced Organic Chemistry 3 CH

Prerequisite: CH 222 Organic Chemistry II or equivalent.

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

CH 522 Organic Synthesis 3 CH

Prerequisite: CH 222 Organic Chemistry II or equivalent.

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

CH 523 Organic Structure Determination 3 CH

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

Identification and structure determination of organic molecules by modern spectroscopic techniques. Emphasis is on IR, NMR, CMR and mass spectrometry. Hands-on work in NMR and FT-IR.

CH 524 Special Topics in Organic Chemistry 3 CH

Topics include: heterocyclic chemistry, medicinal chemistry, polymer chemistry, supramolecular chemistry, organometallic chemistry, radical and photochemistry and combinatorial chemistry.

CH 525 Supramolecular Chemistry 3 CH

Prerequisite: CH 222. This course explores the definition and concepts and aims to understand the structure, function and properties of self assembled multi-component supramolecular assemblies of atoms, ions and molecules.

CH 530 Physical Chemistry 3 CH

Prerequisite: CH 331; co- or prerequisite: MA 253 or permission of the program director.

A prerequisite to CH 531. Explores advanced kinetics and quantum mechanics.

CH 531 Advanced Physical Chemistry I: Molecular Structure 3 CH

Prerequisite: CH 332.

Topics in quantum chemistry, molecular structure, group theory and applications of these topics to spectroscopy.

CH 532 Advanced Physical Chemistry II: Molecular Dynamics 3 CH

Prerequisite: CH 332.

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

CH 533 Biophysical Chemistry 3 CH

Prerequisite: CH 331. Explores the physical processes involved in living systems including molecular thermodynamics and equilibria, kinetics and transport phenomena, and applications of quantum chemistry and spectroscopy. Two 75-minute lectures per week.

CH 534 Special Topics in Physical Chemistry 3 CH

Topics include: magnetic resonance spectroscopy, statistical mechanics and mathematical and computer concepts in chemistry.

CH 537 Microscale and Nanophase Materials: Chemical Process and Analysis 3 CH

Prerequisite: CH 332. Explores the physical chemistry and materials science for processing and characterizing materials at the microscale and nanoscale levels.

CH 541 Advanced Biochemistry 3 CH

Prerequisite: CH 342 Biochemistry II or equivalent.

Explores the integration of the basic chemistry of biomolecules into living systems. Topics include: bioenergetics and metabolic pathways; biosynthesis and biodegradation of amino acids, proteins, nucleotides and DNA; chemical communication; hormones; and the cell cycle.

CH 545 Bioinformatics 3 CH

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

CH 547 Computation Chemistry and Molecular Modeling 3 CH

This course provides an introduction to computational chemistry that is suitable for graduate students and advanced undergraduate students. Topics covered include a historical introduction to the subject, quantum mechanics, molecular mechanics, a brief introduction to statistical mechanics and a short review of thermodynamics. Students are required to solve theoretical problems and application problems using computational software, software that students might have to purchase. Example problems and applications are drawn from organic chemistry and biochemistry. Students must have access to a computer and the Internet and are expected to purchase at least one primary class text.

CH 549 Special Topics in Biochemistry 3 CH

Topics include: carbohydrate chemistry; enzyme kinetics; endocrinology; electrically excitable cells; computer-aided access to proteins and databases; cell motility; chemical concepts in genetic engineering.

CH 550 Instrumental Analysis 3 CH

Prerequisites: CH 252 and CH 331 or permission of the program director.

A prerequisite to CH 551. Explores theory and practice of instrumental methods of analysis: spectrophotometric, electroanalytical and chromatographic methods of separation and quantification.

CH 551 Advanced Analytical Instrumentation I: Spectroscopy 3 CH Prerequisite: CH 351.

Fundamentals and practical aspects of analytical spectroscopy. Special emphasis is given to theory and instrumentation; methods and applications are covered.

CH 552 Advanced Analytical Instrumentation II : Chromatography 3 CH Prerequisite: CH 351.

Fundamentals and practical aspects of analytical separation and chromatography. Special emphasis is given to theory and instrumentation; methods and applications are covered.

CH 553 Advanced Inorganic Chemistry 3 CH Prerequisite: CH 331 Physical Chemistry I or equivalent.

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

CH 554 Special Topics in Analytical Chemistry 3 CH Topics include: data acquisition and LIMS; aquatic chemistry; GC-MS; theory, instrumentation and method; thermal analysis; and applications of supercritical fluids.

CH 555 Theoretical Inorganic Chemistry 3 CH

Prerequisite: CH 355 Advanced Inorganic Chemistry, CH 553 or equivalent.

An advanced theoretical study of bonding and spectroscopy of inorganic compounds. Topics include: crystal field, ligand field and molecular orbital theories of inorganic complexes; magnetic susceptibility; and electronic, infrared and raman spectroscopy.

CH 556 Chemical Applications of Group Theory 3 CH

Prerequisite: CH 331 Physical Chemistry I or equivalent.

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

CH 557 Bioinorganic Chemistry 3 CH

Prerequisite: CH 341 and CH 553. Focuses on the role and utilization of metals in biology and medicine and the ligands that nature employ including enzymes exploiting acid and redox catalysis.

CH 559 Special Topics in Inorganic Chemistry 3 CH

Topics include: electronic spectra of transition metal complexes, reactions of transition metal complexes, ionic liquids and bioinorganic chemistry.

CH 561 Environmental Chemistry 3 CH

Prerequisites: CH 221 Organic Chemistry I or equivalent and MA 151 Introductory Calculus or equivalent.

Focuses on the chemical aspects of the human environment. Examines the sources, reactions, transport, effects and fates of chemical species in water, soil, air and living environments and the effects of technology thereon.

CH 563 Biochemical Analysis 3 CH

Prerequisite: CH 351. Explores theory and methods in analytical spectroscopy, chromatography and electrochemistry including UV-visible, fluorescence, luminescence, Raman, NMR, GC-MS, HPLC and voltammetry with special emphasis on applications to biochemistry. Two 75-min lectures per week.

Offered every 3 semesters

CH 565 Environmental Sampling and Analysis 3 CH

Prerequisite: CH 561.

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

CH 567 Experimental Design 3 CH

Prerequisite: knowledge of basic statistics

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

CH 569 Special Topics in Environmental Chemistry 3 CH

Topics include: water and wastewater treatment systems; hazardous waste management; environmental regulations; environmental hydrology and water resource management; environmental organic chemistry; atmospheric chemistry and air pollution; chemical toxicology.

CH 571 Polymer Chemistry 3 CH

Prerequisites: CH 222 Organic Chemistry II or equivalent and CH 331 Physical Chemistry I or equivalent or permission of program director.

An introduction to polymer chemistry through a study of step and chain polymerization and copolymerization as well as block and graft copolymers. Polymerization techniques in solution, emulsion and microemulsion are discussed as well as polymer structure and characterization with an overview of the properties of commercial polymers.

CH 590 Chemical Information: Sources and Technology 3 CH

Information is a vital key to success in today's chemical industry. The premier chemical information sources will be reviewed with emphasis on Chemical Abstracts Service and Beilstein. Chemical information retrieval applications will be highlighted including STN International, Scifinder and Crossfire, in addition to Internet resources. Students will gain an appreciation for chemical database design and content as well as formulating queries for keyword and structure-based searches.

CH 595 Advanced Integrated Class/Lab 2+1 CH

The central theme for this laboratory is inorganic coordination chemistry. Students are required to work on unified projects rather than a series of unrelated experiments. Projects involve synthesis and analysis of a complex or a pair of isomers. Emphasis is on analytical and instrumental methods that are fundamental for the characterization of inorganic compounds. Three hours of laboratory work per week.

CH 597 Computational and Bioanalytical Class/Lab 2+1 CH

Prerequisite: CH 331 and CH 341. This course is split into two different but fully integrated sections: (a) a 2-hour (in silico) class and (b) a 3-hour (in vitro) lab. During the class (in silico) students will study

and apply computational methods to molecular biochemical problems, yielding predictions about the structure and activity of various biochemical molecules. During the lab (in vitro), students will test the in silico predictions against empirical reality. Students will then be required to analyze and to provide an integrated and coherent interpretation of their in silico and in vitro results. This format will introduce students to the well-established field of bioanalytical chemistry, the emerging field of computational biochemistry, and the vital relationship between the two. This class/lab will take advantage of HyperChem software, NMR 400 spectrometer and available analytical chemistry and biochemistry instrumentation.

CH 598 Comprehensive Test 1 CH

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

CH 599 Thesis 3+3 CH

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

Communication and Media Studies

James Castonguay, Ph.D., Director
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The Department of Communication and Media Studies (CMS) offers a 33-credit Master of Arts in Communication (MACOMM) with three certificate options in Corporate Communications/Public Relations (CCPR), Digital Multimedia Journalism (DMJ), and Digital Multimedia Production (DMP). The required courses in theories, methods, and ethics will lay the conceptual and technical foundation for the applied learning sequence of multimedia production courses. These courses, in turn, prepare the student for internships and the capstone mentorship experience, which culminates in the creation of a digital portfolio (or digifolio) of the student's work. By the completion of the degree, students will have compiled a portfolio of materials that demonstrates advanced skill sets for their respective job sectors. MACOMM students' productions are also consistently distributed, broadcast, and/or published through various media outlets while they are completing their multimedia production, internship, and mentorship coursework. MACOMM students acquire the social, artistic, and technical skills necessary to create substantive and professional multimedia communication projects, presentations, and artifacts. Students gain the necessary skills to succeed in a professional context, including effective communication and time management, teamwork and problem solving; and planning, organizing and leading in a professional context. The MACOMM students learn with industry-standard digital technologies and software used to produce and distribute multimedia content. In addition, students developed a theoretical, historical and practical understanding of the

relationship of media to democracy and society, and the profound ethical and social responsibilities that come with being a professional communicator.

GOALS AND OBJECTIVES

Corporate Communication and PR students will learn how to plan, create, and distribute multimedia productions within organizations and to the public or consumers. CCPR gives students interested in working in a corporate or non-profit environment the professional multimedia skills that are increasingly attractive to a wide range of employers in a competitive job market and in the 21st century workplace. The focus of the Digital Media Journalism concentration will be on updating the skill sets of practicing journalists while also training aspiring journalists to be a one-person crew and "all platform" news producers in the post-print digital era. The post-print journalism era provides new opportunities for news producers and new media journalists trained in the latest technologies and multimedia techniques. The Digital Multimedia Production option will allow students to gain advanced production skills by completing a broader range of projects than the CCPR and DMJ counterparts. DMP students retain a more general focus, or—in close consultation with their faculty advisor—can tailor their production work to concentrate on sport/athletic communication, advertising and promotional multimedia production, or digital filmmaking.

ADMISSION REQUIREMENTS

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

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

DEGREE REQUIREMENTS

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

MACOMM Required Courses (21 credits)

- CM 501: Media, Culture, and Communication (3 credits)
- CM 502: Professional Communication in the Digital Age (3 credits)
- CM 503: Media Ethics in a Professional Context (3 credits)
- CM 517: Multimedia Production I (3 credits)
- CM 518: Multimedia Production II (3 credits)
- CM 617: Advanced Multimedia Production (3 credits)
- One Elective (3 credits)

MACOMM Concentrations Courses (12 credits)

Corporate Communications & Public Relations (CCPR)

- CM 696PR: CCPR Internship I (3 credits)
- CM 697PR: CCPR Internship II (3 credits)
- CM 698PR: CCPR Digital Portfolio and Mentorship I (3 credits)

CM 699PR: CCPR Digital Portfolio and Mentorship I (3 credits)

Digital/Multimedia Journalism (DMJ)

- CM 696MJ: DMJ Internship I (3 credits)
- CM 697MJ: DMJ Internship II (3 credits)
- CM 698MJ: DMJ Digital Portfolio and Mentorship I (3 credits)
- CM 699MJ: DMJ Digital Portfolio and Mentorship I (3 credits)

Digital/Multimedia Production (DMP)

- CM 696DM: DMP Internship I (3 credits)
- CM 697DM: DMP Internship II (3 credits)
- CM 698DM: DMP Digital Portfolio and Mentorship I (3 credits)
- CM 699DM: DMP Digital Portfolio and Mentorship I (3 credits)

COMMUNICATION CERTIFICATES

In addition to the full Master's degree, the MACOMM program also offers three 12-credit Graduate Certificates consisting of CM501, CM502, CM517 and an internship and portfolio mentorship in the certificate's area of concentration. Courses taken as part of a Certificate may be applied to the full MACOMM degree upon admission to the degree program.

COURSE DESCRIPTIONS

CM 501: Media, Culture, and Communication 3 CH

CM501 is an advanced survey of media history, theory, and analysis that examines the impact of communication technologies on U.S. society and global media culture. It also offers an overview of the development of the major media industries and professions, with a particular focus on journalism and public relations.

CM 502: Professional Communication in the Digital Age 3 CH

CM502 teaches students the techniques of effective communication within organizational and professional

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

CM 503: Media Ethics in a Professional Context 3 CH

CM503 will examine ethical issues in both journalism and public relations through the use of guidelines established by the Society of Professional Journalists (SPJ) and the Public Relations Society of America (PRSA). Students will become familiar with ethical foundations and perspectives and apply those principles using case studies.

CM 517: Multimedia Production I 3 CH

CM517 is a multimedia production course that teaches students the tools and skills necessary to produce and manage digital content in the contemporary communication environment. In CM517 students design and develop regularly updated online content. Students will learn image creation and manipulation, document design, and techniques of publication and distribution as they engage with the world of digital communications.

CM 518: Multimedia Production II 3 CH

CM518 is a multimedia production course that is focused on delivering to students the tools and skills necessary to produce and manage digital content in the contemporary communications environment. The primary focus of this course is the production of video-based stories and projects. Students will develop, write, shoot, and edit productions in HD video. Projects will include both the construction of

original stories and the coverage of live events. In this course, students will learn lighting, sound, cinematography and editing, as they engage with the world of digital communications.

CM 599: Special Topics in Communication 3 CH

CM599 is advanced course in the theory and history of communication and media. CM599 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.

CM 600: Special Topics in Multimedia Production 3 CH

CM600 is 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.

CM 617: Advanced Multimedia Production 3 CH

Building on the tools and experiences gained in Multimedia Production I and II, students in Advanced Multimedia Production refine and master their multimedia production skills. In this practicum-based class, projects will include still and moving image creation and manipulation, and the design and management of web-based platforms to display these sounds and images. Advanced Multimedia Production centers on the creation, organization, and distribution of media artifacts in the service of digital communications.

CM 696-7: Internship I and II 3 CH each

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

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

CM 698-9: Digital Portfolio and**Mentorship I and II 3 CH each**

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

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

Computer Science and Information Technology

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The University confers Master of Science degrees in Computer Information Science (MS), with tracks in Information Technology (IT), Computer Science (CS), and our newest track, Computer Gaming Design and Development. It also offers recognized graduate certificates in .NET Technology, Computer Gaming Design and Development, Cyber Security, IDatabase Design, Information Technology, IT and Network Security, and Web Development and Multimedia, 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 2010, Flash CS54, Fireworks CS54, Director 11, Java, C++, C#, ASP.net and content such as interactive multimedia, data communications, network security, Oracle, Artificial Intelligence (AI) and software engineering. Most classes are held in the evenings or on Saturday mornings in Fairfield, with some IT courses offered in Stamford and a few

courses 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 (on a 4.0 scale) or better. However, students may be admitted provisionally if their cumulative GPA is better than 2.5. Such students are allowed to take up to 12 credit hours and must maintain a 3.0 GPA in those courses. Provisional students who have completed 12 credit hours will then be considered for full matriculation. Except under unusual circumstances, applicants with a cumulative GPA of less than 2.5 are not admitted. 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 nine credits) are granted on the basis of a student's academic record.

PROGRAM PREREQUISITES

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

COMPUTER SCIENCE TRACK

Prerequisite Requirements

The following prerequisite courses may be required for those who wish to

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

CS 601 Assembly Language Programming and Computer Systems (3 credits)
 CS 602 Advanced Data Structures and Algorithms (3 credits)
 Calculus

COMPUTER SCIENCE MASTER'S DEGREE TRACK PROGRAM

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

Requirements

This track requires a minimum of 36 credit hours of graduate-level coursework to complete. Students may be required to complete an additional 13 credit hours of prerequisite coursework. Students with an undergraduate degree in Computer or Information Science may receive waivers for some courses. Course waivers are not granted for work experience. A thesis is not required; however, for those students in the scientific track who elect to complete a thesis, they must enroll in CS 690 Thesis I and CS 691 Thesis II. Those who do not elect to complete a thesis must complete at least three credits of CS 670 Research Project Seminar. A degree will be granted upon satisfactory completion of all coursework and a favorable recommendation of the faculty responsible for CS 670 or 690/691.

Required Courses

CS 551 Introduction to Object-Oriented Programming with Java (3 credits)
 CS 603 Database Design (Oracle) (3 credits)
 CS 604 Advanced Software Engineering (3 credits)
 CS 611 Operating/Multiprogramming Systems (3 credits)
 CS 614 Theory of Computation (3 credits)
 CS 615 Programming in Unix (3 credits)
 CS 622 Network Security I (3 credits)
 CS 623 Advanced Network Security (3 credits)
 CS 625 Cryptography (3 credits)
 CS 670 Research Project Seminar (3 credits) or CS 690/691 Thesis (I and/or II) (3-6 credits)

Electives

3-6 credits

Total: 36 credits

INFORMATION TECHNOLOGY TRACK

Prerequisite Requirements

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

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

Prerequisites total: 6 credits

INFORMATION TECHNOLOGY MASTER'S DEGREE TRACK PROGRAM

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

Requirements

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

Required Courses

- CS 551 Introduction to Object-Oriented Programming with Java (3 credits)
- CS 552 Windows Interface Design (VB.net 2008) (3 credits)
- CS 553 Web Design with Java Script (3 credits)
- CS 554 Fundamentals of Interactive Multimedia (3 credits)
- CS 601 Assembly Language Programming and Computer Systems (3 credits)
- CS 603 Database Design (Oracle) (3 credits)
- CS 620 Information Analysis and Systems Design (3 credits)
- CS 621 Principles of Data Communication (3 credits)
- CS 670 Research Project Seminar (3 credits)

Required courses total: 27 credits

Elective Courses

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

- BU 651 Management of Global Telecommunications (3 credits)
- BU 652 Project/Program Management (3 credits)
- BU 653 International Electronic Commerce and the Internet (3 credits)
- CS 550 Dynamic Web Page Development (3 credits)
- CS 557 Web Programming with ASP (3 credits)
- CS 558 Advanced Topics in ASP.NET (3 credits)
- CS 559 C# (3 credits)
- CS 560 Networking Applications (3 credits)
- CS 563 Flash Animation (3 credits)
- CS 571 Advanced Computer Gaming (3 credits)
- CS 572 OOP with C# and Games (3 credits)
- CS 573 Advanced C#-Based Game Programming (3 credits)
- CS 604 Advanced Software Engineering (3 credits)
- CS 611 Operating/Multiprogramming Systems (3 credits)
- CS 622 Network Security I (3 credits)
- CS 623 Advanced Network Security (3 credits)
- CS 624 Hands-on Network Security (3 credits)
- CS 640 Special Topics in Computer Science (3 credits)

Elective courses total: 9 credits

Degree total: 36 credits

COMPUTER GAMING DESIGN AND DEVELOPMENT MASTER'S DEGREE PROGRAM TRACK

This track in the MSCIS program is designed for the student who has:

- already completed an undergraduate track in Computer Gaming OR
- an undergraduate degree in Computer Science OR
- completed the graduate Gaming Design and Development certificate.

The objective of the track is to take the student beyond the rudiments of game design and development into more advanced Gaming or areas such as 3-D Game design and Game Design for mobile devices. It is intended that this track be structured for students who have pursued a CS track OR who have sufficient mathematical and programming credentials to successfully complete the required courses.

Prerequisites: (3 credits each)

CS 501 Data Structures
CS 573 Advanced C#-Based Game Programming or equivalent

Required Courses (all courses are 3 credits)

CS 551 OOP with Java
CS 603 Database Design (Oracle)
CS 615 (Programming in Unix) or
CS 611 (Operating Systems)
CS 622 Network Security
CS 614 Theory of Computation
CS 661 Game Design and
Development using 3-D
CS 662 Game design, development,
and implementation
CS 663 Game Design for Mobile

CS 664 Advanced Topics in
Multiplayer Gaming
CS 670 Research Project Seminar
or CS 690-91 Thesis Work

Total required courses: 30 or 33 credits

Choose 2 CS electives (if non-thesis) or 1 CS elective (if thesis) from list below:

CS 602 Advanced Data Structures
and Algorithms
CS 604 Software Engineering
CS 623 Network Security II
CS 642 Artificial Intelligence
(highly recommended elective)
(or other electives approved
by Program Director)

Total required elective
course credits: 3 or 6

Total Credits for track : 36

CERTIFICATE PROGRAMS

.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 twelve (12) semester credit hours of course work with a minimum cumulative GPA of

3.0. There are two prerequisites to the certificate: CS 500 and CS 501

All course credits earned in a certificate program may be applied to the master's program.

Prerequisite Courses (if required)

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

Required Courses

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

Elective Courses (choose one)

- CS 558 Advanced ASP.NET (3 credits)
- CS 559 C# (3 credits)

Certificate Total: 12-18 credits
(Depending on prerequisite)

Computer Gaming Design and Development Certificate

The graduate certificate in Computer Gaming Design and 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 MS degree in either the IT, CS or a new Computer Gaming track which is expected to start in Spring 2012. This certificate is NOT designed for those students who already have significant course work in Computer Gaming.

Prerequisite Courses

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

Required Courses

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

Certificate Total: 12 credits

Information Technology Certificate

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

Requirements

The program requires the student to complete a minimum of 12 semester credit hours of coursework, with a minimum cumulative GPA of 3.0. Students matriculated in the master's program are not eligible for a graduate certificate. However, students who have successfully completed a graduate certificate may apply to the master's program and may be able to use those credits earned in the certificate program toward the master's degree. Contact the program director to determine which, if any, graduate certificate credits may apply. Graduate admissions procedures must be followed.

Prerequisite Courses

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

Required Courses

- CS 552 Windows Interface Design (VB.NET) (3 credits)

CS 553 Web Design with
Java Script (3 credits)
CS 603 Database Design
(Oracle) (3 credits)

One elective from any available electives
approved by program director

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.

Requirements

The program requires the student to
complete a minimum of 12 semester
credit hours of coursework, with a
minimum cumulative GPA of 3.0. Regular
program prerequisites still apply (CS 500
Introduction to Structured Programming
and CS 501 Introduction to Data
Structures). Students matriculated in the
master's program are not eligible for a
graduate certificate. However, students
who have successfully completed a
graduate certificate may apply to the
master's program and may be able
to use those credits earned in the
certificate program toward the master's
degree. Contact the program director
to determine which, if any, graduate
certificate credits may apply. Graduate
admissions procedures must be followed.

Prerequisite Courses (if required)

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

Required Courses

CS 553 Java Scripting for Web
Design (3 credits)
CS 554 Fundamentals of Interactive
Multimedia (3 credits)

Elective Courses

(Choose two; other electives may
also be available after consultation
with the program director)

CS 550 Dynamic Web Page
Development (3 credits)
CS 552 Windows Interface Design
(using VB.NET) (3 credits)
CS 561 Multimedia Authoring
(Authorware) (3 credits)
CS 563 Flash Animation

Certificate total: 12-18 credits

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 web pages.

Requirements

The program requires the student to
complete a minimum of 12 semester
credit hours of coursework with a
minimum cumulative GPA of 3.0.
Two program prerequisites apply
to those without suitable academic
credentials in programming. Some
required courses also require additional
prerequisites (e.g., CS 501) All course
credits earned in the program may
be applied to the master's program.

Prerequisite Courses (if required)

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

Required Courses

CS 550 Dynamic Web Page
Development (3 credits)
CS 552 Windows Interface
Design (3 credits)
CS 553 Java Scripting for Web
Design (3 credits)

CS 557 Web Programming
with ASP (3 credits)

Certificate total: 12–18 credits

Cyber Security Certificate

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

- Provide a broad knowledge of networking and network security.
- Provide an overview of proper technology risk management practices.
- Help the individual be able to identify new and existing threats and determining methods to mitigate them.
- Provide the individual the skills to handle security incidents.
- Provide the individual with an introduction to building secure and defendable systems.

Certificate Requirements

The program requires the student to complete a minimum of twelve (12) semester credit hours of course work with a minimum cumulative GPA of 3.0. There are two prerequisites to the certificate: CS 621 and CS 622(see below).

Prerequisite Courses (if required - 3 credits each)

CS 621 Principles of Data
Communication
CS 622 Network Security I

Required Courses (3 credits each)

CS 626 Intro to Cyber-Security
CS 627 System Security
CS 628 Security Management

Elective Courses (choose one of the following - 3 credits each)

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

IT and Network Security Certificate

Our country and, in fact, the entire world have become increasingly dependent on information technology as a means of staying competitive in business, industry, the arts, and commerce of all types. Education, electronic commerce, and the Defense Department are all areas that utilize technology on an exponentially expanding level with each passing year. But this dependence on and utilization of technology are accompanied by a growing risk of security issues that must be addressed if we are to thrive and survive in a technology-driven world. Inadequate security practices have left corporations vulnerable to a number of illegal activities such as computer fraud, telecommunications abuse, and unauthorized disclosure, modification, and destruction of information. National security has been and will continue to be threatened unless corporations and the government on all levels are able to effect and maintain sufficient computer security. The certificate program in IT and Network Security is designed to provide individuals with introductory networking, ethical, and security skills to effectively address the areas of concern mentioned above. The courses in the certificate program:

- provide an overview of networking protocols and how they can be secured;
- introduce the individual to an array of social and ethical issues

that are incumbent on those in providing security; and

- provide the individual with an introduction to computer programming, as it relates to the maintenance of security protocols.

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

Requirements

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

Prerequisite Courses (if required)

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

Required Courses

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

Elective Courses

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

Database Design Certificate

Prerequisites

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

Required Courses

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

(CS 603 will be a prerequisite for CS 631, CS 632 and CS 633)

COURSE DESCRIPTIONS

CS 500 Introduction to Structured Programming 3 CH

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

CS 501 Introduction to Data Structures 3 CH

Prerequisite: CS 111 or CS 500 Introduction to Structured Programming or equivalent.

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

CS 502 C: Advanced Programming 3 CH

Prerequisite: CS 112 Data Structures or equivalent, or CS 501 Introduction to Data Structures.

Discusses advanced programming techniques with an emphasis on mathematical and scientific programming applications. Topics include: recursion, pointers and some advanced data structures. C language is introduced in this course.

CS 550 Dynamic Web Page Development 3 CH

Prerequisite: CS 500 Introduction to Structured Programming.

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

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

Prerequisite: CS 501 Introduction to Data Structures.

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

CS 552 Windows Interface Design (VB.NET) 3 CH

Prerequisite: CS 501 Introduction to Data Structures.

This course introduces the fundamentals of writing Windows applications, event-driven programming and the GUI. Topics include: dialogues, menus, controls, data types, scope and life of variables, objects and instances, fonts and graphics, simple file I/O and other DLL procedures. VB.net is used in implementing various Windows applications.

CS 553 Web Design with Java Script 3 CH

Prerequisite: CS 500 Introduction to Structured Programming.

This course shows how to embed Java “applets” into HTML pages, as well as create applets. The course covers the Java applet paradigm and the standard Java-class libraries. Students write Java applets, stand-alone applications, Native Libraries and content/protocol handlers for extending web browsers.

CS 554 Fundamentals of Interactive Multimedia 3 CH

Prerequisite: CS 500 Introduction to Structured Programming.

Students develop multimedia applications of their own design using Adobe Director®. This course explores principles for effective interactive multimedia design from concept definition, storyboarding, multimedia development and authoring to testing and revision. It covers techniques to include sound, graphics, photographs, animation, video and text into multimedia presentations. Adobe Director movies are developed for use in authoring applications such as business presentations, interactive kiosks, CD-ROMs and Shockwave movies for the web.

CS 555 Advanced Scripting with Interactive Multimedia 3 CH

Prerequisites: CS 501 Introduction to Data Structures and CS 554 Fundamentals of Interactive Multimedia.

This advanced multimedia development course explores program control for effective design and delivery of interactive multimedia applications. Students learn how to use the director's full-feature scripting language Lingo to develop the interactivity and program control of multimedia projects. Xobjects, special code segments that control external devices, are also covered.

CS 557 Web Programming with ASP.net 3 CH

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

Covers Active Server Pages and how they allow for powerful web site creation by combining program code with standard HTML. The class is presented in a tutorial system application. Students will successfully learn how to program using Visual Basic Script, the most commonly used ASP programming language. Other relevant topics include: integrating databases with a web site and effective site functionality.

CS 558 Advanced Topics in ASP.NET 3 CH

Prerequisite: CS 557 Web Programming with ASP.NET

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

CS 559 C# 3 CH

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

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

CS 560 Networking Applications 3 CH

Prerequisite: CS 621 Principles of Data Communication.

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

CS 561 Multimedia Authoring (Authorware) 3 CH

Prerequisite: CS 500 Introduction to Structured Programming.

This authoring course covers design and delivery of interactive multimedia using an icon-based product. Students use the authoring tool Authorware to develop a variety of projects: CBT, interactive kiosks, performance support applications, interactive magazines and catalogs, educational games and interactive education and information that can be delivered over intranets.

CS 563 Flash Animation 3 CH

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

CS 571 Advanced Computer Gaming 3 CH

Prerequisite: CS 501 Introduction to Data Structures

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

CS 572 OOP with C# and Games 3 CH

Prerequisite: CS 571 Advanced Computer Gaming

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

CS 573 Advanced C#-Based Game Programming 3 CH

Prerequisite: CS 572 OOP with C# and Games

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

CS 601 Assembly Language Programming and Computer Systems 3 CH

Prerequisite: CS 501 Introduction to Data Structures.

Explores programming concepts at the interface of hardware and software: addressing, instructions, symbol tables, linkage, registers, ALU and CPU, anatomy of an assembler, relocatable code, macros, interrupts and debuggers.

CS 602 Advanced Data Structures and Algorithms 3 CH

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

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

CS 603 Database Design (Oracle) 3 CH

Prerequisite: CS 501 Introduction to Data Structures.

Discusses goals and techniques in the design, implementation and maintenance of large database management systems: physical and logical organization; file structures; indexing; entity relationship models; hierarchical, network and relational models; normalization; query languages; and database logic.

CS 604 Advanced Software Engineering 3 CH

Prerequisite: CS 551 or permission of department.

Advanced Programming. Reviews models and metrics for software engineering in the large: software life-cycle models, software modeling tools, design and analysis of software subsystems, management of software projects, test plans, configuration control, reliability and metrics.

CS 605 Discrete Structures and Logic 3 CH

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

Reviews the mathematical concepts and foundations of logic for computer science: sets, relations and functions; Boolean algebras; graphs; propositional and predicate logic; notions of logical consequence and provability; soundness and completeness of inference methods; resolution; unification; and introduction to theorem proving.

CS 611 Operating/ Multiprogramming Systems 3 CH

Prerequisite: CS 502 C: Advanced Programming.

Explores the management of resources in a multiuser system: memory allocation and management, process scheduling, protection, concepts of concurrent processes, study of different operating systems and multiprocessing.

CS 613 Structure of Programming Languages 3 CH

Prerequisite: CS 602 Advanced Data Structures and Algorithms.

Discusses the syntax and semantics of programming languages including: an introduction to theory of languages and grammars; concepts of design and implementation of programming languages; and the comparison of different

language paradigms such as imperative, functional, logic and object-oriented.

CS 614 Theory of Computation 3 CH

Prerequisite: Permission of instructor.

Reviews the theory of the power and limitations of computation and computers: Turing machines, recursive and recursively enumerable functions, equivalence of computing paradigms (Church Turing thesis), undecidability, intractability and introduction to NP-completeness.

CS 615 Programming in Unix 3 CH

Prerequisite: CS 611 or permission of instructor.

Discusses main issues of Unix OS programming and administration. In particular, it explores a popular Unix text editor Emacs, Unix file system, process manipulation, regular expressions and their use, filters, and system administration and security.

CS 620 Information Analysis and System Design 3 CH

Prerequisite: CS 501 Introduction to Data Structures.

Discusses the design, analysis and management of information systems: system lifecycle management, hardware and software selection and evaluation, the role of information systems in decision support and other functional areas of business, project management, systems development and analysis, module design and techniques to reduce system complexity.

CS 621 Principles of Data Communication 3 CH

Prerequisite: CS 501 Introduction to Data Structures.

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

modems, multiplexors), nodal and host processor architecture, packet switching, network control, protocols, software management and security.

CS 622 Network Security I 3 CH

Prerequisite: CS 621 Principles of Data Communication.

Is there a security problem in computing? How do IT and network managers interface with business managers to create a security system that meets the needs of both sides of the business? How does network security support the business mission and how many resources is business willing to give to support network security? This course addresses these complex issues. Among the topics covered are: conventional encryption and message confidentiality, public key cryptography and message authentication, authentication applications, e-mail security, IP security, Web security, firewalls, security in mobile networks, and other security issues.

CS 623 Advanced Network Security 3 CH

Prerequisite: CS 622 Network Security I.

This is the second course in security that emphasizes security at the system level. The course covers secure encryption, systems, program security (viruses and other malicious code), controls against program threats, protection in generalpurpose operating systems, trusted operating systems, database security, security in networks and distributed systems, administering security, and legal and ethical issues in security.

CS 624 Hands-On Network Security 3 CH

Prerequisites: CS 621 Principles of Data Communication and CS 622 Network Security I.

Designed for IT graduate students, this course uses VMWare of Connectix Virtual PC to simulate different environments. It examines networking security topics, firewalls (using Linux), packet filters, NAT, PAT, socks and HTTP

proxies; public key infrastructure (using Microsoft Certification Server), encryption algorithms, decrypting passwords, dictionary decryption, brute force decryption, certificate servers; and vulnerability assessment, identifying security holes, forensics, tracing, log analysis, Layer 5 vulnerabilities (Services/Daemons and OS), identifying denial of service attack (simulation), identifying a virus/work attack (simulation), packet monitoring (sniffing).

CS 625 Cryptography 3 CH

Prerequisite: CS 622 Network Security I or permission of instructor.

Designed for CS graduate students, the course covers theoretical and practical aspects of modern applied computer cryptography. Topics include: block and stream ciphers; hash functions, data authentication, and identification; and digital signatures. Special emphasis is given to public-key cryptosystems. The course includes implementation of various encryption algorithms in different programming systems.

CS 626 Intro to Cyber-Security 3 CH

Prerequisite: CS 622

What is Cyber-Security? What is a threat and how do you protect against the constantly changing cyberworld? Securing an organization's cyber environment is everyone's responsibility. This course will cover the following topics:

- Introduce Cyber-Security Concepts
- Cyber-Security Threats
- Cyber-Security Attack Types
- Cyber-Security Attack History
- Approaches to securing the organization
- Protections from Cyber-Security Threats
- Other security issues

CS 627 System Security 3 CH

Prerequisite: CS 626

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

CS 628 Security Management 3 CH

Prerequisite: CS 626

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

CS 629 Ethical Hacking 3 CH

Prerequisite: CS 622

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

CS 631 Data Warehousing 3 CH

Prerequisite: CS 603 Database Design (Oracle)

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

CS 632 Advanced Database Topics 3 CH

Prerequisite: CS 603 Database Design (Oracle).

Provides students with an advanced understanding of database technology. In addition to the entityrelationship model, alternate database models (such as EAV and OOD) are investigated. Possible topics include indexing, optimization, XML, online analytic processing (OLAP), embedded SQL, locking techniques and parallel and distributed systems. Specific topics covered and focus of this course changes to reflect modern trends and the latest technology.

CS 633 Advanced Database Programming 3 CH

Prerequisite: CS 603 Database Design (Oracle).

Provides students with a thorough understanding of database programming. Students use the latest technology to create front-end applications to hit large-scale backend databases. SQL and stored procedures are used to retrieve data from various data stores. Emphasis is placed on a layered approach to programming. User-friendly design principles and business

logic are used to teach students how to implement large-scale windows and/or web applications. The specific technology used will vary to reflect current trends in database programming technology.

CS 640 Special Topics in Computer Science 3 CH

Prerequisite: Determined at the time of course offering. Presents one-time and first-time offerings of courses on current topics.

CS 641 Securing the Cloud 3 CH

Prerequisite: CS 627

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

CS 642 Securing the Client/Server 3 CH

Prerequisite: CS 626

Clients and servers run Operating System (OS) software as well as many applications with each presenting a unique concern from a security perspective. Get 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 setup a secure system. The course will also introduce how to secure services and applications provided with these OSes such as Sendmail and MS Exchange, MySQL and MS SQL Server, Apache and MS IIS.

CS 646 Computer Graphics 3 CH

Prerequisite: CS 602 Advanced Data Structures and Algorithms.

Reviews the principles of design and use of computer graphics: matrix algebra overview, basic drawing techniques, line and polygon clipping, linear transformations, projections, graphics standards and hardware, raster scan, refresh, storage, hidden line and surface elimination and shading.

CS 648 Distributed Database Systems 3 CH

Prerequisites: CS 603 Advanced Database Systems and CS 611 Operating/Multiprogramming Systems.

Explores the problems and opportunities inherent to distributed databases: file allocation, deadlock detection and prevention, synchronization, update consistency, query optimization, fault tolerance, etc.

CS 650 Principles of Natural Language Processing 3 CH

Prerequisite: CS 613 Structure of Programming Languages or CS 642 Artificial Intelligence.

Studies the issues arising in computer processing of languages like English and solution techniques: AI principles overview, significance of language structure in extracting meaning, ambiguities, parsing techniques, semantic issues, semantic models, pragmatics, text-based systems and case studies.

CS 652 Neural Networks 3 CH

Prerequisites: MA 151 Introductory Calculus and CS 642 Artificial Intelligence.

Discusses neural networks as a computation model complementary to symbolic AI: basic principles, history of neurocomputing, various models and their common ideas, applications in machine learning and pattern recognition and hybrid systems.

CS 654 Object-Oriented Programming Using C++ 3 CH

Prerequisite: CS 502 C: Advanced

Programming or equivalent.

Reviews the principles of OOP: encapsulation, polymorphism and inheritance. C++ is used as the main vehicle for getting the ideas across. Issues of multiple inheritance, persistence, etc. are covered, and comparison with other OOP languages are made, as time permits.

CS 661 Game Design and Development using 3-D 3 CH

Prerequisite: CS 573

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

CS 662 Game Design, Development, and Implementation 3 CH

Prerequisite: CS 573

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

CS 663 Game Design for Mobile Devices 3 CH

Prerequisite: CS 662

In this course students explore the complex process required to design and build content and games for mobile devices. Students will learn how to structure and optimize code as well as

employ user interface controls. Memory-awareness, limited performance, security, and limited resources will be covered.

CS 664 Advanced Topics in Multiplayer Gaming 3 CH

Prerequisites: CS 661 and CS 662

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

CS 670 Research Project Seminar 3 CH

Prerequisite: Determined by the faculty advisor.

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

CS 690 Thesis I 3 CH

Prerequisite: Determined by the faculty advisor.

Required for the thesis option, the student works with a faculty advisor in defining a substantial research or implementation project. For a research project, the student surveys relevant literature, critically analyzes the state of the art and synthesizes improvements. For an implementation project, the student implements and tests a solution

to the chosen problem, comparing it with other work, if any; the project could involve a combination of research and implementation. At the end of this course, the student should have a well-defined problem, have surveyed relevant literature and have made partial progress toward the completion of the work. The student should be ready to make a brief presentation of the work in progress, as required by the advisor. Also, by the end of this course, a proposal describing the work should be written and approved by a thesis committee chosen by the student and the advisor, according to University policy.

CS 691 Thesis II 3 CH

Prerequisite: CS 690 Thesis I.

A continuation of CS 690, this course is required for the thesis option. By the end of this course, the student completes the work remaining in the project started in CS 690, as defined by the written proposal. A thesis must be written and defended in front of the thesis committee. The presentation portion of the thesis defense is open to the public.

Criminal Justice

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GOALS AND OBJECTIVES

The Master of Arts in Criminal Justice program provides students with a comprehensive knowledge of all components of the criminal justice system. This program is open to recipients of undergraduate degrees in Criminal Justice as well as individuals who have developed a career interest in criminal justice after completing an undergraduate degree in another discipline. This Master of Arts

in Criminal Justice provides individuals with bachelor's degrees in Criminal Justice or other disciplines with the knowledge needed to obtain advanced professional positions in the field. It also enables individuals already employed in the field of criminal justice to advance further in their careers. Thirty credits are required to graduate from the program. Students must complete 18 required credits of the core curriculum plus an additional 12 credits of any elective courses. Students may also choose the 12 credits for a concentration in national security or criminal justice management. Upon completion of the required 30 credits, students desiring to pursue an advanced career in criminal justice must successfully complete a comprehensive examination. Students desiring to continue their education toward a Ph.D. should pursue the

3-credit thesis option rather than the comprehensive examination. The thesis course may be used to satisfy 3 of the 12 elective credits required.

ADMISSION

Bachelor of Arts or Science degree with a 3.0 GPA from an accredited four-year college or university (official transcripts required)

Completed Graduate application
Application fee
Two letters of recommendation
Personal statement
Admission Deadline

Although applications are reviewed by the Admissions Committee 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.

REQUIRED COURSES (18 CREDITS)

- CJ 401 Theories and Analysis of Crime Causation and Deviance
- CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System
- CJ 403 Law, Society and Ethics
- CJ 404 Issues in the Administration of the Adult and Juvenile Correctional Systems
- CJ 405 Criminal Law
- CJ 406 Methods of Research Design and Statistical Analysis

ELECTIVE COURSES (12 CREDITS)

The program offers a variety of courses covering all aspects of the criminal justice system including:

- CJ 506 Victimology
- CJ 507 Organizational Procedures
- CJ 508 Capital Punishment
- CJ 509 Criminal Behavior and the Family
- CJ 510 Criminal Profiling
- CJ 511 Emergency Management
- CJ 513 Issues in National Security
- CJ 514 Domestic and International Terrorism
- CJ 515 Budgetary Planning in Public Agencies
- CJ 601 Internship/Practicum Experience in Criminal Justice
- CJ 650 Criminal Justice Thesis

Concentration in National Security (12 credits)

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

Concentration in Criminal Justice Management (12 credits)

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

COURSE DESCRIPTIONS

CJ 401 Theories and Analysis of Crime Causation and Deviance 3 CH

Prerequisites: CJ 101 Introduction to Criminal Justice, CJ 200 Constitutional Law.

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 402 Critical Issues in the Administration and Management of the Criminal Justice System 3 CH

Prerequisite: CJ 401 or permission of Department Chair.

Examines the current problems and issues facing the American criminal justice system. The course explores controversial policies such as the use of force, discretion, access to the justice system, organizational and legal issues related to decision-making within the criminal justice system, the role of the courts and the correctional system.

CJ 403 Law, Society and Ethics 3 CH

Prerequisite: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of the Department Chair.

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 404 Issues in the Administration of the Adult and Juvenile Correctional Systems 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of Department Chair.

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, efforts to maintain family cohesion.

CJ 405 Criminal Law 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of Department Chair.

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 406 Methods of Research Design and Statistical Analysis 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of Department Chair.

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 499 The Constitution and the Criminal Justice System 3 CH

This course must be taken by students who did not take a course in Constitutional Law and Introduction to Criminal Justice on the undergraduate level. This course is an introduction to the criminal justice system providing an overview of the processes of criminal justice and a survey of the components of the system. (Does not count towards the 30 credits required for the degree.)

CJ 506 Victimology 3 CH

Prerequisites: CJ 101 Introduction to Criminal Justice, CJ 200 Constitutional Law.

Examines the victim through history. Course explores the victim movement, the nature and extent of criminal victimization and its affect on American society.

CJ 507 Organizational Procedures 3 CH

Prerequisites: CJ 101 Introduction to Criminal Justice, CJ 200 Constitutional Law.

Examines the criminal justice system from an organizational perspective.

Course explores fraud control, risk analysis, and corporate crime control through case studies.

CJ 508 Capital Punishment 3 CH

Prerequisites: CJ 101 Introduction to Criminal Justice, CJ 200 Constitutional Law.

Examines the theoretical, legal and ethical issues involved in this form of punishment.

CJ 509 Criminal Behavior and the Family 3 CH

Prerequisites: CJ 101 Introduction to Criminal Justice, CJ 200 Constitutional Law.

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, etc.

CJ 510 Criminal Profiling 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of Department Chair.

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

CJ 511 Emergency Management 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of Department Chair.

Examines the policies and systems necessary to govern in situations of conflict and uncertainty. Explores appropriate responses to serious incidents and disasters. Evaluates early warning

systems and prevention strategies. Students learn the techniques involved in planning and preparing for crises, and forecasting potential crisis situations.

CJ 513 Issues in National Security 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of Department Chair.

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 and International Terrorism 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of Department Chair.

Examines the history, current developments, and responses to both international and domestic terrorism. Emphasis is on the examination of the 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 of terrorists, their funding and their use of the media, and examines the efforts of terrorist victimization.

CJ 515 Budgetary Planning in Public Agencies 3 CH

Prerequisites: CJ 401 Theories and Analysis of Crime Causation and Deviance, CJ 402 Critical Issues in the Administration and Management of the Criminal Justice System or permission of the Department Chair. Examines the nature of public budgeting and financial management from the perspective of a public manager. Explores public budgeting from an analytical perspective.

CJ 601 Internship/Practicum Experience in Criminal Justice 3 CH

Prerequisite: CJ 406 Methods of Research Design and Statistical Analysis.

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 supervisor to discuss their individual progress. The class meets regularly with the professor so that students may share their internship/practicum experiences. Upon completion of the 150 hours, the student will prepare a two-part paper. Those fulfilling the requirements through their current work experience will also prepare a paper. The first part of the paper will consist of a literature review on a topic related to the internship. The second part of the paper will consist of a description of the work experience including the topics provided by the instructor/advisor.

CJ 650 Criminal Justice Thesis 3 CH

Prerequisite: Completion of 27 seven credits required by the program.

This course may be taken in place of the Comprehensive Examination. It is appropriate for students wanting to continue their education toward a Ph.D. in Criminal Justice. 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.

Psychology

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MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

Goals and Objectives

The Master of Science in Applied Psychology program provides students with the knowledge and skill of how to apply the science of human behavior to solve practical real-world problems. The program is built on a scientist-practitioner model in which students gain a solid foundation in the science of psychology and learn to apply this knowledge and skill set to real world, practical problems. With its strong foundation in research methods and quantitative reasoning and its numerous connections with community agencies, schools, and corporations, the program provides excellent preparation for a wide variety of careers in today's data-driven economy. Students are particularly well-prepared for a variety of leadership positions in governmental, community, and corporate settings. The program offers a unique delivery system of 8-week courses that allows one to complete his/her degree in one calendar year by taking courses in our on-campus program. One may also choose to take a more moderate pace by participating in the online aspect of the program. A minimum of 38 credits are required to graduate from the program. Students must complete 26 credits of the core curriculum and may be required to

complete an additional four credits of prerequisite coursework. The remaining 12 credits are fulfilled with the completion of four elective courses. Students may choose to complete those 12 credits by participating in one of two concentrations (industrial-organizational psychology or community psychology). Students may also choose to take a combination of the two concentrations to graduate with a general degree. In addition, students may choose to begin by completing a certificate in either industrial-organizational psychology or community psychology.

Admission Requirements

- Bachelor of Arts or Science degree from an accredited four-year college or university (official transcripts required)
- Undergraduate degree in psychology or completion of required prerequisite psychology courses
- Minimum GPA of 3.0
- Statement of professional goals
- Two letters of recommendation
- GRE Scores preferred

Admission Deadline

Applications are reviewed by the Admissions Committee on a rolling basis.

Prerequisite Requirements

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

PS 450 Foundations of
Psychological Science

Required Core Courses (24 Credits - 20 if PS 450 is waived)

PS 450 Foundations of
Psychological Science
PS 500 Foundations of
Applied Psychology
PS 520 (PS 420) Developmental
Issues Across the Life Span
PS 525 Identifying and
Managing Psychopathology
in Community Settings
PS 550 Applied Research
Methods and Statistics
PS 551 Individual Psychological
Assessment and Appraisal
PS 552 Program Development
and Evaluation

Concentration In Industrial Organizational Psychology (12 Credits)

PS 530 Personnel Psychology
PS 531 Organizational Behavior
PS 532 Job Analysis, Competency
Modeling and Criterion Development
PS 533 Employee Training and
Development OR appropriate BU course

Concentration In Community Psychology (12 Credits)

PS 540 Foundations of
Community Psychology
PS 541 Theories of Counseling
and Personality
PS 542 Counseling Methods
and Techniques
PS 543 Community Health Psychology

General Track (12 Credits)

Four electives, chosen in consultation
with an academic advisor from above

concentrations or PS 599 or other
graduate courses, as appropriate

Required Capstone Experience (6 Credits)

PS 590 Comprehensive Exam
Plus an Elective Course
PS 595 Capstone Project I
PS 596 Capstone Project II
OR
PS 600 Thesis I
PS 601 Thesis II

COURSE DESCRIPTIONS

PS 450 Foundations of Applied Psychology 4 CH

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

PS 500 Foundations of Applied Psychology 4 CH

This course will focus on the ethical
and legal psychological issues, as well
as the challenges and opportunities
created by diversity in workplace,
school, and community settings.

PS 520 (PS 420) Developmental Issues Across the Life Span 3 CH

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

PS 525 Identifying and Managing Psychopathology in Community Settings 3 CH

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

referral of these individuals.

PS 530 Personnel Psychology 3 CH

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

PS 531 Organizational Behavior 3 CH

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

PS 532 Job Analysis, Competency Modeling, and Criterion Development 3 CH

Prerequisite: PS 530 Personnel Psychology

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

PS 533 Employee Training and Development 3 CH

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

PS 540 Foundations of Community Psychology 3 CH

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

PS 541 Theories of Counseling and Personality 3 CH

Prerequisite: PS 540 Foundations of Community Psychology.

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 and Techniques 3 CH

Prerequisite: PS 541 Theories of Counseling and Personality

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

PS 543 Community Health Psychology 3 CH

Prerequisite: PS 540 Foundations of Community Psychology.

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

PS 550 Applied Research Methods and Statistics 4 CH

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 and Appraisal 3 CH

Prerequisite: PS 550 Applied Research Methods and Statistics

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

PS 552 Program Development and Evaluation 3 CH

Prerequisite: PS 550 Applied Research Methods and Statistics

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

PS 590 Comprehensive Exam 3 CH

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

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

PS 595 Capstone Project I 3 CH

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

In this course, the student works with a faculty advisor in defining a short research or implementation project in an applied setting.

PS 596 Capstone Project II 3 CH

Prerequisite: PS 595 Capstone Project I

In this course, the student completes the capstone project begun in PS 595, including a written report and oral presentation.

PS 599 Special Topics in Applied Psychology 3 CH

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

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

PS 600 Thesis I 3 CH

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

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

PS 601 Thesis II 3 CH

Prerequisite: PS 600 Thesis I

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

Theology/Religious Studies

June-Ann Greeley, Ph.D., Director

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Throughout human history, religion has played an enormous role in the shaping of human actions and perceptions, as well as social institutions and values. The academic study of religion involves a sympathetic yet critical examination of the human attempt to answer the questions, "Who are we and why are we here?" It also allows us to understand better the complex world in which we live. The study of religion uses the methods of several disciplines, including theology, philosophy, history, psychology, sociology, anthropology, and literary criticism. Methodologically and topically diverse, the Master of Arts in Theology and Religious Studies (MATRS) program is unified by its commitment to the task of exploring the basic religious beliefs and insights that render human life and experience meaningful. Specific courses in the program examine the various symbols and myths, rituals and creeds, and events and institutions that illuminate the religious imagination and understanding. The student who completes the MATRS program will be able to engage in critical dialogue with his/her own religious tradition and other traditions; understand these traditions in their complexity; and articulate coherent, religiously informed answers to basic questions of human meaning.

GOALS AND OBJECTIVES

The Graduate Program in Theology and Religious Studies is designed to suit the needs and interests of a wide variety of students. Whether one wishes to prepare for doctoral work in religion, pursue a career in religious education,

or learn more about the world's religious traditions in order to enrich one's personal and/or professional life and activities, the program supplies a broad range of valuable resources. Each graduate student, in consultation with a faculty advisor, is encouraged to plan an appropriate course of study. In addition to the goal of intellectual enrichment, this program has proven particularly beneficial in the professional advancement of educators, writers, spiritual directors, and directors of religious education. It also offers a strong foundation for students contemplating further study toward a doctoral degree or the ministry.

ADMISSION REQUIREMENTS

Applicants must have a strong undergraduate record from an accredited college or university with a degree preferably in the humanities or social sciences. Official transcripts from all undergraduate and graduate institutions attended must be sent by those institutions to the Office of Graduate Admissions. Two letters of recommendation must accompany the application. A personal interview is required as part of the admission process. The Graduate Record Examination (GRE) is recommended for all applicants, and in some circumstances it may be required.

M.A. THESIS

Upon completing coursework, each MA student must write a master's thesis. The thesis is a formal document that shows the student has made an original contribution to knowledge. Writing the thesis is a learning experience in which the student draws upon integrated knowledge of religious studies and research skills to present a distinctive interpretation of a problem in the field. The process typically requires a semester's worth of planning and a semester's worth of writing, under the

direction of an advisor. See the program director to receive a full set of guidelines and to be matched with an advisor.

DEGREE REQUIREMENTS

All MA candidates must complete a total of 36 credit hours of graduate coursework, with a minimum GPA of 3.0. Student performance is reviewed by the graduate faculty at the end of each semester. If a student completes all coursework for the degree with a GPA below 3.0, then the student will be allowed to take a maximum of six additional credit hours of study to raise the average to 3.0. If this 3.0 average is not achieved, the student will not be allowed to continue in the program and no degree will be awarded. If a grade below C is earned in a required course, that course must be repeated. If a grade below C is earned in an elective course, the student must repeat that course or take another elective. In any case, the original grade is calculated into the GPA.

REQUIRED COURSES

- RS 500 Research in the Study of Religion (3 credits)
- RS 501 Phenomenology of Religion (3 credits)
- RS 510 Modern Biblical Criticism and the Gospels (3 credits)
- Elective in non-Christian religion (3 credits)

Any course that is primarily focused on a religious tradition other than Christianity. The department will provide a list of which courses meet the requirement in each year's schedule.

Free electives (21 credits)

MA Thesis (3 credits)

COURSE DESCRIPTIONS

RS 500 Research in the Study of Religion 3 CH

Prepares the student for graduate-level work in religion. Provides opportunities to apply various research methods used in the field, including history, surveys, ethnographies, literary criticism, and philosophical/theological analysis. Develops customs of writing and citation for publications in religious studies and theology.

RS 501 Phenomenology of Religion 3 CH

Focuses on contemporary methods for the investigation of religion and prepares the student for graduate-level work.

RS 505 Ancient Religions and Cults 3 CH

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

RS 510 Modern Biblical Criticism and the Gospels 3 CH

Provides a brief history of biblical criticism leading up to an in-depth analysis of the achievements of recent biblical research in the area of New Testament studies.

RS 511 Introduction to the Hebrew Bible 3 CH

Examines the development of Hebrew Bible traditions, as well as the historical rise of the people of Israel; the distinctive religious awareness that accompanied it; and Israel's understanding of God, humanity and history.

RS 514 Introduction to Eastern Religions 3 CH

Explores the religious traditions of Asia, including Hinduism, Buddhism, Taoism, Confucianism and Shinto. Students are introduced to the beliefs and practices of these traditions in their historical context and to manifestations of Eastern religions in the contemporary United States.

RS 515 Introduction to Islam 3 CH

A theological and phenomenological exploration of beliefs, practices, and symbology of Islam, incorporating extensive readings from the Qur'an, the hadith and shari'a, and Sufism. This course analyzes contemporary topics such as religion and gender, and religion and politics.

RS 517 Introduction to Western Religions 3 CH

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

RS 518 Cults, Sects and New Religious Movements 3 CH

Explores beliefs and practices of new religions in America, including Mormonism, Unification Church, Christian Science, Scientology, Theosophy, New Age, Neopaganism, and UFO cults. Presents both sociological and theological approaches to understanding new religions.

RS 519 Women in World Religions 3 CH

An analysis of women's role in Christianity, Judaism, Hinduism, and Islam—both historical and contemporary—using theories and methods of gender study.

RS 520 Women in Christianity 3 CH

A theological, textual and gender-based examination of women in the history of Christianity, incorporating critical analysis of texts written about and by Christian women. Topics include the image of

women and woman's spirituality in the Bible, writings of the Church Fathers, mystics, sectarian movements, and the feminist reconstruction of tradition.

RS 521: Women in Islam 3 CH

This course offers both a theological and an anthropological examination of the encounter between women and Islam. Dismissing polemics, and employing writings by and about Muslim women across the full scope of the Islamic world, the course will focus on women throughout the history of Islam, how Muslim women have realized and expressed their faith and engaged in patterns of practice, and new perspectives on faith, history, religious traditions and cultural practices articulated by the new generation of Muslim women scholars and artists.

RS 522 Women in American Religion 3 CH

A critical analysis of women and religion within the context of American history and culture. This course examines religious writings/narratives by Native American women, and American women in Christianity, Judaism, and Islam. The impact of race, class, history, and/or ethnicity upon religious experience is also explored in the writings of feminist, Womanist (African-American) and Mujerista (Latina) theologians.

RS 524 The Gospel of John 3 CH

Provides a critical interpretation of the Gospel of John.

RS 526 The Letters of Paul 3 CH

Examines the social and religious world of St. Paul, his biography, his writings in the New Testament, and how these influenced the developing Christian church.

RS 529 The Historical Jesus 3 CH

Attempts to recover the words and actions of the historical Jesus through a proper methodological examination of the sources. Special emphasis is given to the parables of Jesus.

RS 530 The Death of Jesus 3 CH

Traces the development of the traditions of the passion and death of Jesus as they are found in the gospels of Matthew, Mark, Luke, and John.

RS 532 Contemporary Religious Thinkers 3 CH

Examines the selected, representative writings of specific religious thinkers. In any given semester, the course focuses on the work of either an important theologian or a contemporary scholar of religion. (Students should consult the instructor to obtain information concerning the topic for that semester.)

RS 533 Religion and Ecology 3 CH

Examines how religion has shaped humanity's relationship with nature, and explores various religious and philosophical responses to contemporary ecological problems.

RS 535 Religion and Sexuality 3 CH

Introduction to the Study of Religion. Examines the relationship between religion and sexuality in various world religions. Topics include asceticism vs. eroticism, defining normality and deviance, sex as a means to challenge or maintain the social order, religious responses to the changing sexual morality in contemporary Western society.

RS 536 Catherine and Teresa 3 CH

Catherine of Siena and Teresa of Avila have both been named as "Doctors" of the Roman Catholic Church, an honorific granted to very few women, and indicative of the degree to which each woman has enriched the Catholic faith with her distinctive charism, her theological writings and her spiritual gifts. The course will explore the significant theological contributions of both women, contextualizing them and their works within their respective historical, religious and social milieus: Catherine (+1380) in 14th century Italy, and Teresa (+1582) in 16th century Spain. The course will also examine Dominican (Catherine)

and Carmelite (Teresa) spirituality.

RS 538 Spiritual Teachers and Thinkers 3 CH

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

RS 540 Understanding Theology 3 CH

Provides an introduction to the nature and role of theology. This course investigates both academic or "public" theology and confessional or Churchcentered theology.

RS 542 Medieval Theology 3 CH

A critical examination of central doctrines of Christianity, Judaism, and Islam as they developed during the Middle Ages. This course analyzes particular modalities of theological expression such as mysticism, sacred art/architecture, and women's visionary writings.

RS 543 Early Christian Thought 3 CH

Traces the course of the Church's historical and dogmatic traditions from the New Testament period to the Middle Ages.

RS 544 Christian-Jewish Understanding 3 CH

Examines the historical and theological relationship between Judaism and Christianity beginning at the time of Jesus, which resulted in the separation of and misunderstanding between Christians and Jews through the Patristic period, Renaissance, Middle Ages, until the present time. Particular attention is paid to the recent positive studies in interreligious understanding advanced by the Second Vatican Council.

RS 555 History of Christian Ethics 3 CH

The ethical reflections of some of the most influential Christian thinkers from the Church fathers to the present (e.g., Augustine, Thomas Aquinas, and

Martin Luther) applied to various important topics of ethical debate in Christian history (e.g., the notion of just war). A survey of the most important thinkers and documents in the history of Christian ethical reflection.

RS 560 Bioethics: Religious Approaches 3 CH

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

RS 561 Symbol, Myth and Ritual 3 CH

Defines the basic categories of symbol, myth and ritual and explores their religious significance. Theoretical analyses of the symbolic imagination are also examined.

RS 562 Human Rights 3 CH

Investigates philosophical and religious theories of human rights, the modern history of rights, and ways to implement a human rights agenda.

RS 566 Foundations of Catholic Ethics 3 CH

Explores the historical sources and methods of reasoning in the Roman Catholic moral tradition. Critically examines current moral issues in Catholicism.

RS 567 Mysticism 3 CH

This course introduces the student to the dimension of spirituality known as mysticism, through readings in and critical analysis of mystical texts of the world's religions, including Tao te Ching, the Hindu Upanishads, Zohar and other Kabbalistic texts, the poets

of Sufism, and Christian mystics from the history of Christianity.

RS 568 Classics of Western Spirituality 3 CH

Provides a close examination of the writings of one or more of the great spiritual masters of the Western religious traditions (e.g., John of the Cross, Theresa of Avila, Ignatius Loyola, Teilhard de Chardin, Martin Buber and Thomas Merton).

RS 575 Death and Dying in World Religions 3 CH

All religious traditions have regarded the process of dying unto physical death as a natural but also sacred state of being that imparts to life its deepest meaning and value. This course is the opportunity to explore, examine and analyze the perspectives on and beliefs about dying, death, and subsequent conditions of existence, that religious traditions, across historical time and geographical space, have promulgated. Students will examine the different spiritual practices around dying and death each religious tradition has formulated, and wider cultural responses to those beliefs and practices. Additionally, students will examine certain theologies of suffering and grief.

RS 577 Pilgrimage and Spiritual Journeys 3 CH

Introduces the religious ritual activity of pilgrimage, a spiritually inspired journey in time and over space. The concept is studied in several religions and from several methodological angles that occurs in many religious traditions.

RS 581 Religion, Health and Healing 3 CH

Explores theories and practices of healing in Eastern, Western and Primal religions. Examines research on connections between religion and health and efficacy of alternative and spiritual therapies.

RS 589 Religion, War and Peace 3 CH

Examines various religious perspectives on violence, war and the quest for peace.

RS 591 Religious Themes in Contemporary Fiction 3 CH

Explores the religious dimensions in the fiction of writers such as Cynthia Ozick, John Cheever, Toni Morrison and Italo Calvino.

RS 594 Elementary New Testament Greek 3 CH

An introduction to the nominal and verbal systems of Hellenistic Greek, this course provides a basis for reading the Greek New Testament.

RS 595 Intermediate New Testament Greek 3 CH

A study of the syntax of Hellenistic Greek in union with selected readings from the Greek New Testament. The aim of the course is to achieve a moderate reading proficiency.

***RS 599 Special Topics in Religion 3 CH**

Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Course title is shown on the student's transcript. Consult the current course schedule for available topics.

RS 601 The Church: Roman Catholic Perspectives 3 CH

Investigates Catholic thinking and teaching about the nature of the Church.

RS 602 The Roman Catholic Sacraments 3 CH

Explores the history of the sacraments, the theology behind them and their role in contemporary Catholic life.

RS 699 Independent Study 1-3 CH

An area of study for which no course is presently provided. The student must find an instructor competent in his or her proposed topic and secure the permission of the program director, chairperson, and the dean.

JOHN F. WELCH COLLEGE OF BUSINESS



John F. Welch College of Business

Rupendra Paliwal, Ph.D., Interim Dean

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MISSION STATEMENT

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

Who we are.

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

What we value.

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

What we do.

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

MASTER OF BUSINESS ADMINISTRATION (MBA)

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

The MBA program 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 John F. 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, stimulative learning experience.

Admission Requirements

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

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

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

- oversight responsibility for the work of others, or
- accountability for the tangible or intangible assets or accounts of others, or
- responsibility for certifying the successful outcome of the work of others, or
- acquiring/analyzing data for the benefit of an employer or client.

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

For those applicants without full-time work experience, the minimum

GMAT score is generally 500, with an undergraduate GPA of 3.0.

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

GMAT Waiver Policy

As a general policy, The Welch College of Business requires the GMAT of all applicants. GMAT waiver requests for the MBA 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 J.D., Ph.D., or M.D.
- 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 with 5 or more years of substantive work experience. Factors considered include scale and scope of responsibilities, managerial scope, and accountability for final fiscal or economic results including certification of the work of others and data analysis for clients or employer. A letter from an employer or supervisor

detailing specific work responsibilities is 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 reapply for admission. The MBA Director may require the student to meet current admissions requirements as a condition of readmission. Applications for readmission should be submitted to the MBA Office and will be reviewed by the MBA Director. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission.

DEGREE REQUIREMENTS

A total of 36 credit hours of graduate coursework and a minimum GPA of 3.0 are necessary for completion of the Welch MBA program for candidates who are waived from the foundational coursework. Those who are not waived will need up to six additional credit hours of foundational coursework.

In all cases, a minimum of 27 credit hours must be taken in Sacred Heart University's 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 nine credits, plus the foundation courses, can be transferred.

The two foundation courses, as well as WGB 601 and WGB 603 have formal waiver requirements:

WGB 520: Can be waived for those who have completed three credit hours in Macroeconomics and three credit hours in Statistics with grades of B or better in both.

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.

WGB 601: For those who have completed three credit hours in Financial Accounting and three credit hours in Information Technology with grades of B or better in both, WGB 601 can be substituted by an elective in Accounting, Economics or Finance.

WGB 603: For those who have completed six credit hours in Finance with grades of B or better in both, WGB 603 can be substituted by an elective in Accounting, Economics or Finance. One of the completed courses must be Financial Management.

Foundation Courses

WGB 520 Introduction to Economics and Statistics (3 credits)

WGB 521 Fundamentals of Management (3 credits)

Program courses include:

Planning and Assessment

WGB 600 Professional Planning (1 credit)

Breadth Courses

WGB 601 Accounting and Information Systems (3 credits)

WGB 603 Financial
Management (3 credits)
WGB 612 Leading and Influencing
with Integrity (3 credits)
WGB 614 Social and Legal
Responsibilities in Business (3 credits)

Integrated Core Courses

WGB 640 and WGB 641 Dynamic
Business Management I and II (6
credits each, total of 12 credits)

Electives

Three 600-level courses (9 credits)

Capstone Course

WGB 691 Welch Competency
Demonstration and
Implementation (2 credits)

MBA CONCENTRATIONS

Students may choose among four
concentrations: Accounting, Finance,
Management, or Marketing.

There are some restrictions on available
concentrations for students who intend
to take their coursework exclusively
at the Luxembourg campus.

AVAILABLE CONCENTRATIONS BY CAMPUS		
	Fairfield	Luxembourg
Accounting	Yes	No
Finance	Yes	Yes
Management	Yes	Yes
Marketing	Yes	No

Students who choose Accounting, Finance,
Management, or Marketing must take
three electives in the respective discipline.

Students who do not meet the elective
requirements for a concentration
will simply receive an MBA.

MBA STUDENT SERVICES CAREER DEVELOPMENT

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

GRADUATE PROFESSIONAL CERTIFICATES

Students who would like to specialize in
one of the areas below without pursuing a
full graduate degree or those who already
have a master's degree and would like to
upgrade their skills may want to consider
a 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, Corporate Finance,
Global Investments, International
Business, Leadership, and Marketing.

Accounting (12 credits plus prerequisite if required)

Prerequisite

WGB 601 Accounting and Information Systems (3 credits) Note: AC 511 may be substituted if previously taken

Required Course

AC 615 Managerial Controls and Budgeting (3 credits)

3 Elective Courses from the following:

AC 610 Accounting for Decision-Making and Control (3 credits)
AC 617 Financial Statement Analysis (3 credits)
AC 621 Federal Taxation (3 credits)
AC 622 Advanced Federal Taxation (3 credits)
AC 625 International Accounting (3 credits)
AC 629 Contemporary Issues in Auditing (3 credits)
AC 699 Contemporary Issues in Accounting (3 credits)

Corporate Finance (12 credits plus prerequisite if required)

Prerequisite

WGB 601 Accounting and Information Systems (3 credits) Note: AC 511 may be substituted if previously taken

Required Courses

WGB 603 Financial Management* (3 credits) Note: FN 660 may be substituted if previously taken
FN 662 Corporate Finance (3 credits)

2 Elective courses from the following:

FN 661 Global Financial Markets and Institutions (3 credits)
FN 663 Global Investments (3 credits)
FN 665 International Financial Management (3 credits)
FN 669 Global Financial Crisis and Risk Management (3 credits)

FN 670 Mergers, Acquisitions and Joint Ventures (3 credits)
FN 672 Derivatives and Risk Management (3 credits)
AC 617 Financial Statement Analysis (3 credits)

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

Global Investments (12 credits plus prerequisite if required)

Prerequisite

WGB 603 Financial Management* (3 credits) Note: FN 660 may be substituted if previously taken

Required Course

FN 663 Global Investments (3 credits)

3 Elective courses from the following:

FN 661 Global Financial Markets and Institutions (3 credits)
FN 668 Portfolio Management (3 credits)
FN 669 Alternative Investments (3 credits)
FN 670 Mergers, Acquisitions and Joint Ventures (3 credits)
FN 672 Derivatives and Risk Management (3 credits)
FN 699 Financial Crisis and Risk Management (3 credits)

Leadership Certificate (12 credits)

Prerequisite

WGB 521 Fundamentals of Management

Required Courses

WGB 612 Leading and Influencing with Integrity

One Course from Group 1

BU 621 Comparative Management and Intercultural Communication
or
BU 665 International Business

Two Courses from Group 2

- BU 610 Entrepreneurship
- BU 632 Managing Change
- BU 667 Team Management
- BU 687 Contemporary Issues in Global Management
- BU 699 Contemporary Topics in Management

Marketing (12 credits)**Required course**

- MK 661 Marketing Management (3 credits)

3 Electives from the following

- BU 610 Entrepreneurship (3 credits)
- MK 650 Product Development and Management (3 credits)
- MK 651 Marketing Research (3 credits)
- MK 656 Advertising Management (3 credits)
- MK 658 Consumer Marketing and Behavior (3 credits)
- MK 668 International Marketing (3 credits)
- MK 669 Contemporary Issues in Marketing (3 credits)

WELCH MBA COURSE DESCRIPTIONS**Foundation Courses****WGB 520 Introduction to Economics and Statistics 3 CH**

Key topics in statistics and economics will be covered. Economic topics include supply, demand, market equilibrium price and quantity; elasticity; economic cost; economies of scale; perfect completion; monopoly; monopolistic completion; and oligopoly. In addition, macroeconomic terminology of GDP, inflation and unemployment; the basics of the aggregate supply and aggregate demand model; fiscal policy; monetary policy; and the role of exchange rates will be covered. Statistics topics include an

introduction to statistical capabilities of Excel; graphical descriptive techniques; numerical descriptive techniques and simple linear regression analysis.

WGB 521 Fundamentals of Management 3 CH

Using a framework of managerial roles and competencies, this course explores what management involves, how it affects people within an organization, why it is critical to the effective functioning of an organization, and how the accomplishment of management functions may vary in different cultural contexts. The course surveys competencies and knowledge necessary for successfully facing current challenges in the rapidly changing global business environment.

Planning & Assessment

WGB 600 must be taken as first course in the 600 sequence of courses. Foundation courses (500 level) can be taken before, concurrent with or after WGB 600.

WGB 600 Professional Planning 1 CH

Students plan their MBA program based on personal and professional assessments. The course also introduces a management model, managerial thinking and the role of values and ethics in managerial work. Students review academic skills needed to successfully complete the program, complete self assessments, and develop plans for professional development and program completion.

Breadth: Quantitative Competencies

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

WGB 601 Accounting and Information Systems 3 CH

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

WGB 603 Financial Management 3 CH

Provides an introduction to three key areas in finance - financial markets, financial management and valuation- focusing on how capital is effectively raised and invested in a value based management framework. Topics covered 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.

Integrated Core

Must be taken in sequence

WGB 640 and WGB 641 Dynamic Business Management I and II (6 CH each, total of 12 CH)

Prerequisite: WGB 600 and satisfaction of quantitative competencies.

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

WGB 640 follows the process of developing new business sources, including new products and services. The viewpoint is

from the top of the organization and how organizational leaders allocate resources. WGB 641 takes a more operational viewpoint. This includes the examination of processes involving order management, planning and budgeting, performance measurement, and talent management.

Breadth: Leadership Competencies

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

WGB 612 Leading and Influencing with Integrity 3 CH

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

WGB 614 Social and Legal Responsibilities in Business 3 CH

Sustainable organizational practices require managers to pay attention to the economic, environmental and social impact of organizational strategies and actions. This course focuses on ethical and legal issues that organizations and individual managers face in achieving triple bottom line sustainability. Ethical decision-making frameworks provide principles for dealing with challenges posed by technology, globalization and societal changes and for fulfilling personal as well as corporate social responsibility. Legal topics survey

business regulation and processes, forms of business organizations, intellectual property and commercial transactions.

Capstone Electives

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

WGB 691 Welch Competency Demonstration and Implementation 2 CH

This is the capstone course of the MBA program. Through interdisciplinary projects, cases, readings, and experiential exercises, students hone their strategic management skills and make presentations to business practitioners and faculty. Seminar topics cover leadership, sustainability, and doing business globally. Students prepare an E-portfolio to demonstrate their learning in the program.

Accounting Electives Course Descriptions

AC 610 Accounting for Decision Making and Control 3 CH

Prerequisite: WGB 601 Accounting and Information Systems or AC 511 Corporate Financial Accounting and Reporting.

Explores the essentials of providing relevant and useful cost and managerial information to both multinational and domestic corporate managers. Ethical aspects of each of these areas are examined. Written assignments, case studies and team presentations comprise much of the classroom interaction.

AC 615 Managerial Controls and Budgeting 3 CH

Prerequisite: WGB 601 Accounting and Information Systems or AC 511 Corporate Financial Accounting and Reports.

The basic considerations of controllership and budgeting are set forth and analyzed, and the importance of business planning and control is emphasized from a management perspective. Emphasis is on budgeting practices and theory as a tool for profit and control.

AC 617 Financial Statement Analysis 3 CH

Prerequisite: WGB 601 Accounting and Information Systems or AC 511 Corporate Financial Accounting and Reporting.

Examines current financial reporting and disclosure practices. Emphasis is on development of the ability to analyze financial statements to evaluate the current financial condition of a firm and assess its future trends. Topics include: use of various ratios to analyze income statements, balance sheets and funds flow.

AC 621 Federal Taxation 3 CH

Prerequisite: WGB 601 Accounting and Information Systems or AC 511 Corporate Financial Accounting and Reporting.

Studies the integration of the managerial decision-making process and the main elements of short and long-range planning with applicable economic theory. Topics include demand analysis and forecasting, risk analysis, and planning for profit under different market structures and government regulations. Students learn the body of useful managerial economic concepts being applied by informed management today.

AC 622 Advanced Federal Taxation 3 CH

Prerequisite: AC 621 Federal Taxation.

Introduces and extensively covers the taxation of corporations, including C and S corporations, pass through entities, compensation issues, and consolidated corporate tax returns. Other topics include: corporate organization, earnings and profits, redemptions, liquidations, corporate capital gains and losses, net operating losses, alternative

minimum tax, consolidation issues, and international tax issues. In addition, provides a comparative survey of other business entities, including partnerships and limited liability companies.

AC 625 International Accounting 3 CH

Prerequisite: WGB 601 Accounting and Information Systems or AC 511 Corporate Financial Accounting and Reporting.

Examines the diverse accounting systems employed by different countries and the relationship of those systems to environmental factors (cultural, economic, political, legal and religious). Principal topics include: performance evaluation in multinational enterprises, social responsibility, harmonization of accounting practices and transfer pricing within an international framework. The course addresses these topics in part through an applied approach in the discussion and analysis of cases.

AC 629 Contemporary Issues in Auditing 3 CH

Prerequisite: WGB 601 Accounting and Information Systems or AC 511 Corporate Financial Accounting and Reporting.

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

AC 699 Contemporary Issues in Financial Accounting 3 CH

Prerequisite: AC 610 Accounting for Decision-Making and Control.

Emphasis is on the usefulness of accounting information in financial markets through the study of the accounting conceptual framework. Analyses include the standard-setting process, asset valuation and income determination. Examines accounting policies, ethical issues, FASB financial accounting rules and the impact of international accounting policies, all with

a focus on application to current issues.

Finance Electives Course Descriptions

FN 661 Global Financial Markets and Institutions 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

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

FN 662 Corporate Finance 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

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

FN 663 Global Investments 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

Course exposes students to the theory and practice of investments on a global scale. Key topics include: capital markets and instruments, efficient investment sets, basic equilibrium models such as CAPM and APT, bond prices and yields, equity valuation models, and an overview of portfolio theory and derivatives.

FN 665 International Financial Management 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

A study of financial management concepts and techniques, applied to international operations. Topics include: foreign currency spot and forward trading; exchange rate systems and determination, and country risk assessment; taxation and regulatory issues of non-U.S. markets; and sources and uses of funds for multinational corporations.

FN 668 Portfolio Management 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

Develops the student's ability to evaluate securities in the context of a portfolio. Topics include: portfolio construction rules based on risk and return goals, valuation measures and risk-reduction techniques using derivative products.

FN 669 Alternative Investments 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

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

FN 670 Mergers, Acquisitions and Joint Ventures 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

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

FN 672 Derivatives and Risk Management 3 CH

Prerequisite: WGB 603 Corporate Financial Management or FN 660 Financial Management.

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

FN 699 Financial Crisis and Risk Management 3 CH

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

**Management Electives
Course Descriptions****BU 610 Entrepreneurship 3 CH**

Prerequisites: WGB 601 Accounting and Information Systems or equivalent, WGB 603 Corporate Financial Management or equivalent and WGB 640 Dynamic Business Management I.

Students utilize their interdisciplinary business knowledge and creativity to evaluate an entrepreneurial opportunity,

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

BU 621 Comparative Management and Intercultural Communication 3 CH

Prerequisite: WGB Foundations of Management Note: BU 601 Organization Management may be substituted.

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

BU 632 Managing Change 3 CH

Prerequisite: WGB 521 Foundations of Management Note: BU 601 Organization Management may be substituted

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

BU 635 Human Resources and Career Development 3 CH

Prerequisite: WGB 521 Foundations of Management Note: BU 601 Organization

Management may be substituted

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.

BU639 Innovation Management 3 CH

Prerequisites: BU521 Fundamentals of Management or BU601 Organization Management or WGB612 Leading and Influencing with Integrity

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

BU 665 International Business 3 CH

Describes the scope of international business and studies multinational enterprises in light of cultural, historical, political and economic factors. Trade theories are examined in the context of international economics and finance. The focus then turns to the management of global operations, from initial entry into international markets to strategy development for the multinational enterprise.

BU 667 Team Management 3 CH

Prerequisite: WGB 521 Foundations of Management Note: BU 601 Organization Management may be substituted

Examines the use of teams to accomplish organizational strategies. Topics include:

team leadership, goal-setting, group dynamics, group decision-making, diversity and multicultural issues.

BU 687 Contemporary Issues in Global Management 3 CH

Prerequisite: WGB 521 Foundations of Management Note: BU 601 Organization Management may be substituted.

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.

BU694 Graduate Internship Study 3 CH

Permission of the MBA Director required

Students who want to take a work internship for elective credit register for this course.

BU699 Contemporary Topics in Management 3 CH

Prerequisite: prerequisites will vary according to the specific course topic.

The BU 699 course number is used for courses offered on a one-time basis or courses being piloted.

Marketing Electives Course Descriptions

MK 650 Product Development and Management 3 CH

Prerequisite: MK 661
Marketing Management.

Examines the product development and innovation process and cycle, its tools and techniques. The role of marketing, engineering, accounting and other functions is closely assessed. Use of techniques to enhance creativity, market research, and psychographics to assist with product development is the foundation of this course, with emphasis in the areas of product planning, competitive positioning, channels of

distribution, pricing and promotion.

MK 651 Marketing Research 3 CH

Prerequisite: MK 661
Marketing Management.

Gives a managerial approach to market research activities. Primary emphasis is on applying qualitative and quantitative research information toward marketing decisions. The research process is discussed, then qualitative and quantitative methodological alternatives are systematically reviewed. Careful attention is paid to how to analyze and present research findings.

MK 656 Advertising Management 3 CH

Prerequisite: MK 661
Marketing Management.

Provides an analysis of the advertising function from a management viewpoint. Emphasizes the mechanics and techniques of advertising as part of an overall marketing strategy. Topics include: role of the corporate advertising director, role of the advertising agency and role of the media. Special emphasis is on understanding and participating in the creative process, essential for effective advertising.

MK 658 Consumer Marketing and Behavior 3 CH

Prerequisite: MK 661
Marketing Management.

Focuses on the consumer, and in particular what makes consumers behave the way they do in specific purchase situations. Emphasis is on behavioral, psychological and motivational theories as well as risk perception. Various consumer buying models are analyzed. The case method is utilized.

MK 661 Marketing Management 3 CH

Explores how firms analyze market opportunities; select target markets; develop the marketing mix (product, price, place and promotion); plan; manage;

organize and control the marketing resources throughout an enterprise; deal with competition; and extend marketing to the global marketplace.

MK 668 International Marketing 3 CH

Prerequisite: MK 661

Marketing Management.

Provides an analysis of marketing concepts and applications in a global environment, focusing on market management and cultural and institutional differences.

MK 669 Contemporary Issues in Marketing 3 CH

Prerequisite: MK 661

Marketing Management.

Current marketing issues are examined in light of the competitive global environment.

MK 670 Digital Marketing 3 CH

Examines the rapidly evolving dynamics of digital marketing. Emphasis is on consumer behavior and opportunities, problems, tactics and strategies associated with incorporated digital methods into the marketing function. Internet and mobile marketing tools such as search engine marketing, social media, and viral marketing are addressed.

ISABELLE FARRINGTON COLLEGE OF EDUCATION



Isabelle Farrington College of Education

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MISSION

The Faculty of the Isabelle Farrington College of Education at Sacred Heart University engage in "preparing men and women to live in and make their contributions to the human community." Our primary purpose is to develop the capacities, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills, and dispositions to facilitate the learning of all children.

CONCEPTUAL FRAMEWORK

The National Council for the Accreditation of Teacher Education states that "the conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools." The School of Education at Sacred Heart University actively uses its conceptual framework to develop, implement, monitor, and assess its programs and to articulate and evaluate candidates' competencies in content mastery, skill development, the integration of technology and appreciation of diversity; and the development of dispositions in which the intellect and heart are focused on a greater good in teaching, leadership, and serving others. The overarching theme of our

conceptual framework is "Promoting a Culture of Excellence in a Changing World" and it is based on our belief that a culture of excellence is promoted when four underlying principles are met: the educational practitioner possesses a comprehensive, integrated and context-dependent professional knowledge base; the educational practitioner effectively utilizes natural and acquired personal and professional skills; the educational practitioner cultivates and consistently demonstrates professional dispositions and commitments; the educational practitioner is responsive to cultural and technological influences that affect change in the educational environment. We further contend that to be an educator committed to promoting a culture of excellence; the candidate must demonstrate proficiency in each of the five domains of professional excellence identified by the School of Education. The five domains are: context, content, learner, pedagogy, and educator. Our system of assessing the learning outcomes of our candidates is based on these five domains.

GRADUATE EDUCATION DEGREE OR CERTIFICATE PROGRAMS

- Graduate Teacher Certification: Elementary and Secondary
- Master of Arts in Teaching (M.A.T.)
- Intermediate Administrator Certification
- Remedial Reading and Language Arts Certification
- Reading and Language Arts Consultant Certification
- Certificate of Advanced Studies (C.A.S.): Administration (Sixth Year)
- Certificate of Advanced Studies (C.A.S.): Teaching (Sixth Year)

- Certificate of Advanced Studies (C.A.S.): Literacy Specialist (Sixth Year)
- Sacred Heart University Certificate in Education Technology

- Present an undergraduate GPA of at least 2.75.

Intermediate Administrator Certification (092) and CAS in Administration

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

- Hold or be eligible for a Connecticut teaching certificate.
- Hold a master's degree from an approved institution with a minimum GPA of 3.0.
- Have completed five years of teaching experience before applying for certification.
- Have completed a course in special education (at least 36 hours) before applying for certification.
- Complete a case study essay.
- Provide evidence of having submitted a current state and national criminal history background check.

Remedial Reading and Language Arts Certificate (102), Reading and Language Arts Consultant (097), and CAS in Literacy

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

- Hold or be eligible for a Connecticut teaching certificate.
- Hold a master's degree from an approved institution with a minimum GPA of 3.0.
- Have completed 30 months of teaching experience before applying for certification.
- Have completed a course in special education (at least 36 hours). All candidates for reading certification must earn a minimum

APPLICATION REQUIREMENTS

Advanced Degree Programs (MAT, CAS in Administration, CAS in Literacy, and CAS in Teaching)

All applicants to graduate programs in Education must meet the same admissions standards as certification candidates, unless they hold a current teacher's certificate.

Initial Certification Programs and MAT

Candidates must meet the following state-mandated entrance requirements:

- Pass the Praxis I Exam or qualify for waiver by meeting the following alternative testing requirement: A waiver may be granted to candidates furnishing official proof of achieving high scores on the SAT, ACT or PAA tests. Complete information and test registration materials may be obtained from the School of Education.
- Provide evidence of having submitted a current state and national criminal history background check.
- Present an essay demonstrating a command of the English language, explaining reasons for wanting to enroll in the program and emphasizing experience relevant to teaching.
- Present at least two letters of recommendation from people able to testify to the candidate's suitability as a prospective teacher.
- Be interviewed by members of the faculty of the School of Education.

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.

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

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

- Hold or be eligible for a Connecticut teaching certificate.
- Hold a master's degree from an approved institution with a minimum GPA of 3.0.
- Have completed 30 months of teaching experience before applying for certification.
- Provide evidence of having submitted a current state and national criminal history background check.

GPA GUIDELINES

Candidates applying to a graduate teacher certification program must hold a bachelor's degree from a higher education institution accredited by a regional association of colleges and schools recognized by the U.S. Secretary of Education and recognized as accredited by the Connecticut State Department of Education or a Connecticut higher education institution accredited by the Connecticut Board of Governors of Higher Education, and have at the minimum an undergraduate cumulative GPA of 2.75. Graduate candidates who apply for entrance into the Intermediate Administrator Certification program or the Remedial Reading and Language Arts Certification program must hold or be eligible for a Connecticut teaching certificate and hold a master's

degree from an approved institution having achieved at least a 3.0 GPA.

GPA WAIVER

Graduate candidates who apply for admission to a certification program, but who do not qualify because their undergraduate cumulative average falls below 2.75, may ask for consideration under the School of Education's GPA Waiver Policy. To qualify for consideration for GPA waiver, candidates must submit materials (transcripts, letters of recommendation, personal statements of extenuating circumstances and other relevant information) to the GPA Waiver Committee. The committee may then recommend to the chair:

- waiving the 2.75 GPA requirement;
- rejecting the request; or
- inviting the candidate to take a specified number of undergraduate courses as described below.

Candidates who choose to take additional coursework must demonstrate "B" level achievement in the courses, and upon completion of the courses, reapply for a waiver. The waiver policy on additional coursework is as follows:

- All courses required for achieving an acceptable standing for a GPA waiver must be from the following disciplines: English literature, history, mathematics, social sciences, natural sciences, linguistics, philosophy and religious studies. All courses must be taken at the junior level or higher.
- Courses selected for fulfilling the cognate area requirement must be approved in writing on the GPA Waiver Course Approval Form before the courses are taken. Copies should be given to the candidate and placed in the candidate's file.

- All courses required for achieving acceptable standing for the GPA waiver must be taken at accredited four-year colleges and universities.
- To achieve acceptable standing and further consideration for a waiver, the candidate must earn a minimum grade point average of 3.0 or better.

REGISTRATION LIMITS

The graduate Education program offers courses in a variety of terms: Fall and Spring, Late Spring and Summer, and 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 internship or other work responsibilities—the School of Education has established parameters for appropriate course loads during these terms. A graduate candidate is typically permitted to take three 3-credit graduate courses in each 12-week term, two 3-credit graduate courses in each 6-week term, and one 3-credit graduate course in each 3-week term. Permission to take more than these limits may be given by the Director of the School of Education after receipt of formal appeal. Such appeals should be based on the candidates' work load.

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 are not part of a previously earned degree and were earned within seven years prior to the request, will be considered. Transfer of credits to apply to a planned program of study leading to recommendation for certification may be transferred from an institution whose planned program is

similarly approved or which otherwise meet the particular learning objectives and assessments required by the Sacred Heart University planned program. Requests for transfer of credit should be made to the Director of the School of Education in writing, include an official transcript of the courses completed and contain supportive material (e.g., catalog descriptions or syllabi).

APPLICATION FOR DEGREE COMPLETION

All candidates for graduate degrees are required to complete an online application for graduation via Web Advisor.

GRADUATE TEACHER CERTIFICATION PROGRAMS

The Graduate Teacher Certification programs allow candidates to meet requirements (36 credits) to become certified as public school teachers while applying earned credits toward an advanced degree. Candidates who have completed a bachelor's degree in a field other than teacher education may enter the graduate program to obtain a teaching certificate. The Graduate Education program offers approved programs for the preparation of teachers for the elementary grades (K–6), and for the secondary grades (7–12) in the academic areas of business education, English, history and social studies, mathematics, general science, biology, chemistry and Spanish. Course offerings in the School of Education may also provide certified teachers with the opportunity to obtain additional teaching endorsements.

Required Courses

The graduate program for Teacher Certification requires the completion of 36 credits in professional studies, including a semester of student teaching.

In a typical planned program of study, 21 credits of the professional studies may be applied toward fulfillment of the master's degree requirements.

Initial Certification

Candidates admitted to the elementary or secondary school certification program, must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially-ordered blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before entering student teaching. Candidates must complete the courses in their program with an average grade of "B" or better.

ELEMENTARY CERTIFICATION COURSE REQUIREMENTS

Block I (9 Credits)

ED 101 ED 553 Educational Psychology (3 credits)
ED 152 ED 552 Education in the United States (3 credits)
ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

Block II (12 Credits)

ED 205 ED 569 Education of Special Needs Students (3 credits)
ED 430 Elementary Curriculum & Methods: Social Studies & Health (3 credits)*
ED 229 ED 523 Multicultural Education (3 credits)
ED 207 ED 566 Classroom Management (3 credits)

Block III (9 Credits)

ED 387 EDR 560 Children's Literature (3 credits)
ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts (3 credits)*
ED 459 Elementary Curriculum & Methods: Mathematics & Science (3 credits)*

Student Teaching (6 Credits)

ED 491 Student Teaching Seminar: Elementary School (6 credits)**

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

*Credits applicable to MAT degree for five-year program candidates only

**Credits not applicable to MAT degree

SECONDARY CERTIFICATION COURSE REQUIREMENTS

Block I (9 credits)

ED 101 ED 553 Educational Psychology (3 credits)
ED 152 ED 552 Education in the United States (3 credits)
ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

Block II (12 Credits)

ED 205 ED 569 Education of Special Needs Students (3 credits)
ED 229 ED 523 Multicultural Education (3 credits)
ED 272 ED 627 Societal Issues in Adolescence (3 credits)
ED 207 ED 566 Classroom Management (3 credits)

Block III (9 Credits)

ED 428 Secondary Curriculum
(3 credits)*

ED 429 Secondary Methods in the
Content Areas (3 credits)*

EDR 510 Content Area Reading
Instruction (7-12) (3 credits)*

Student Teaching (6 Credits)

ED 495 Student Teaching Seminar:
Secondary School (6 credits)**

*Credits applicable to MAT degree for
five-year program candidates only

**Credits not applicable to MAT degree

*School of Education policies and
interpretations of certification
regulations are subject to change.*

OTHER COURSE REQUIREMENTS FOR CERTIFICATION

Candidates for initial certification
need to fulfill additional
certification requirements.

Academic Major

Elementary candidates must achieve
an acceptable subject area major (not
Education). Secondary candidates must
achieve a major in their endorsement
(or present the equivalent coursework as
defined by State statutes and School of
Education transcript review process).

General Education Requirements

All candidates must achieve 39 credits
of general education courses including
English, Math, Social Studies, Science, Fine
Arts and World Language. All candidates
must present a 3-credit course in
American history. Elementary candidates
must achieve 6 credits of human growth

and development courses work (three
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 PROGRAM

The Teacher Internship affords candidates
the opportunity to complete teacher
certification and master's degree program
requirements (total of 48 graduate
credits) in a supervised internship
setting in a public school. Tuition
costs for 33 credits of this program are
supported by the public school system
under a contract arrangement with the
University and the intern. Potential
interns who desire certification in the
program typically initiate coursework
in the semester/summer prior to
placement. Candidates need to meet
with an advisor to develop their plans
of study and schedule of coursework.

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
School of Education for information and
authorization. For DSAP associated with
initial certification, the candidate must
have completed 24 credits of Sacred
Heart's planned program and be admitted

to ED 492 and 493 (elementary) or ED 496 and 497 (secondary). 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.

MASTER OF ARTS IN TEACHING (MAT)

The MAT program has the following four components that are designed to build on the applicant's prior academic and school experience. The MAT program is intended for educators who are already certified. Options exist, however, to combine initial certification or additional endorsement with MAT studies.

Core Requirements (12 credits)

The core requirements of the MAT degree focus on the broad foundation of knowledge and skills required of all effective educators. The three areas of study in the core are:

- Foundations: A course in history or philosophy of education, or social foundations of education (3 credits)
- Expressive/Receptive Communication: An advanced reading methods course or a course in content or professional development course in writing or personal or professional effectiveness (6 credits)
- Seminar: Candidates may fulfill this requirement only after the completion of a minimum of 24 credits in MAT studies. Candidates select from several course options designed to assist them in analyzing and integrating their knowledge of teaching (3 credits)

Function: Seminars are designed to bring together small groups of advanced level candidates who will

explore a relevant topic or theme in education and engage in discourse related to assigned readings.

Class Size: Seminars will be limited to 15 students.

Active Participation: The seminar experience is characterized by active participation among all class members, each of whom is responsible for conscientious preparation, regular attendance and contributing to ongoing dialog.

Scope: Seminars focus on essential questions related to current research and/or practice utilizing instructional approaches and formats that include: inquiry, class discussion, written reports or original projects and/or presentations.

Concentration (12 credits)

Candidates select courses for focused study in their area of interest. Concentrations are available in Elementary Education, Secondary Education, Reading, Technology, Science and Professional Enrichment

Electives (6 credits)

Subject to faculty advisor's approval.

Culminating Requirement (3 credits)

Candidates may select one of the following:

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

- Professional Seminar (3 credits)

INTERMEDIATE ADMINISTRATOR CERTIFICATION (092)

Required Curriculum— State of Connecticut

- Applicants for the Intermediate Administrator Certificate must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen credit hours must be taken at the institution providing the recommendation for certification.
- State of Connecticut regulations mandate that the categories of study for the Intermediate Administrator's Certificate listed below be completed anytime in the post-baccalaureate program [Sec. 10-145d-242 (g)]. In planning the program for certification, the candidate is advised that 18 credits are needed beyond the master's degree. Specific requirements for this certificate may have been met on the master's level. Consequently, in meeting the 18-credit requirement, the candidate will be directed to take enrichment studies specific to his or her career objective.
- Courses taken for the certificate may be applied toward completion of the Certificate of Advanced Studies in Administration (Sixth-Year Degree program).
- To obtain the Professional Educator Certificate, the candidate must complete not less than 30 semester hours of graduate credit at an approved institution or institutions in addition to the master's degree.

- All applicants for the 092, Intermediate Administrative Certification must pass the Connecticut Administration Test (CAT).

Two Models For Delivering The Administrative Programs

Two different models are available for completion of both the Intermediate Administrative Certification (092) and the 6th Year Certificate of Advanced Study in Administration.

The "Accelerated Weekend Cohort" model is delivered to a cohort of students on alternate Saturdays during the first year from September to June. At that point, after only 10 months, students would be eligible to take the Connecticut Administrator Test (CAT) and, if successful, could apply for the Intermediate Administrative Certification (092). For those choosing to continue on for the 6th Year Degree in Administration (CAS) there will be an additional summer and fall requirement resulting in a total of 15 months of study for both the 092 and CAS. This cohort model is only available on the Cambridge Campus. The application deadline for this Fall cohort program is March 1st.

The "Traditional" model is delivered according to each student's individual pacing. Some courses are also offered on Saturdays. Students in the "Traditional" model can register for 1 – 2 courses each semester, working through the program at their own pace. The "Traditional" model for delivering these programs is available on both the Cambridge Campus as well as on the Griswold campus. Applications are reviewed on a rolling basis.

Required Courses (18 credits)

Psychological Foundations (3 credits)

EDL 626 Assessment and Evaluation: Quantitative and Qualitative Analysis (3 credits)

Contemporary Education Problems (3 credits)

EDL 654 Leadership and Administrative Policy: Contemporary Educational Problems (3 credits) or EDL 655 Distinguished Lectures in Education (3 credits)

Curriculum Development (3 credits)

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

School Administration (3 credits)

EDL 650 The Law and Finance in Education (3 credits)

Supervision and Evaluation (6 credits)

EDL 635 Teacher Supervision, Evaluation, and Staff Development (3 credits)
EDL 698 Administrative practicum: Internship I (3 credits) *Prerequisite: successful completion of two EDL courses*

CERTIFICATE OF ADVANCED STUDIES (CAS): ADMINISTRATION (SIXTH YEAR DEGREE)

Required Courses (15 credits)

EDL 695 Technology and Information Management for Administrators (3 credits)
EDL 696 Administrative Internship II (3 credits)
EDL 697 Administrative Internship III (3 credits)
Terminal Requirement*
EDL 690 Research Seminar (3 credits)
EDL 691 Thesis Seminar (3 credits)

*Note: Candidates completing the Sixth-Year program in Administration (Certificate of Advanced Study) must complete a "terminal requirement" as part of their program.

CERTIFICATE OF ADVANCED STUDIES (CAS): TEACHING (SIXTH YEAR DEGREE)

The Isabelle Farrington School of Education offers a sixth year degree in advanced teaching. For program information please contact the Isabelle Farrington School of Education.

CONNECTICUT LITERACY SPECIALIST PROGRAM (CLSP) 102 AND 097 CERTIFICATION

The CLSP provides professional education to graduate candidates in the area of Reading and Language Arts. The overall goal of the program is to prepare candidates to lead educators and school districts into the best practices of school reform available in the 21st century. They will be knowledgeable proponents of action research and change agents assisting schools in promoting community literacy as well as student performance. The CLSP prepares graduates to promote literacy in a variety of positions within a school system. Their training will give them the skills to lead staff development, run intervention clinics, chair appropriate departments, manage summer programs, write grants or provide all of these services in single school settings. Candidates will study reading and language from a much broader perspective than that of a classroom teacher. Study will include systemic evaluation and programming, the training and supervision of professionals and paraprofessionals and the utilization of community resources. Further, candidates develop competence through a supervised practicum on and off-campus, including a university-based reading clinic. Graduates will be

prepared to assume the leadership role in any school system seeking expertise in the area of Reading and Language Arts, to perform independent research or to pursue doctoral study. The CLSP accommodates part-time candidates who are currently teaching in a school system. The CLSP program consists of Remedial Reading and Remedial Language Arts Certification (102) and the Reading and Language Arts Consultant Certification (097) and the CAS in Literacy ..

Tier I: Remedial Reading and Remedial Language Arts Teacher Certification (102). The CLSP is a 36- credit program that is developed in collaboration with an advisor. The first 21 credits are applied to the Connecticut Remedial Reading and Remedial Language Arts Certification (102). Candidates applying for the CLSP must have a valid teaching certificate and have taken a course in special education. The CLSP accommodates part-time candidates who are currently teaching in a school system. The program is available to certified teachers with a Master's degree and a minimum of 30 months classroom experience as a teacher. Candidates are eligible to apply for state reading certification after the successful completion of program requirements and 30 months classroom teaching under a valid teaching certificate.

Tier II: Reading and Language Arts Consultant (097). The prerequisite for admittance into the 097 program is the (102) Remedial Reading and Remedial Language Arts Certificate. Therefore, candidates applying for admittance into the program must have a valid teaching certificate, 30 months of full-time teaching experience, and have completed all program requirements as stipulated within the (102) plan of study.

Program Requirements

Sequences I and II are program requirements for 102/Remedial Reading and Remedial Language Arts Certification.

Sequence I – Classroom Instruction (9 credits)

EDR 505 Early Reading and Language Arts Success (PK-3)*
EDR 507 Developmental Reading and Language Arts (4-6)*
EDR 510 Content Area Reading Instruction (7-12)*

Sequence II - 12 credits

EDR 540 Advanced Diagnosis and Remediation I*
EDR 545 Assessment and Evaluation: CT Model*
EDR 550 Clinical Experience I (University Clinic) Pre-requisite EDR 540*
EDR 555 Clinical Experience II (Public School) Pre-requisite EDR 550*

*Indicates course required for Code 102 certification.

**Indicates course required for 102 Certification and is available to CLSP students only.

Upon successful completion of the first seven courses, candidates apply for Remedial Reading and Remedial Language Arts Certification.

Sequence III are program requirements for 097 Reading and Language Arts Consultant Certification. Pre requisite: 102/Remedial Reading and Remedial Language Arts Certificate

Sequence III - 12 credits

EDR 527 Organization, Administration and Supervision: Reading Professional**
EDR 541 Advanced Diagnosis and remediation II**
EDR 691 Practicum in Consulting**

EDR 692 Applied Reading and Language Arts Research**

Candidates may then select to complete their Sixth year degree in the Connecticut Literacy Specialist Program with the addition of three more credits in literacy for a total of 36 credits in all.

Sequence IV - 3 credits

EDR 518 Reading and Language Arts: Instruction and Assessment

EDR 520 Methods of Teaching and Evaluating Writing Processes

EDR 525 Methods and Materials for English Language Learners

EDR 526 Make It Take It Elem Reading Strategies

EDR 552 Language Arts Practicum

EDR 560 Children's Literature

EDR 562 Middle School Literature

EDR 564 Young Adult Literature

EDR 565 Seminar in Poetry Education

EDR 570 Reading and Language Arts Research Seminar

EDR 580 Reading Interventions

EDR 615 Grant Writing

EDR 620 Utilizing Technology in Reading Instruction

EDR 690 Teaching Fellowship

and comprehension into a research-based literacy framework for beginning teachers. This course addresses ACEI standards for reading, writing, and oral language and prepares the candidate for the CT Foundations of Literacy Exam.

ED 428 Secondary Curriculum 3 CH*

Course is differentiated by subject-content area. Explores national and state curriculum standards for grades 7-12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary disciplines.

ED 429 Secondary Methods in the Content Areas 3 CH*

Course is differentiated by subject-content area. Examines various methods of instruction applicable to all academic areas. Candidates plan and teach micro lessons in content areas, develop short- and long-range lesson plans and complete a subject specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction; process learning; and cooperative learning are discussed and practiced.

COURSE DESCRIPTIONS

Note: Only those courses numbered 500 and higher apply to the MAT degree. Candidates admitted as Sacred Heart University undergraduates to the five-year program may apply methods courses (see * with course description) to the MAT degree.

ED 413 Elementary Curriculum and Methods: Reading, Writing and Language Arts 3 CH*

A study of methodology in the areas of reading instruction and language arts for elementary education candidates consistent with the National Reading Panel's recommendations for the inclusion of explicit instruction of phonemic awareness, phonics, fluency, vocabulary

ED 430 Elementary Curriculum and Methods: Social Studies and Health 3 CH*

Examines the scope and sequence of the curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas. This course addresses ACEI standards for social studies and health.

ED 459 Elementary Curriculum and Methods: Mathematics and Science 3 CH*

Candidates learn the basic concepts, scope and sequence of instruction and current methodology in elementary mathematics and science. Attention is given to lesson and unit planning/skill development utilizing application of

current research in effective mathematics and science instruction. Emphasis is on the student as a learner and the role of the teacher as facilitator of math and science investigation. This course addresses ACEI standards for math and science.

**ED 491 Student Teaching Seminar:
Elementary School 6 CH**

Student teaching field experience in conjunction with a weekly student teaching seminar class is the culminating experience of the certification program. Application for student teaching placement must be made with the director of student teaching in the semester before beginning student teaching placement. Student teaching is conducted in the Fall and Spring semesters only. (Student teaching is 10 weeks for interns; 12 weeks for noninterns. There is a lab fee in addition to the usual tuition rate.) Interns must register for the companion seminar course ED 567.

**ED 495 Student Teaching Seminar:
Secondary School 6 CH**

Student teaching field experience in conjunction with a weekly student teaching seminar class is the culminating experience of the certification program. Application for student teaching placement must be made with the director of student teaching in the semester before beginning student teaching placement. Student teaching is conducted in the Fall and Spring semesters only. (Student teaching is 10 weeks for interns; 12 weeks for noninterns. There is a lab fee in addition to the usual tuition rate.) Interns must register for the companion seminar course.

**ED 492/493 and ED 496/497
Durational Shortage Permit
Supervision and Seminar**

Semester 1 ED 492 or 496 2 CH

Semester 2 ED 493 or 497 6 CH

Prerequisites: Completion of at least 24 certification credits (including secondary methods courses as applicable) by the

semester when DSAP teaching begins; 6 additional credits to be completed as per signed course status agreement; admission to the DSAP program signed by Sacred Heart's certification officer. DSAP candidates enroll in ED 492/493 (Elementary) or ED 496/497 (Secondary).

The two-semester seminar provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education. Candidates are supervised by a University supervisor at least six times during the academic year. They will attend the August Student Teacher Orientation program and a Student Teacher Seminar in the second semester. Candidates demonstrate evidence of their professional competencies based on the CCCT standards in a DSAP notebook. Course guidelines, materials and expectations are aligned with those of the student teaching program.

ED 501 Role of the Teacher 3 CH

An educational foundations course, this course is designed to address the needs, problems and tasks that confront teachers. Participants become able to understand their unique and changing roles as teachers and as human beings.

ED 505 (See EDR 564)

ED 510 (See EDR 510)

ED 513 (See EDR 505)

ED 515 (See EDR 560)

**ED 517 Learning Stations in the
Elementary Classroom 3 CH**

Teachers are given practical ideas for the use of learning stations in the classroom. The course offers experience in designing and constructing learning stations, record keeping and using stations for all curriculum areas.

ED 518 (See EDR 518)

ED 522 Integration of the Arts in the Classroom 3 CH

The arts are critical to education and learning. Through the arts, academic skills are enhanced, and creativity and persistence are developed. This course balances the study of leading theories of arts education with experiential learning. Candidates actively engage in a broad spectrum of integrated arts to enhance creativity and artistic confidence.

ED 523 Multicultural Education 3 CH

This course is designed to foster understanding of ethnicities through literature and storytelling. Candidates attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour field experience requirement in which candidates interact with persons of different cultural, linguistic, religious, socioeconomic, and ethnic backgrounds.

ED 526 (See EDL 626)**ED 527 Distance Learning: Methods of Instructional Design 3 CH**

Prerequisite: ED 689 WWW: Curriculum and Instruction. Participants develop tutorial courses for use in professional development and P-12 classroom instruction. Methods of instructional design for online learning focus on the delivery of course content, development of supplemental resources and utilization of appropriate assessment techniques.

ED 538 Process Writing 3 CH

Candidates study the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional strategies are examined.

ED 545 Principles and Practices in Bilingual Education 3 CH

This course meets requirements for bilingual certification.

ED 552 Education in the United States 3 CH

Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

ED 553 Educational Psychology 3 CH

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.

ED 557 Human-Computer Interaction for Educators 3 CH

Prerequisite: ED 689 WWW: Curriculum and Instruction or ED 661 Multimedia Design and Programming. This seminar course discusses current theory and design techniques related to the development of computer interfaces for P-12 student use. Focus is on cognitive factors such as the amount of learning required and the information processing load imposed on the user. Participant projects target multimedia software, website development, and/or gaming design.

ED 562 Computer Art and Desktop Publishing 3 CH

Introduces the methods for creating, editing, and integrating computer graphics and/or digital images into the P-12 curriculum. No prior art experience is required. A PC with Microsoft Publisher and Internet access is required.

ED 565 Classroom Management: Elementary 3 CH**ED 566 Classroom Management: Secondary 3 CH**

Presents teaching strategies for discipline

and management in the classroom. Candidates learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

ED 568 Education of the Gifted 3 CH

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

ED 569 Education of Special-Needs Students 3 CH

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

ED 571 Storytelling 3 CH

This course is designed to give participants the opportunity to understand the power and importance of story as an educational tool. 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 tape. Candidates also explore ways to integrate storytelling into many areas of curriculum and to aid children in developing their own storytelling ability.

ED 575 Creative Drama in the Classroom 3 CH

Explores drama as an art form in the classroom as well as drama's contribution to other subject areas, especially reading and the language arts. Philosophy, rationale, objectives and values of child drama are examined. Participants learn both experientially and through class readings and discussions.

ED 578 Introduction to Computers in Education 3 CH

Emphasizes the integration of technological resources into primary and secondary classroom settings. Students complete field work in a diverse educational setting. A PC with Microsoft Office and Internet access is required.

ED 580 Observation and Case Studies of Learners 3 CH

Considers the purposes and procedures for ethnographic study of children, classrooms and schools. Candidates are required to carry out guided field work in urban, suburban and rural settings. This includes: gaining entry into the field; establishing rapport; observing and, later, interviewing people in educational settings; developing logs; analyzing data; sharing findings; and studying one's self. Gaining an understanding of qualitative methods leads to the development of action research and reflective practice.

ED 588 Curriculum for the Talented and Gifted 3 CH

Comprehensive curriculum for gifted learners includes planning, adaptation, process and integration. The facilitation of creative behavior is explored both experientially and theoretically.

ED 590 Master's Project/Thesis Seminar 3 CH

Designed for candidates who need to complete the culminating requirement for the Master of Arts in Teaching. Candidates conduct research on a specialized topic and design a project based on this research.

ED 592 Advanced PC Applications in Education: P-12 3 CH

Prerequisite: Intermediate PowerPoint skills. Surveys the technological resources and methods required for P-12 educational practice and administration. Microsoft PowerPoint is used in the development of interactive computer-based training materials. Students complete field work in a diverse educational setting. A PC with Microsoft Office and Internet access is required.

ED 597 Comprehensive Exam 3 CH

In weekly seminar discussions, candidates critique selected books, journal articles and research in preparation for taking the comprehensive examination for the MAT terminal requirement. Emphasis is on theories, current practices and issues that are, or have been, influential in American education to the end of designing the ideal school.

ED 598 Thesis Preparation 3 CH

A seminar format is utilized to offer direction and advice to candidates preparing to submit a thesis for the culmination of the master's degree or Certificate of Advanced Studies programs. The initial four weeks focus on development of a proposal. Instruction is shared by faculty of the School of Education.

ED 599 Emerging Technologies: PDA 3 CH

Presents an overview of the methods for integrating personal digital assistants (PDAs) into the P-12 curriculum. An assortment of PDAs and software are used in conjunction with scientific probeware and graphing calculators. Participants explore the potential of this technology through hands-on activities and field research.

ED 599 Learning to Learn 3 CH

The seminar will examine the latest information on learning theories and how they may be applied to teaching and learning. Through a series of readings, class discussions and video footage

participants will be engaged in an in depth study of the following topics: the many facets of learning, cognitive development including information regarding brain structure and function, inquiry centered learning, conceptual thinking and mapping; multiple intelligences and the appropriate uses of various kinds of formative and summative assessment models.

ED 599 Seminar in Interpersonal Skills for Teachers 3 CH

This interactive and participatory seminar will: (1) help participants to understand and appreciate their different communications styles; (2) assist participants to develop techniques for dealing with conflicts and handling difficult people; and (3) provide practical experience in the preparation and delivery of oral presentations. Readings, discussions, projects and assignments will provide practical ideas for classroom application and professional development.

ED 599 Seminar in Legal Issues for Educators 3 CH

This course is designed to help participants become aware of legal issues that affect schools, districts and individuals within a school setting. Most teachers are unaware of the legal precedents that drive school related decisions, and of the legal burdens implicit in educating and supervising students. We will examine the legal standards to which teachers are held, and explore areas where teachers often unwittingly fall short of those standards. Participants will learn skills for avoiding problem areas, thereby saving themselves, their students, and their schools legal problems, money, and heartache. We will also undertake a review of historical and current civil rights and constitutional issues, as well as current cases concerning educating students with special needs.

ED 599 Seminar in Coaching and Facilitating Student Learning 3 CH

Candidates will gain an understanding

of coaching, facilitation, and learning theories to enhance their own professional development and to impact student learning. Candidates will learn and demonstrate the use of coaching and motivation strategies as important components of designing and implementing learning experiences for all students.

ED 599 Public Education as Social Change Agent 3 CH

Many question society's standards, and some claim that schools must play an important role in improving the moral climate. Students in this seminar address the critical issues facing our country and answer the following questions: What kind of society do I want to help create? How can schools and my discipline contribute to my vision of society? Students will also evaluate various approaches to values education.

ED 599: Positive Psychology for the Classroom or Workplace 3 CH

This class incorporates the theoretical practice of Positive Psychology the study of "what is right in life" and challenges the candidate to bring their professional dispositions to the forefront to understand their own personal strengths and to learn methods of how to tap into students and/or employee strengths to maximize performance and motivation.

ED 600 Characteristics of Effective Schools 3 CH

Examines the characteristics of effective schools and studies the implications that effective school practices have on improving learning, teaching and leadership. Research findings, selected readings and experts in the field who make presentations all contribute to exciting class discussions and stimulating weekly sessions.

ED 603 Seminar in Education 3 CH

This seminar includes a discussion of the writing of eminent scholars in the field of education. Candidates analyze their

thoughts to see if they are addressing the real problems of the real classroom. Selected professionals are invited to speak.

ED 605 (See EDL 605)

ED 608 Urban Topics in Education 3 CH

Focuses on appropriate school environments for children in urban settings. Special emphasis is on national school reform projects that most adequately address the needs of children in urban districts.

ED 609 Multiple Intelligences: Classroom Application of Current Research 3 CH

Assists K-12 teachers in recognizing and nurturing the multiple intelligences of their students. Teachers develop strategies to incorporate the recognition and application of multiple intelligences into their classroom practice.

ED 612 (See EDL 654)

ED 623 Environmental Science for Elementary Teachers 3 CH

Designed for elementary school teachers, this course introduces the basic scientific principles underlying today's environmental issues. Air, water and land pollution are discussed.

ED 625 (See EDL 690)

ED 627 Societal Issues in Adolescence 3 CH

Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audiovisual materials, candidates gain practical insight and understanding of contemporary issues in adolescent life.

ED 633 The Adult Learner 3 CH

Explores some of the learning needs, interests and styles of adults returning to school.

ED 635 (See EDL 635)

ED 642 Special Projects in Education Technology 3 CH

Prerequisites: Completion of any two advanced level Sacred Heart University Education Technology courses in addition to prior instructor permission. This online research course provides advanced practical experience in the implementation and evaluation of computer technology as it relates to the areas of administration, curriculum, and instruction. Participants beta-test the usability of original software programs and/or classroom applications in diverse P-12 classroom settings. Research findings are presented via an on-campus Poster Session.

ED 650 (See EDL 650)**ED 655 (See EDL 655)****ED 657 Professional Seminar: Elementary 3 CH**

Directed to candidates who teach at the elementary school level, this course addresses philosophical concerns and practical applications of effective teaching. Further instruction is given to mastering the state's initial educator requirements, including elements of the required second year portfolio.

ED 658 Professional Seminar: Secondary 3 CH

Directed to candidates who teach at the secondary level, this course addresses philosophical concerns and practical applications of effective teaching. Further instruction is given to mastering the state's initial educator requirements, including elements of the required second year portfolio.

ED 661 Multimedia Design and Programming for Educators 3 CH

Multimedia authoring tools are used for developing educational courseware and exploring its relationship to P-12 instructional design. Participants produce a product, which supports

state educational program goals and is field-tested with a target audience. No prior computer programming experience is required.

ED 663 Instructional Software and Instruments in Education 3 CH

Provides an overview of educational software for use in P-12 education. Methods for aligning developmentally appropriate software with P-12 student standards and curricular objectives are emphasized. Legal issues relating to software licensing are discussed. Assistive technology software for students with special needs is introduced.

ED 681 Human Growth and Development 3 CH

This course covers the life span from adolescence through late adulthood. Reading grounded in psychological theory, literature, videos, discussions, projects, and assignments provide the candidate with various theoretical and cultural perspectives on major themes in human growth and development.

ED 669-686 Special Topics in Content Areas

Content-specific courses are regularly offered in academic subject areas. Specific, topic-appropriate course subtitles are provided on the candidate's transcript. Courses are available in the following subjects:

ED 669 Special Topics in Science 3 CH**ED 670 Special Topics in Business Education 3 CH****ED 671 Special Topics in Physics 3 CH****ED 672 Special Topics in Chemistry 3 CH****ED 673 Special Topics in Biology 3 CH****ED 676 Special Topics in History 3 CH**

ED 678 Special Topics in Mathematics 3 CH**ED 680 Special Topics in Media 3 CH****ED 682 Special Topics in Political Science 3 CH****ED 684 Special Topics in Spanish 3 CH****ED 686 Robotics 3 CH**

This seminar course introduces methods for integrating robotics technologies into P-12 classrooms. In collaborative groups, participants use "Lego Mindstorms for Schools" to build and program a robot that can perform a series of tasks. Activities focus on the development of instructional materials and student assessments that connect robotics to content standards across the curriculum. No prior computer programming experience is required.

ED 687 Matter and Energy in Ecosystems for Elementary School Teachers 3 CH

Candidates increase content knowledge of geological and biological evolution and how it has effected energy flow through diverse ecosystems. They become proficient in appropriate technologies necessary for the gathering, analyzing, and communicating data and develop three lessons using an inquiry-based learning model and applying the newly acquired content knowledge and technological skills.

ED 689 WWW : Curriculum and Instruction P-12 3 CH

Examines the role of teacher-created website development for a P-12 educational environment. Participants design and publish standard-based, online documents that present curricular information and include links to classroom resources.

ED 690 Graduate Education Institutes or Workshops 1-6 CH

Exposure to outstanding educators, unique curriculums and exciting symposia is often available through special institutes and workshops. Through the guidance

of University faculty and with some additional work, candidates can earn graduate credit for such experiences. Consult the graduate schedule for current availability of special institutes or workshops. Specific course subtitles are provided on the candidate's transcript.

Note: Candidates may take a maximum of six credits of 690-numbered courses for fulfillment of MAT or Certificate of Advanced Studies program requirements. Courses numbered 690 apply only to the elective credit area of either program.

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

EDUCATIONAL ADMINISTRATION PROGRAMS: o92 Intermediate Administrative Certification 6th Year Degree in Administration—Certificate of Advanced Study (CAS)

Course Descriptions**EDL 605 Advanced Curriculum and Program Monitoring (Formerly ED 605) 3 CH**

Engages prospective administrators in the investigation of what really matters in a school, the application of concepts and principles for sound curriculum design, and the examination of how a focus on standards and learning for understanding deepens curriculum and assessment work. The course involves reading, thought, and discussion on educational research, and study of concrete curricular, instructional, and assessment practices. Operating principles obtained from different sources

and created by instructor and students will guide the learning in and from the course.

EDL 626 Assessment & Evaluation of Learning: Qualitative and Quantitative Analysis (Formerly ED 526) 3 CH

Focuses on interpretation of psycho-educational assessment data, and the translation of those data into instructional plans. Current tests as well as methods of data analysis are examined. Statistical methods of analyzing and tracking test data, including trend analysis, are utilized.

EDL 635 Teacher Supervision, Evaluation and Staff Development (Formerly ED 635) 3 CH

Provides an opportunity for prospective school administrators to develop and practice the skills essential to the improvement of teaching through effective evaluation and supervisory practices. The connection between supervision, evaluation and staff development is made explicit. The CT law on teacher evaluation is studied, and instruments such as the CT Competency Instrument and TEAM portfolios are critically analyzed and discussed.

EDL 650 Educational Law and Finance (Formerly ED 650) 3 CH

Provides an overview of the origin and legal status of public and private schools and the legal rights and responsibilities of administrators, parents, students, school board members and teachers. Attention is given, through the case study approach, to those contemporary legal issues that concern the operations and management of schools.

EDL 654 Leadership: Contemporary Educational Problems (Formerly ED 612) 3 CH

Provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative theory is analyzed in relation to current research on organizational behavior. Students analyze schools as evolving social systems and,

from a policy perspective, apply different decision-making models to solutions of authentic educational problems.

EDL 655 Distinguished Lectures In Education (Formerly ED 655) 3 CH

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

EDL 695 Technology and Information Management for Administration (Formerly ED 696) 3 CH

Prerequisite: Working knowledge of Microsoft PowerPoint, Excel, and Word. This course is designed for students to investigate, examine, synthesize and present their findings regarding the three major applications of computer technology in P-12 school districts. The application areas are: administrative, curriculum and instruction, and applied educational research. Individual and team assignments and group discussions provide a platform for developing and constructing understanding of these applications of computer technology.

EDL 690 Educational Research Seminar (Formerly ED 625) 3 CH

Terminal requirement. This course is designed to increase student awareness of educational research techniques; specifically to enhance classroom effectiveness by making administrators better consumers of educational literature. Students read and critique qualitative and quantitative educational literature. Experimental and quasi-experimental designs are examined and statistical techniques are discussed. A research study is started and moves through Methodological Design.

EDL 691 Thesis Seminar**(Formerly ED 691) 3 CH**

Terminal Requirement. A seminar format is utilized to offer direction and advice to those students preparing to submit a thesis for the culmination of the Certificate of Advanced Studies program. Focus is on the development of a research proposal. Students complete their research, collect and analyze data, test hypothesis, and draw conclusions.

EDL 696 Administrative Internship**Part II (Formerly ED 697) 3 CH**

120 internship hours.

EDL 697 Administrative Internship**Part III (Formerly ED 697) 3 CH**

120 internship hours.

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

EDL 698 (50+ hours) 3 CH**Administrative Practicum:****The Internship: Part I**

250 internship hours.

Prerequisite: successful completion of two EDL courses in the 092 certification program.

Students will undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a district/school-based project and that addresses an identified need and propose a school improvement plan. Further details will be available through the student's advisor, the syllabus, and the NCATE standards and leadership competencies.

CERTIFICATE OF ADVANCED STUDIES (CAS): Literacy (Sixth Year Degree), Connecticut Literacy Specialist Program (CLSP) 102 Certification, and Reading and Language Arts Consultant (097) Certification

*** Courses are required for certification.**

^ Courses are restricted to CLSP candidates.

Course Descriptions

EDR 505 Early Reading and Language Arts Success (PK-3) 3 CH*

Prerequisite: ED 413

This course examines the fundamentals of a comprehensive literacy program for the diverse learner in today's classroom, focusing on phonemic awareness, phonics, fluency, vocabulary, comprehension, and the integration of writing. Historical trends provide context for exploration of the grand learning theories that have generated evidence-based instructional strategies for teaching reading.

EDR 507 Developmental Reading and Language Arts (Grades 4-6) 3 CH*

Prerequisite: ED 413

This course focuses on models, methods, materials, and best practices in teaching reading in the middle grades, with an emphasis on structural

analysis, comprehension, fluency, and comprehension, and the integration of writing. Examines current issues and trends in literacy and reading instruction.

EDR 510 Content Area Reading Instruction (Grades 7-12) 3 CH*

Study will focus on evidence-based methods of teaching reading and writing at the middle and secondary levels that will assist teachers in broadening their repertoire of strategies to increase student reading and writing achievement. Additionally, the course provides the participant with techniques for implementing a delivery system in the classroom that includes direct and explicit instruction and assessment of comprehension of fluency, vocabulary, and word study skills through teacher-modeling and scaffolding of strategies, and considers the needs of the diverse learner through differentiating instruction at all grade levels. Course participants design an integrated and student-centered unit that combines evidence-based reading research, extensive reading and writing across disciplines through standards-based lessons, and technology, with a deep understanding of a content-specific body of knowledge and motivating assessments.

EDR 518 Reading and Language Arts: Instruction and Assessment 3 CH

Examines research-based classroom elementary literacy instruction that meets the needs of diverse learners. Emphasis is on the components of reading instruction, inclusive of phonemic awareness, phonics, fluency, vocabulary and comprehension, contextualized within best practices for explicit and data-based small group instruction.

EDR 520 Methods of Teaching and Evaluating the Writing Process 3 CH

Examines the best practices of teaching at different levels: the emergent writer preschool—grade 3, the transitional writer expository and narrative instruction, and the fluent—advanced writer. Instructional differences in

motivation, evaluation and state and national standards are examined.

EDR 525 Methods and Materials for Teaching Second Language Learners 3 CH

Study of language acquisition of students who are English-language learners whose dominant language is one other than English. Examination of what research indicates as necessary educational support to acquire English literacy. Students develop and support personal philosophies after studying models.

EDR 527 Organization, Administration and Supervision: Reading Professional 3CH * ^

Prerequisite: CLSP Candidate and have completed EDR 540, EDR 545, EDR 550, and EDR 555

This course focuses on the application of theory, research, and best practices related to effective literacy instruction in the field. Candidates refine the knowledge and skills acquired from previous CLSP courses by practicing the skills of collaboration, coaching teachers in effective literacy instructional practices, designing professional development, and providing leadership for school-wide change. Reading candidates will design and conduct a formal presentation for other literacy professionals, graduate students, and local teachers and administrators.

EDR 540 Advanced Diagnosis and Remediation 3 CH * ^

Prerequisite: CLSP Candidate and have completed EDR 505, EDR 507, and EDR 510

This course, designed for candidates who are pursuing reading certification, explores the selection, administration, and interpretation of a variety of criterion and norm-referenced assessments that effectively utilize screening, progress monitoring, diagnostic, and outcome measures and the integration of technology to evaluate student reading performance.

EDR 541 Advanced Diagnosis and remediation II 3CH * ^

Prerequisite: CLSP Candidate and have completed EDR 540, EDR 545, EDR 550, and EDR 555

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. In taking this course, there is an assumption that candidates are already familiar with test administration, scoring and analysis of a variety norm referenced and criterion- referenced assessments. They acquire expertise in using best practices to interpret trends in analyzing individual, group, and classroom achievement and progress and in developing appropriate response measures for diverse populations. They develop skills in collaborating with other teachers, administrators, and resource personnel through inquiry-based formats including study groups, protocols for examining student data and performance-based assessment.

EDR 545 Assessment and Evaluation: CT Model 3 CH * ^

Prerequisite: CLSP candidate

Focuses on teacher interpretation of psycho-educational assessment data, and the translation of those data into remedial instructional plans. Current tests, as well as methods of data analysis are examined and discussed. Stressed are the Connecticut Framework for instruction and evaluation and the National Assessment of Educational Progress.

EDR 550 Clinic I 3 CH* ^

Prerequisite: completion of EDR 540

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.

EDR 552 Language Arts Practicum 3 CH

Prerequisite: ED 413

Clinical Practicum is an elective course that 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, design an intervention plan that meets the diverse needs of each student, and are guided in the development of a professional case study report. Candidates acquire first-hand experience in learning how to design instructional routines for diverse populations while participating in shared self-reflection with their peers and SHU faculty. Following tutoring sessions, teacher candidates participate in collaborative problem-solving and shared self-reflection to discuss their practice.

EDR 555 Clinical Experience II (School Clinic) 3 CH* ^

Prerequisite: Completion of EDR 550

Prerequisites: EDR 505, EDR 507, EDR 510 and EDR 540. Students will be assigned to work with small groups of children in remedial education programs through out the area. After school enrichment programs, literacy volunteers, mandatory summer programs and any approved initiatives sponsored by the public sector to promote literacy. Each student will be mentored and supervised by appropriate personnel.

EDR 560 Children's Literature (Formerly ED 515) 3 CH

Examines a variety of genres of children's literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature

and the dramatic arts are emphasized.

EDR 562 Middle School Literature 3 CH

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

EDR 564 Young Adult Literature

(Formerly ED 505) 3 CH

Young-adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is presented, as well as contemporary authors and popular fiction. Techniques, motivational strategies and procedures that result in the development of lifetime reading habits are explored. Participation in the publishing of book reviews through the SHU web site and the utilization of technology within classrooms is paramount.

EDR 565 Seminar in Poetry 3 CH

This class will study the art of teaching poetry from a developmental perspective and examine a variety of strategies to help teachers appreciate and understand poetry. Teachers will study poetry as it relates to the students they teach, as well as how it relates to their own lives. Different poetic forms and teaching methodologies will be explored, and participants will take part in a variety of real-life experiences in order to enhance their own understanding and ability to teach poetry.

EDR 570 Reading and Language Arts Research Seminar 3 CH

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

EDR 580 Reading Interventions 3CH

This is an advanced course in reading education. Participants will acquire an indepth understanding of Response to Intervention (RTI), and CT's interpretation of a 3-tiered instructional plan to meet the needs of diverse students utilizing Scientifically Research-Based Interventions. Candidates will also learn the fundamentals of Essentials of Literacy, which is an intervention program developed by Dr. Murray for the School Development Program at Yale Child Study focusing on small-group instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary.

EDR 615 Grant Writing 3 CH

Assists students in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. Priority is supporting remediation for underserved populations in priority school districts. The culminating product is a grant application prepared for submission.

EDR 620 Utilizing Technology in Reading Instruction (Formerly ED 686) 3 CH

Examination of the processes, programs and accomplishments of technology in the classroom. Special focus on computer generated reading instruction and record keeping.

EDR 690 Practicum: Teaching Fellowship - Staff Development 3 CH ^

Candidates in the Certificate for Advanced Studies undertake the teaching practicum for fulfillment of this requirement. Effective teaching, like any other skill, requires practice and the guidance of skilled faculty members. The teaching practicum provides experienced teachers the benefit of instructional expertise and mentoring of faculty within his/her own discipline. The practicum also gives the literacy professional the opportunity to experiment in working with colleagues to help gain expertise in different aspects of literacy.

The teaching practicum is not an independent teaching experience; it is one that provides feedback and supervision by a faculty member who oversees a guided teaching/learning experience. The practicum is completed in a faculty member's course where the faculty member remains the primary instructor for the course. In each case, evidence is provided to document in-class instruction and a range of supervisory and reflective experiences.

EDR 691 Practicum in Consulting 3 CH * ^

Prerequisite: CLSP Candidate and have completed EDR 540, EDR 545, EDR 550, and EDR 555

Candidates in the Advance Studies program participate in a 12 hour field experience, in which they interview the district's Reading Supervisor and school-based Literacy Coach, participate in analyzing district and selected school student performance data, review the literature for establishing a research-based program that will address the district and selected school identified need(s). The candidate constructs a professional development plan that is connected to improving both teaching and learning at the school or district level. The plan will be presented to and critiqued by the professor and colleagues.

EDR 692 Applied Reading and Language Arts Research 3 CH * ^

Prerequisite: CLSP Candidate and have completed EDR 691

The prospective Reading and Language Arts Consultant has the opportunity to implement the proposal for staff development that was designed and approved in EDR 690. Candidate will practice leadership skills as he/she conducts literacy-based staff development within the school or district for which the proposal was designed. The contexts include power point presentation(s), classroom modeling lesson(s), and introduction of a variety of instructional

materials, resources and text, as well as one at least one or more of the following: coaching, mentoring, study groups, parent workshop, data team or literacy team facilitation, and/or leading seminar or presentation for staff from selected site(s).

CERTIFICATE OF ADVANCED STUDIES (CAS): Teaching (Sixth Year Degree)

Course Descriptions

EDU 601 Dimensions of Intelligence 3 CH

The course describes the roles, functions, processes, and physical makeup of the brain and how it can be influenced for optimal learning. The major structures and functions of the brain will be identified and their role in development of academic and meta skills will be discussed. The course will also provide students with an awareness of the latest research on short and long term memory and identify factors that influence students' ability to remember, understand higher level thinking and effective problem solving. The course will describe how multiple intelligences and learning styles can affect curriculum development and learning. The course will also focus on cognitive and social skills necessary to be successful in the 21st Century.

EDU 603 Scientific Research-Based Intervention 3 CH

Scientific Research Based Interventions (SRBI) is the practice of providing scientific, research-based instruction and intervention matched to student's needs, with important educational decisions based on students' levels of performance and learning rates over time. SRBI has emerged as a promising framework for meeting the challenges of today's classroom. While SRBI has emerged from special education legislation, the model's focus on early classroom-based interventions makes it primarily a general education initiative. In addition, SRBI is designed to ensure rigorous and intentional

progress monitoring for all students, not just for those at risk of learning difficulties. Candidates will continue to expand their knowledge of SRBI while learning more about the implementation, instruction and assessment in their own districts and buildings.

EDU 611 Fluency and Understanding: Numbers Ops. 3 CH

This course centers on the Developing Mathematical Ideas (DMI) number and operations curriculum. Teachers will think through the major ideas of number in K-6 mathematics, how those ideas build upon each other, and examine how children develop those ideas. In addition to case discussions, the curriculum provides opportunities for teachers to explore the mathematics in the lessons and to deepen their understanding of the structure of the number system, of computation within the number system, and of properties that form the foundation for algebra. Attention is given to interpreting and assessing students' work and learning.

EDU 612 Mathematical Thinking and Problem Solving 3 CH

Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well. To be effective, teachers must know and understand deeply the mathematics they are teaching and be able to draw on that knowledge with flexibility in their daily teaching. This course builds on the candidate's understanding of how young children learn mathematics and examines deeply the Problem Solving and Communications Standards as outlined by the NCTM. Supporting mathematical thinking through problem solving is essential to the effective teaching and learning of mathematics. Teachers will be exposed to a broader perspective of mathematics and what it means to do and learn mathematics with skill and understanding and become knowledgeable about structures that support

mathematical inquiry and thinking. They will enhance teacher professional judgments about teaching and learning mathematics and will ultimately improve the student learning outcomes.

EDU 613 Patterns Function and Algebra 3 CH

The course is designed to develop a deep understanding of topics from algebra: variables, patterns, and functions; modeling and interpreting graphs; linear functions including slope and intercepts. The course is also designed to introduce non-linear functions, including quadratics and exponentials. Additionally, participants will connect these concepts to the related concepts that underlie primary and middle grades mathematics. Attention will also be given to interpreting and assessing students' work and learning.

EDU 614 Geometry and Measurement 3 CH

Geometric and measurement ideas and concepts are useful in representing and solving problems in many areas of mathematics and in real-world situations. With well designed activities, appropriate tools, and teacher's support, students can make and explore conjectures about geometry and measurement and can learn to reason carefully about both ideas from the earliest years of schooling. This course is designed to help experienced elementary and middle school teachers explore the features of geometric shape and how children develop an understanding of it. It will also examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. It is also designed to help teachers explore the conceptual issues of length, area, and volume as well as the complex interactions among these. At the heart of the course are sets of classroom episodes (cases), illustrating student thinking in regards to geometry and measurement concepts.

EDU 687 Teaching Life Science 3 CH

This course develops a strong conceptual understanding of the life science. Through a series of readings, class discussions, inquiry-based activities and video clips students will acquire an in-depth understanding of major life science concepts and related embedded tasks necessary to teach life science effectively at the elementary school level. They also will discuss and model various formative and summative assessment models used to measure student performance. The course will link acquired life science conceptual understandings to national and state content and performance standards.

elementary science programs: STC (Science and Technology for Children) and FOSS (Full Option Science System).

EDU 688 Teaching Environmental Science 3 CH

The course will engage participants in guided inquiry-based learning practices and effective research-based teaching strategies. Through lectures, discussions and field work participants will be provided with the necessary content to successfully teach ecology and environmental science at the elementary school level. Instructors will also model "best practices" in the teaching of elementary science that will provide participants with an increased awareness and knowledge of successful teaching pedagogies. The use of performance based-assessment models will also be discussed. The course will focus on two research based elementary science programs, FOSS (Full Option Science System) and STC (Science and Technology for Children)

EDU 689 Teaching Applied Physics 3 CH

This course will focus on developing teacher knowledge of the physical sciences and strengthening teaching skills with respect to inquiry-based learning and performance-based assessment. The course will demonstrate models of inquiry related to applied physics for elementary school teachers with respect to the State of Connecticut Elementary and Middle School Standards. The course will utilize two inquiry-based

COLLEGE OF HEALTH PROFESSIONS



College of Health Professions

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The College of Health Professions seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others and who take leading roles in communities governed by spiritual and moral values.

As a professional college within a Catholic university rooted in the liberal arts tradition, the College of Health Professions is committed to providing an education built upon deep respect for the dignity of the human person, and a recognition of the responsibility of each individual to contribute to the building of a more just society. All professional programs in the college are accredited and approved by the appropriate professional and government agencies.

Specifically, the college strives to teach the skills necessary for developing ethical responses to new and ever changing circumstances of a future filled with discoveries, technological advancements and social change.

The college provides opportunities for students to gain knowledge, experience, skills and values necessary to begin a first career; to advance in an existing career; and to prepare for new career challenges in response to the changing needs of society.

The college's cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship and clinical experiences. This collaboration also enriches the education and health care endeavors of

the community and instills an ethic of community service among students.

The college is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources and student achievements.

Exercise Science and Nutrition

Beau Greer, Ph.D., CSCS

Director

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PROGRAM RATIONALE

The program is designed to offer graduate level study in exercise science with the consideration of nutritional applications for patients and clients concerned with athletic performance or chronic disease. The program offers graduate education for students interested in applying the principles of exercise science and nutrition in hospital settings working in cardiac and pulmonary rehabilitation, long term rehabilitation of cancer and immune disease patients, as well as fitness and sports performance settings such as health clubs, fitness facilities, athletic teams and community-based health programs. 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 geriatric health and wellness, and

undergraduate programs in exercise science and athletic training.

PROGRAM DESCRIPTION

There are three major components of the graduate exercise science and nutrition curriculum: (1) core courses, (2) two major tracks (clinical and performance) of which students will select one, 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 37 credits taken over 2 academic years (full-time model) or three academic years (part-time model).

PROGRAM GOALS

Core Objectives

The MS in Exercise Science and Nutrition program will prepare graduates to:

- Demonstrate advanced knowledge in applied physiology and nutrition.
- Apply this advanced knowledge in settings that provide cardiac and pulmonary rehabilitation or sport specific performance training for athletes.
- Lead and manage in clinical practice, coaching and fitness settings.
- Actively engage in the professional literature so as to demonstrate current, best practice in these work settings.
- Participate in research activities in clinical or applied exercise science.
- Continue their education in the acquisition of a terminal degree.

Track Specific Objectives

The MS in Exercise Science and Nutrition Performance Track

will prepare graduates to:

- Demonstrate advanced knowledge in exercise science and nutrition that will be applied to the field of strength and conditioning in apparently healthy and elite athletic populations.
- Lead and manage coaching and fitness companies, or strength and conditioning facilities.
- Participate in research activities in exercise science and nutrition.

The MS in Exercise Science and Nutrition Clinical Track will prepare graduates to:

- Demonstrate advanced knowledge in exercise science and nutrition that will be applied to the field of clinical exercise science.
- Apply this advanced knowledge in clinical settings that provide cardiac and pulmonary rehabilitation as well as risk factor reduction and training specific for the treatment of chronic diseases.
- Lead and manage in clinical practice.
- Design appropriate post-rehabilitation conditioning programs.
- Participate in research activities in clinical exercise science and nutrition.

CURRICULUM DESIGN

MS - EXERCISE AND NUTRITION CURRICULUM MODEL		
COURSES		
Core	Clinical Track	Performance Track
Advanced Applied Physiology I (3 credits)	Exercise Prescription for Rehab (4 credits)	Applied Biomechanics (3 credits)

Advanced Applied Physiology II (4 credits)	Clinical Testing and Assessment (3 credits)	Performance Testing and Program Design (4 credits)
Research Methods (4 credits)	Physical Activity and Behavioral Science (3 credits)	Coaching Methods (3 credits)
Professional Seminar (2 credits)	Clinical Nutrition (3 credits)	Nutrition and Performance (3 credits)
Nutrition and CDP (3 credits) and Functional Anatomy (2 credits)	Thesis (6 credits) or Graduate Project (6 credits)	Thesis (6 credits) or Graduate Project (6 credits)
17 Credits	20 Credits	20 Credits

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 pre-requisites which include:

- the completion of a Bachelor's degree in a related clinical science, such as Exercise Physiology, Exercise Science, Physical Education, Public Health, Applied Physiology, Athletic Training or Nutrition.
- undergraduate pre-requisite course work in the following courses, or their equivalent:
 - Anatomy and Physiology I and II (with labs) (8 CR)
 - Exercise Physiology (with lab) (4 CR)
 - Nutrition (3 CR)
 - Physics (1 semester survey course or Physics I with lab) (4

CR) - Performance Track Only

- Statistics (3 CR)

COURSE DESCRIPTIONS

EX 401 Advanced Applied Physiology I 3 CR

This course provides an in-depth overview of work physiology, including cellular respiration, ventilation, cardiovascular dynamics, and the anthropometric, histologic, and biochemical adaptive response to physical training. The processes of the gastrointestinal tract will be explored as well.

EX 402 Advanced Applied Physiology II 4 CR

This course provides an in-depth overview of work physiology, including skeletal muscle function, nervous system activity, endocrine function and influences on adaptation, renal function at rest and during exercise, as well as selected topic in environmental exercise physiology.

EX 403 Research Methods 4 CR

This course provides an introduction to the fundamental concepts of measurement, statistical analysis and scientific inquiry as these concepts apply to understanding data, evaluating published research and informing one's practice. Upon completion of this course, students should be able to make informed decisions about the relevance of published research to their clinical practice.

EX 404 Nutrition and Chronic Disease Prevention 3 CR

Dietary factors associated with chronic disease development are examined with an emphasis on heart disease, stroke, cancer, diabetes, osteoporosis, and neurodegenerative diseases. Students will assess diets and provide alternative food choices to lower chronic disease risk.

EX 411 Professional Seminar 2 CR

The purpose of the course is to prepare individuals for formal presentations at

conferences or alternate professional forums. Students will prepare and deliver a seminar on topics related to the exercise or nutritional sciences.

EX 412 Functional Anatomy 2 CR

This course provides a review of human anatomy and movement. Both computer-based simulations and the Cadaver Lab will be utilized.

EX 521 Clinical Testing and Assessment 3 CR

Clinical and physical assessment tests used prior to exercise prescription and for use in outcomes data are reviewed. Clinical diagnostic tests such as EKG's, blood lipids, and stress tests will be reviewed as well as physical assessment tests such as functional assessments, assessments of activities of daily living, aerobic capacity tests, strength and flexibility tests, and chronic disease specific assessments including analog scales and questionnaires.

EX 522 Physical Activity and Behavioral Science 3 CR

Using an ecological approach, theories and studies relative to lifestyle and behavior modification are examined. Changing physical activity behavior among special populations such as children, older adults, and minority populations will also be examined.

EX 523 Clinical Nutrition 3 CR

The focus of this course includes diseases related to nutrient deficiencies, nutrient manipulation to complement medical treatments to disease, and micronutrient metabolism. The role of the registered dietician in secondary and tertiary prevention programs is examined. Nutrition counseling techniques are discussed and practiced.

EX 524 Exercise Prescription for Rehabilitation 4 CR

Exercise prescription and programming in the rehabilitation of cardiovascular disease, chronic obstructive pulmonary disease,

metabolic disease, cancer, neuromuscular disease, and other conditions are examined.

EX 531 Nutrition and Performance 3 CR

Acute and chronic exercise's effects on nutrient requirements and fluid needs are presented. Macronutrient metabolism, the influence of nutrient timing, and the ergogenic efficacy of dietary supplements receive substantial attention.

EX 532 Coaching Methods 3 CR

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 Performance Testing and Program Design 4 CR

This course examines the rationale, reliability, and validity of common performance tests. Concepts and controversies in strength and conditioning program design are investigated. The laboratory portion of the course will include the set-up and running of performance tests, as well as discussing the applicability of test results.

EX 534 Applied Biomechanics 3 CR

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 CR

Issues in research design and statistical analysis within the context of a proposed thesis are explored. A prospectus including a full review of literature will be the end-product of the course.

EX 561 Thesis Completion 3 CR

Data collection and analysis will be performed, culminating in the Results and Discussion sections of the thesis.

EX 562 Graduate Project I 3 CR

The graduate project includes interning a minimum of 500 hours in either a clinical exercise or strength and conditioning setting. There will also be a required course component exploring evidence based practice.

EX 563 Graduate Project II 3 CR

Students will complete their internship hours and pass track-specific certification exams.

Geriatric Health and Wellness

Salome Brooks, Ed.D., PT, M.B.A., M.A.
Program Director
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The University offers two innovative, interdisciplinary online options without residency for advanced graduate education in the field of Geriatrics: a four-course certificate and a 36-credit Master of Science in Geriatric Health and Wellness. These programs are designed for health and human service professionals (physical therapists, nurses, occupational therapists, exercise physiologists, dieticians, physician assistants, educators, geriatric care managers, and others) involved in clinical practice or programming with older adults. Both are founded on expertise in geriatrics, community health,

health promotion, health care delivery systems, and adult learning. The programs emphasize evidence-based health care, building and functioning in effective interdisciplinary teams, and focus on the role of wellness and health promotion for holistic care of older adults across the continuum of functional status and health care settings, and the interplay of physical, psychological, and sociocultural domains in determination of quality of life for older adults, especially in the presence of impairments or functional limitations. For physical therapists, the certificate program is specifically designed to assist clinicians to prepare for the APTA Geriatric Clinical Specialist (GCS) certification examination. Both programs use a flexible, secure, Internetbased distance-learning format accessed via the University's webpage. The program faculty is comprised of members of the departments of Physical Therapy, Nursing, and Occupational Therapy.

GOALS AND OBJECTIVES

Graduates of the certificate and Master's Programs in Geriatric Health and Wellness will be better prepared to be:

- effective advocates for aging adults and their families,
- experts in comprehensive care of aging adults,
- leaders in developing and implementing interdisciplinary health care teams,
- effective clinical educators who teach others about geriatric health care, and
- innovators and change agents who will positively influence the evolving geriatric health care system.

GRADUATE CERTIFICATE IN GERIATRIC HEALTH AND WELLNESS

This certificate is designed to provide a

solid foundation of the aging process, as well as the issues that challenge health care delivery and quality of life for aging adults. Courses in the certificate program have been developed with reference to competencies for: advanced clinical practice established by the American Board of Physical Therapy Specialists for Geriatric Clinical Specialist (GCS) certification, competencies in gerontology defined by the American Occupational Therapy Association, and competencies as described by the Gerontological Society of America, geriatrics education curriculum.

Degree Requirements

The certificate program is a series of four courses from the listed option of five, that can be started in the fall, spring, or summer session, and is completed in one calendar year.

Certificate Courses

- GW 522: The Physiological Process of Aging (3 credits) (Fall)
- GW 524: The Psychological and Socio-cultural Aspects of the Aging Process (3 credits) (Fall)
- GW 534 Wellness Across The Continuum Of Care (3 credits) (Spring)
- GW 535 Ethical And Moral Issues In Geriatric Healthcare (3 credits) (Spring)
- GW 512 Systems Of Healthcare Delivery (3 credits) (Summer)

The flexibility to take other courses from the program in order to satisfy the certificate is acceptable with departmental approval.

MASTER OF SCIENCE IN GERIATRIC HEALTH AND WELLNESS (MS)

The Master of Science in Geriatric Health and Wellness builds on the foundational

courses of the certificate program to assist students to reflect on their professional development needs, and develop a plan of action for continued professional growth and lifelong learning.

Degree Requirements

The Master's program in Geriatric Health and Wellness has a structured 36-credit plan of study that begins with the courses contained in the certificate, and continues with advanced course work. The master's project is the scholarly culmination of the plan of study tailored toward the student's interests and professional development goals.

Master's Courses

- GW 522: The Physiological Process of Aging (3 credits) (Fall)
- GW 524: The Psychological and Socio-cultural Aspects of the Aging Process (3 credits) (Fall)
- GW 534 Wellness Across The Continuum Of Care (3 Credits) (Spring)
- GW 535 Ethical And Moral Issues In Geriatric Healthcare (3 Credits) (Spring)
- GW 512 Systems Of Healthcare Delivery (3 Credits) (Summer)
- GW 511 Interdisciplinary Care In A Changing Healthcare Environment (3 Credits) (Summer)
- GW 627 Principles in Research/Evidence Based Health Care (6 credits) (Spring)
- GW 617 Pathology and Impairments in Later Life (6 credits) (Fall)
- GW 638 Graduate Project/Practicum (3 credits) (Summer, can be extended into Fall, with department approval)
- GW 639 Graduate Project/Documentation and Completion (3 credits)

ADMISSIONS REQUIREMENTS

Students entering the program must have an entry level degree (BS, MS or clinical doctorate) in their professional field. At least one year of full-time clinical experience is strongly recommended for entering students who are health

care providers. It is recommended that entering students who are non-clinical care providers and who possess non-clinical degrees gain undergraduate course experience in basic pathophysiology and measurement. All students must meet admissions criteria for graduate studies of Sacred Heart University, as published in the Graduate Catalog. Completed applications are considered as they are received, on a rolling-admissions basis, until the class is filled (15 students). Admission into graduate study at Sacred Heart is based on the applicant's portfolio, which allows the University to consider work experience and other nonacademic activities relevant to the student's field of study. Application materials must include:

- A completed graduate application form (available online).
- Nonrefundable application fee.
- Official transcript documenting graduation from an accredited professional entry-level program (baccalaureate or higher) in their health care or human services discipline.
- If applicable, documentation (photocopy) of a current state license or national certification to practice as a health or human professional.
- Current curriculum vitae or resume, including relevant clinical experience with older adults.
- Two letters of recommendation from a current or former employer, a professor from a previous educational setting, or a professional colleague with advanced certification or education beyond entry level.
- A two-page essay defining key professional development goals to be achieved by completing the program. GRE scores are not required, but may be submitted as additional evidence of eligibility. International students

are strongly encouraged to submit TOEFL scores. Qualified applicants will be invited for interview (on site or by conference call) with GHW program faculty to discuss professional goals, potential constraints on their progression through the program, and the "fit" of their preferred learning style with online learning delivery.

COURSE DESCRIPTIONS

GW 511 Interdisciplinary Care in a Changing Health Care Environment 3 CH

Explores interdisciplinary team development and implementation, including factors that enhance or constrain the team's effectiveness within the health care environment. Defines traditional roles and boundaries of health professions, how these roles have evolved, and how boundaries are transcended in effective interdisciplinary teams.

GW 512 Systems of Health Care Delivery 3 CH

An exploration of the development of the health care delivery system from historical, philosophical and economic perspectives, culminating with discussion of the factors shaping health care delivery in the 21st century. Changing roles and responsibilities of providers, consumers, government and corporations (provider networks and insurers) are examined.

GW 522 The Physiological Process of Aging 3 CH

This course presents an in depth exploration of the "normal" aging process from the physiological perspective. A collection of assigned readings from classic and current research literature in each area will allow students to trace how understanding of the aging process has changed over the course of time. This course will help the student to differentiate "aging" from the acute and chronic pathological conditions encountered in health care practice.

GW 524 The Psychological

and Socio-cultural Aspects of the Aging Process 3 CH

This course presents an in depth exploration of population aging from the psychological and sociological/ cultural perspectives. Course readings will present current and classic articles from the literature that explore such topic the elderly as individuals, continuing role of the family, support systems, intergenerational issues, public policy and government roles in the care of the elderly and the economic issues surrounding the elderly population.

GW 534 Wellness Across the Continuum of Care 3 CH

Explores the concept of "wellness," comparing and contrasting principles and strategies of wellness to those of acute care, rehabilitation, public health or long-term care health practice. Students assess opportunity and need for wellness programming in their individual practice or community settings. Using their knowledge of the aging process and principles of wellness and health promotion, they develop a proposal for a "wellness" initiative appropriate to their interests or practice setting. This proposal may be the initial component of planning for the graduate capstone activity.

GW 535 Ethical and Moral Issues in Geriatric Health Care 3 CH

Health professionals working with older adults often encounter situations where there is potential conflict between the rights of the patient and family, and the roles and responsibilities of the individuals and organizations that provide care. In this course, the contributions on spirituality and moral thought to health and health care practice are explored. Students also examine ethical principles important in health care practice, and explore how these principles can be used to guide clinical decision making when complex problems or issues create a dilemma (e.g., elder abuse, reimbursement-driven care, advanced directives).

GW 617 Pathology and Impairments in Later Life 6 CH

Students explore the medical conditions that commonly occur in later life by looking at pathophysiological processes (tissue atrophy/hypertrophy, cell division and neoplasm, immune system response, infection, inflammation, tissue healing/ scarring, pain, fluid dynamics, and pharmacokinetics/ pharmacodynamics) as they present in diseases of the physiological systems of the aging human body (musculoskeletal, neuromuscular, endocrine and metabolic, cardiovascular and cardiorespiratory, integumentary, and cognitive/ psychological). Using the concepts of the dis-ablement model, students investigate the epidemiology, diagnosis, and medical management (pharmacological, surgical, etc.) of these pathologies, the primary and secondary impairments associated with these pathologies, and the likelihood of functional limitation or disability. Students apply concepts of interdisciplinary teaming to the management and/or rehabilitation of older adults with these pathologies, and explore contribution of "wellness" initiatives to the prevention, management, or remediation of the disease.

GW 627 Foundations of Evidence-based Practice/Principles of Clinical Research 6 CH

In this intensive course, students develop understanding of the principles of measurement and data management and of research design. They apply their knowledge by examining instruments or protocols used to assess health or functional status of older adults in their particular practice settings, focusing on issues of reliability, validity and the interpretation of results. Students then examine how principles of evidence-based practice can be used to guide selection of appropriate intervention. Finally, they develop a project proposal using sound measurement and design principles to evaluate "outcomes" of a wellness program and/or interdisciplinary

activity appropriate for their interest or practice setting. The proposal will be ready for submission to potential funding sources and to the appropriate IRB for human subjects approval.

**GW 638 Graduate Project/
Practicum (3 credits)**

In this course a student designed project (research or program development/assessment) will be developed and implemented. Working with a primary advisor, the study will design a project tailored to the student's individual learning and professional development objectives. The Master Project is designed so that students will carry out disciplined inquiry focused on a question that is relevant to their practice setting or professional goals. In preparation for this course students will have initiated a draft proposal within the GW 627 course work. (Pre-requisites: GW 617, GW 627)

**GW 639 Graduate Project/Documentation
and Completion (3 credits)**

In the final semester of the program, the student will complete the designed project (research or program development/assessment), prepare a project or research report as their thesis, and potentially submit their project for presentation or publication in an appropriate professional forum. Students will continue to work with the primary advisor. (Pre-requisite GW 638)

Nursing

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DOCTOR OF NURSING PRACTICE PROGRAM

The University offers a Doctor of Nursing Practice Program (DNP) in two areas of specialization: Doctoral Leadership in Health Care Track and Doctoral Clinical Practice in Health Care Track. The Post-Master's Doctor of Nursing Practice (DNP) program infuses practice-focused doctoral education with innovation and practical clinical research and scholarship designed to serve academically talented nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, nurse executives and educators. Graduates of this program are prepared to teach, lead, and engage in practical, clinically focused scholarship and research. The Doctor of Nursing practice degree is a practice doctorate requiring the completion of a practice dissertation focusing on clinical nursing practice. This cohort program is 39 credits and is designed to be completed in a 3 year part-time sequence. The DNP program is licensed and accredited by the Connecticut Department of Higher Education. The DNP Program is pending accreditation by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site: www.aacn.nche.edu.

DNP Program Tracks

The Doctoral Leadership in Health Care Track

The Doctoral Leadership in Health Care Track is designed for the graduate who wants a career in nursing management, but who still prefers a nursing doctorate with a connection to clinical practice. Students in this track may take nursing education electives if they aspire to have a career in academia.

Doctoral Clinical Practice in Health Care Track

Doctoral Clinical Practice in Health Care Track is designed for the advanced practice nurse who wants to remain in clinical practice and have influence on health care outcomes at multiple levels.

Course Delivery Method

This unique hybrid/intensive program is specifically designed to maximize the number of potential career roles the doctoral nursing graduate may assume, whether they are in academia, in advanced clinical practice, or in executive healthcare leadership. Classes are taught online and students are required to attend two on-campus residencies per semester.

Doctor of Nursing Practice Program Competencies

Nursing

Caring : Develop and sustain therapeutic relationships and partnerships with individuals, families and populations to facilitate optimal care and client outcomes.

Collaboration: Lead intra and interprofessional collaboration efforts in the analysis of complex practice issues.

Communication: Evaluate and modify effective communication and collaborative skills to improve and support clients' care and health care systems.

Critical Thinking: Demonstrate advanced levels of clinical judgment, systems thinking, and accountability based on nursing science in designing, delivering, and evaluating evidence-based care to improve client outcomes.

Therapeutic Interventions: Design, implement and evaluate evidence-based, clinically competent and resource-efficient contemporary care.

Health and Illness

Clients: Develop, implement, and evaluate population-based health services for diverse and vulnerable clients to integrate and institutionalize evidence-based clinical prevention and health care.

Health Care Needs: Analyze epidemiological, biostatistical, occupational, and environmental data to develop, implement and evaluate health care needs across the continuum.

Health Care Goals: Analyze health care outcomes to enhance appropriate, cost effective, quality health care outcomes across the care continuum.

Professionalism

Leadership: Lead the intra and interprofessional health care team in development, implementation, and evaluation of advanced practice in the contemporary and future health care delivery system.

Policy and Systems: Articulate knowledge and expertise of local to global health care trends, systems, and policy to participate in change that results in improved nursing and health care services.

Standards and Conduct: Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Admission Requirements

Admission to the DNP Program is competitive. Students are admitted to the DNP Program upon review and recommendation of the admissions committee based on academic, course prerequisite and professional requirements listed below.

Admission criteria include:

- Master's degree in the proposed field of study (MSN) or its equivalent from a college accredited by the appropriate accrediting association
- Statement of Professional Goals
- Articulation of a focal area of clinical nursing practice or research interest that can be supported by the Sacred Heart University doctoral nursing faculty
- Minimum graduate GPA of 3.2
- Current U.S. licensure as a Registered Nurse
- Current advanced practice nursing licensure and certification documents
- Letters of recommendation (one clinical and one academic)
- Professional portfolio with graded writing sample
- Group interview
- Undergraduate/Graduate statistics course

Degree Requirements

DNP students are required to design an approved plan of study in collaboration

with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues.

Prerequisite Courses

DNP applicants must have successfully completed a basic statistics course at the undergraduate or graduate level. A statistics tutorial will be completed by students admitted to the DNP program. The students will take a statistics competency examination during DNP program orientation and must pass with an 80% or better. If students do not pass the competency examination they will be required to take a graduate level statistics course prior to NU 730. Students that have a Master's degree in a field other than nursing may be required to take an additional 6 credits of master's level nursing courses in order to achieve program competencies.

Required Doctor of Nursing Practice Core Courses

All DNP students are required to take the following:

NU 700: Theoretical Components of Nursing Science (3 credits)

NU 710: Health Care Policy, Advocacy, & Ethics (3 credits)

NU 720: Leading Quality Initiatives and Information Systems (3 credits)

NU 730: Advanced Biostatistics & Research Design (3 credits)

NU 740: Epidemiology and Population Health (3 credits)

NU 750: Clinical Scholarship and Analytical Methods for Evidence-Based Practice (3 credits)

NU 760: Strategic Leadership and Collaboration in Health Care (3 credits)

NU 810: DNP Scholarship and Advanced Practice I (6 credits)

NU 820: DNP Scholarship and Advanced Practice II (6 credits)

Total: 33 credits

Doctor of Nursing Practice Dissertation

The practice dissertation focuses on an endeavor consistent with the student's identified research interests. This scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. The faculty dissertation chair will act as mentor and facilitator of the student's scholarship. Clinical practice residency hours will be used to collect and evaluate data on a specific population in a practice setting. Each student will identify a clinical practice partner who will assist the student with the requirements of the practice dissertation.

The Doctoral Leadership in Health Care Track

In addition to the core requirements and practice dissertation students in the DNP program in the Doctoral Clinical Leadership Track are required to complete six credits of elective courses:

- NU588: Theoretical Basis of Teaching and Learning in Nursing Education (3 credits)
- NU589: Curriculum Development and Evaluation in Nursing Education (3 credits)
- Or
- WGB 521: Fundamentals of Management
- BU 601: Organizational Management and Business Communication (3 credits)
- WGB 612: Leading and Influencing with Integrity (3 credits)
- WGB 614: Social and Legal Responsibilities in Business (3 credits)
- BU 632: Managing Change (3 credits)

Doctoral Clinical Practice in Health Care Track

In addition to the core requirements and practice dissertation students in the DNP program in the Doctoral Clinical Practice Track are required to complete six credits of elective courses:

- NU 770: Advanced Care of Special Populations (3 credits)

NU 780: Leadership in Chronic Disease Management & Aging Populations (3 credits)

MASTER OF SCIENCE IN NURSING (MSN)

The University offers a Master of Science in Nursing (MSN) in four tracks: Patient Care Services Administration, Family Nurse Practitioner, Clinical Nurse Leader and Nursing Education. Students may choose to study on a full- or part-time basis, however, they must complete their plan of study within six years. The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site: www.aacn.nche.edu.

Tracks

Patient Care Services Administration

The Patient Care Services Administration track prepares nurses who hold baccalaureate degrees for positions of administrative responsibility in health care organizations. Graduates of this program are prepared to be professional leaders and creatively advance the practice of nursing and facilitate the delivery of cost-effective care through the application and testing of administrative knowledge and skills. Emphasis is placed on the integration of finance, business management, information management and program evaluation. There is also a Certificate Program in Patient Care Services Administration and an accelerated RN to MSN program for registered nurses without a baccalaureate degree.

Family Nurse Practitioner

The Family Nurse Practitioner track is designed to prepare students to successfully pass the American

Nurses Association or the American Academy of Nurse Practitioner's National Certification Examination as a Family Nurse Practitioner. In addition, a 30-hour advanced pharmacology course, allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care across the lifespan, and to deliver care in numerous healthcare settings. The Nursing Department offers a Post-Masters Certificate in the Family Nurse Practitioner program. The Post-Masters Certificate program is for applicants holding a graduate degree in nursing.

Clinical Nurse Leader

The Clinical Nurse Leader track prepares nurses who hold baccalaureate degrees for the newly designed and evolving role of Clinical Nurse Leader (CNL). Graduates of this program are prepared to be professional leaders with advanced skills in patient assessment and management along with leadership and health systems skills to promote safe, high quality and cost effective care in any healthcare system. The CNL will be responsible for a group of patients in a specific patient unit or healthcare setting. The major roles of the CNL are clinical care coordinators, outcome managers, patient advocates, educators, information managers and care team leaders.

The Clinical Nurse Leader track may be done in an accelerated RN to MSN program as well.

Nursing Education

The nursing education track prepares nurses to assume leadership roles as vibrant faculty members in baccalaureate and associate degree programs, in staff development roles, continuing education 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.

ONLINE STUDY

Many of the courses in all four tracks in the MSN program are offered online. The Patient Care Services, Clinical Nurse Leader and Nursing Education tracks can be taken exclusively online, with the exception of the clinical experience or role practicum in each track. For the Family Nurse Practitioner track, students must come to campus for 4 courses. Campus-based courses may also include online components to foster access to study materials and flexibility for students.

MASTER OF SCIENCE IN NURSING PROGRAM COMPETENCIES

Nursing

- **Caring:** Develop connections with and show empathy for clients, family, and colleagues.
- **Collaboration:** Establish effective collaborative relationships with interdisciplinary team members.
- **Communication:** Convey and process information effectively and accurately with individuals and groups in a manner that enhances credibility and builds relationships.
- **Critical Thinking:** Demonstrate critical thinking skills as evidenced by the ability to analyze, synthesize, evaluate, and reflect.
- **Therapeutic Interventions:** Provide and/or foster evidence-based, clinically competent and resource-efficient contemporary care.

Health and Illness

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

Professionalism

- Leadership: Demonstrate effective leadership skills needed for advanced practice in the contemporary and future health care delivery system.
- Policy and Systems: Use knowledge of local to global health care trends, systems, and policy to participate in change that results in improved nursing and health care services.
- Standards and Conduct: Promote accountability guided by ethical, legal and professional standards for nursing practice as an individual and as a member of a profession.

ADMISSION REQUIREMENTS

Students are admitted to the MSN program upon review and recommendation by the admissions committee based on the academic, course prerequisite and professional requirements listed below.

Admission criteria include:

- BSN degree from an accredited college or BA/BS in related field, with a GPA of 3.0.

- Provisional admission status may be considered for individuals with a GPA of less than 3.0
- Statement of professional goals
- Interview with graduate nursing faculty
- Proof of liability insurance
- Statistics course required
- Undergraduate research course recommended
- Basic health assessment course (30 hours or greater; FNP, CNL and Nursing Education tracks only)
- Current Connecticut RN license (or for online students, RN licensure in the state of professional practice) The applicant must submit a completed application, résumé, two letters of recommendation (one from a current supervisor and the other from a professional peer are acceptable), and send official copies of transcripts of all prior nursing and academic work.

DEGREE REQUIREMENTS

MSN students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues. The Patient Care Services Administration track requires 36 credits. The Family Nurse Practitioner track requires 42 credits. The Clinical Nurse Leader track requires 36 credits. The Nursing Education track requires 39 credits.

Prerequisite Courses

MSN applicants must have successfully completed a basic statistics course and a nursing research course is recommended. Applicants for the FNP,

Nursing Education and CNL tracks must also have successfully completed a basic health assessment course.

Required Graduate Core Courses

All Nursing graduate students are required to take the following:

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

Total: 12 credits

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

Graduate Capstone

The graduate capstone project is a culminating experience beyond the specified course work and represents the student's ability to formulate a project and implement it using a combination of conceptual, technical and applied knowledge and skill defined by the MSN program competencies. The capstone is required to demonstrate competence in the scholarship of the students' selected master's track, the ability to work independently and to present the results of their investigation effectively. The capstone project is incorporated into course requirements for the last role practicum or role immersion course (NU 610, 613, 630, 660 for the PCS, CNL, FNP, EDU students respectively).

PATIENT CARE SERVICES ADMINISTRATION TRACK

In addition to the core requirements and capstone, students in the MSN program in Patient Care Services Administration are required to complete the following plan of study:

Required Courses

- BU 601 Organizational Management (3 credits)
- NU 510 Strategic Leadership for Patient Care Services (3 credits)
- NU 520 Management of Human Resources (3 credits)
- NU 575 Health Care Information Systems (3 credits)
- NU 576 Management of Financial Resources (3 credits)
- NU 610 Patient Care Services Administration Practicum (6 credits)

Role Practicum Hours: Minimum of 120

Elective: 3 credits

Total: 24 credits

FAMILY NURSE PRACTITIONER TRACK

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

Required Courses

- NU 550 Family and Community Context For Health Care (3 credits)
- NU 551 Advanced Pharmacology (3 credits)
- NU 552 Advanced Health Assessment (3 credits)
- NU 553 Advanced Pathophysiology (3 credits)
- NU 560 Primary Care I: Women and Children in the Family (6 credits)

- NU 620 Primary Care II: Adult Health in the Family (6 credits)
 NU 630 Primary Care III: Chronic Illness in Families (9 credits)

Clinical Hours: Minimum of 500

Total: 33 credits

CLINICAL NURSE LEADER TRACK

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

Required Courses

- NU 550 Family and Community Context for Health Care (3 credits)
 NU 553 Advanced Pathophysiology (3 credits)
 NU 554 Application of Comprehensive Health Assessment Methods (3 credits)
 NU 575 Health Management Information Systems (3 credits)
 NU 611 Care Management and Resources Across the Continuum (3 credits)
 NU 612 Disease Management and Outcomes Assessment (3 credits)
 NU 613 CNL Role Immersion Practicum (6 credits - divided between two sessions for 8 week online courses)

Role Immersion Hours: Minimum of 300

Total: 24 credits

NURSING EDUCATION TRACK

In addition to the core requirements and capstone, students in the Nursing Education program are required to complete the following plan of study:

Required Courses

- NU 553 Advanced Pathophysiology (3 credits)

- NU 554 Application of Comprehensive Health Assessment Methods (3 credits)
 NU 555 Pharmacology for the Nurse Educator (3 credits)
 NU 611 Care Management and Resources Across the Continuum (3 credits)
 NU 612 Disease Management and Outcomes Assessment (3 credits)
 NU 588 Theoretical Basis of Teaching and Learning in Nursing Education (3 credits)
 NU 589 Curriculum Development and Evaluation in Nursing Education (3 credits)
 NU 660 Nursing Education Role Practicum (6 credits)

Total: 27 credits

ACCELERATED RN TO MSN PROGRAM

This program is for registered nurses who currently have a diploma or associate degree in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN. Students are awarded a BSN after completion of 121 credits at the 300-400 level. Students progress to 500-level courses once a BSN is awarded.

Admission Requirements

The program is limited to academically talented students who have experience in nursing and demonstrate a commitment to nursing leadership and advanced practice. Students apply through online Admissions directly for the RN to MSN program. The criteria for admission include:

- An undergraduate GPA of 3.2 or above
- One (1) year of nursing

experience preferred

- Statement of professional goals
- A copy of RN license in state of practice
- Proof of liability insurance
- Completion of interview with an admissions representative for faculty review
- Prospective applicants must submit a completed application, résumé, and two letters of recommendation (one from a supervisor and the other from a professional peer are acceptable)
- Official copies of transcripts of all prior nursing and academic work.

Degree Requirements

Students will be advised by a graduate faculty member. Students are required to maintain a GPA of 3.0 while they complete the plan of study listed below. However, many requirements may be completed through challenge exams.

Prerequisite Courses

BI 126/127 Nursing Anatomy and Physiology I (4 credits)
 BI 128/129 Nursing Anatomy and Physiology II (4 credits)
 BI 161/162 Introduction to Microbiology (4 credits)
 Chemistry Elective (4 credits)
 EN 110 Academic Writing (3 credits)
 9 Credits in Social and Behavioral Sciences: PS 110, SO 110, PS 252, Anthropology, Political Science or Economics

Total: 28 credits

Required Courses

IL 101 Information Literacy (1 credit)
 EN 111 Effective Speaking (3 credits)
 HICC 101 Human Journey: Historical Paths to Civilizations (3 credits)

ENCC 102 Literary Expression of The Human Journey (3 credits)
 CC 103 The Human Community: Individual and Society or The Human Community and Scientific Discovery (3 credits)
 PHCC 104 or RSCC 104 The Human Search for Truth, Justice and the Common Good (3 credits)
 MA 101 Modern College Mathematics I
 MA 131 Statistics for Decision Making or SO 242 Statistics for Social Research (3 credits)
 PH 101 Introduction to the Problems of Philosophy (3 credits)
 RS 101 Introduction to the Study of Religion (3 credits)
 RS 260 Bioethics Religious Approaches or PH 258 Medical Ethics (3 credits)
 Art, Music, History, Literature, Media Studies, Modern Foreign Language (6 credits)

Total: 37 credits

Validation of Prior Learning

Students are awarded 33 nursing credits through the State of Connecticut Nursing Articulation Plan. Students from schools in other states can be awarded 30 credits through endorsement of the nursing coursework. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

Required BSN Courses for Accelerated Degree—All Tracks

NU 290 Validation of Prior Learning (33 credits)
 NU 325 Health Assessment for RNs (3 credits)
 NU 375 Populations and Public Health Nursing (4 credits)
 NU 385 Care Management and Capstone (4 credits)
 NU 401 Health Care Policy and Ethics for Contemporary Nursing Practice (3 credits)

NU 430 Principles of Health Care
Research for Contemporary
Nursing Practice (3 credits)
NU 431 Evidence-Based Practice
for Quality Care (3 credits)
NU 433 Theory and Professional
Roles for Contemporary
Nursing Practice (3 credits)

Total: 56 credits

Note: 400-level courses indicate graduate
courses taken by undergraduates. At the
completion of the above requirements,
students will be awarded a BSN.

Required Courses for MSN in Patient Care Services Administration

NU 510 Strategic Leadership for
Patient Care Services (3 credits)
NU 520 Management of Human
Resources (3 credits)
NU 575 Health Care Information
Systems 3 credits
NU 576 Management of Financial
Resources (3 credits)
NU 610 Patient Care Services
Administration Practicum (6 credits)
BU 601 Organization
Management (3 credits)
Electives (Nursing, Business
or other) (9 credits)

Total: 30 credits

Final Total: 151 credits

Required Courses for MSN in Clinical Nurse Leader

NU 550 Family and Community
Context For Health Care (3 credits)
NU 554 Application of Comprehensive
Health Assessment Methods (3 credits)
NU 553 Advanced
Pathophysiology (3 credits)
NU 575 Health Care Information
Systems (3 credits)
NU 611 Care Management and Resources
Across the Continuum (3 credits)

NU 612 Disease Management and
Outcomes Assessment (3 credits)
NU 613 CNL Role Immersion
Practicum (6 credits)
NU Electives (Nursing, Business,
Other) (6 credits)

Total: 30 credits

Final Total: 151 credits

Required Courses for MSN in Nursing Education

NU 553 Advanced
Pathophysiology (3 credits)
NU 554 Application of Comprehensive
Health Assessment Methods (3 credits)
NU 555 Pharmacology for the
Nurse Educator (3 credits)
NU 661 Care Management and Resources
Across the Continuum (3 credits)
NU 612 Disease Management and
Outcomes Assessment (3 credits)
NU 588 Theoretical Basis of
Teaching and Learning in
Nursing Education (3 credits)
NU 589 Curriculum Development
and Evaluation in Nursing
Education (3 credits)
NU 660 Nursing Education
Role Practicum & Clinical
Specialization (6 credits)
NU Electives (Nursing, Business,
Other) (3 credits)

Total: 30 credits

Final Total: 151 credits

POST-MASTER'S CERTIFICATE IN FAMILY NURSE PRACTITIONER

The Family Nurse Practitioner Post-
Master's Certificate program consists of
33 credit hours of study. It is designed to
prepare the student with a master's degree
in Nursing to become a certified Family
Nurse Practitioner. Students in the Post-
Master's Certificate program may transfer

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

Admission Requirements

Applicants are required to have an MS in Nursing and have successfully completed a basic health assessment course (30 hours or greater). An interview with the program coordinator is required. A Connecticut RN license and liability insurance are also required. Application materials must include:

- Graduate GPA 3.0 or above
- Completed graduate application including a statement of professional goals
- A résumé
- Two letters of recommendation
- Official transcripts of all prior nursing and academic work

Required Courses

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

Total: 33 credits

COURSE DESCRIPTIONS

NU 501 (NU 401) Health Care Policy and Ethics for Contemporary Nursing Practice 3 CH

This core course focuses on history, policy, and ethics in nursing and health care. It examines health care policy, including global health considerations, health care financing, quality and safety in health care, and the ethics of health care. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. The course builds on a framework of critical thinking, as students explore aspects of the history of nursing and medicine, analysis of current policy development, and implications of the past for present and future actions in nursing and health care.

NU 510 Strategic Leadership for Patient Care Services 3 CH

Course content covers five role competencies for the patient care services administrator including: strategic planning and visioning, meeting customer needs and expectations, marketing services, care delivery systems and managing quality. Students assess and design care delivery services across the health care continuum that meet or exceed patient expectations. The role visioning and strategic planning play in achieving quality organizational and patient outcomes is explored.

NU 520 Management of Human Resources 3 CH

Emphasis is on the role competency of management of human resources. Content focuses on administration of patient care services in a variety of settings and in collaboration with the multidisciplinary team. A model for human resource management provides the framework for the following content: work analysis, staffing, recruitment and selection, staff development, retention, rewards, and disciplinary action. Select strategies for working with others is covered including conflict management, teams, communication, and managing a diverse workforce. Legal and

regulatory requirements is included.

NU 530 (NU 433) Theory and Professional Roles for Contemporary Nursing Practice 3 CH

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

NU 550 Family and Community Context for Health Care 3 CH

This course, the first within the Family, Primary Care, and Community sequence, addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. The family system is viewed as both unique and dynamic, existing interdependently with the community and the environment and requiring advanced nursing expertise and caring at various times across the life cycle. Particular emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities. Faculty collaborate with students as they apply advanced clinical knowledge to the family system in a community setting. Students function interdependently with other health team members in the care of families and evaluate a plan of care using standards for advanced clinical practice.

NU 551 Advanced Pharmacology 3 CH

Focus is on the pharmacotherapeutic principles of drugs most commonly used in the primary care setting. Pharmacologic effects and clinical uses of various drug groups and classifications are discussed. Emphasis is placed on rational drug therapy for agent selection, monitoring drug therapies, identification and avoidance of adverse drug reactions and interactions, and extensive patient education and counseling. This course meets the standards for advanced practice nurse certification in Connecticut.

NU 552 Advanced Health Assessment 3 CH

This course prepares the learner to assess indepth the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a thorough physical examination, and use acquired data to formulate a working medical diagnosis. Content is designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Integration of common medical testing is addressed. The course assists in the socialization of the learner into the role of the advanced practice nurse in the current health care delivery system. The laboratory component enables the learner to develop advanced assessment skills.

NU 553 Advanced Pathophysiology 3 CH

This course further prepares each student to assess in-depth the pathophysiology of common disease states. Clinical pathology content addresses alterations in major body systems that are commonly found in the primary care settings, as well as common testing used in the diagnostic process. This course assists the student in the role of advanced practice nurse with the preparation to assess clients across the lifespan.

NU 554 Application of Comprehensive Health Assessment Methods 3 CH

This course prepares the learner to assess in depth the biopsychosocial health status of clients across the life span 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 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 health care delivery system. The laboratory component enables the learner to develop comprehensive assessment skills.

NU 555 Pharmacology for the Nurse Educator 3 CH

This course will focus on the pharmacotherapeutic principles of drugs most commonly used across health care settings. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics and pharmacotherapeutics, as well as the principal classifications of drugs in clinical use today are discussed in relation to physiologic and psychologic concepts. The role of the nurse educator in teaching students safe and effective medication administration 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 560 Primary Care I: Women and Children in the Family 6 CH

The first of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to

methodologies used to diagnose and treat common primary care problems found in emerging families and their members. Emphasis is placed on the educational and coaching role components of the nurse practitioner as well as on the direct provision of primary care. The application of family and primary care theory into supervised clinical practice is included and emphasized.

NU 575 Health Care Information Systems 3 CH

An introduction to health information systems as tools for decision making and communication in health care. This course builds on prior knowledge of systems theory and utilizes change theory and information processing theory to analyze, manage and evaluate health care information. Emphasis is also on the ability to utilize information systems in the delivery of patient care and the exploration of the variety of tools available to assist in the analysis of quality care.

NU 576 Management of Financial Resources 3 CH

An overview of the budgeting process in the health care setting. This course explores the building blocks that are utilized to develop sound financial projections. The course also reviews and explores the health care system and the multiple payers and their impact on the financial picture of health care organizations. Emphasis is on the ability to utilize information systems in the development and ongoing analysis of financial data.

NU 582 Management of Home Health Care Agencies 3 CH

This course takes basic and advanced management concepts and applies them specifically to home care. Content includes financing home care including Medicare, Medicaid and private insurance; state and federal regulations; accreditation regulations including quality improvement, concepts of case management; trends and

issues in home care; legal and ethical considerations, and community resources. This course is only offered online.

NU 588 (488) Theoretical Basis of Teaching and Learning in Nursing Education 3 CH

This course explores research-based theories of education, teaching, and learning. Theories are examined for their application in a variety of settings, levels of education, and for the adult learner. Emphasis is on who the learner is and how they learn. External issues and trends impacting nursing education are explored.

NU 589 (489) Curriculum Development and Evaluation in Nursing Education 3 CH

This course prepares the student to design and implement curriculum based on evidence-based teaching/learning theory. Focus is on the process of curriculum development for an individual course including course objectives, content, learning activities, delivery of the content, and student evaluation. The role of faculty in program evaluation of the curriculum is explored.

NU 599 Special Topics in Nursing 3 CH

Designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

NU 601 (NU 430) Principles of Health Care Research for Contemporary Nursing Practice 3 CH

This course studies the field of research and its relationship to problems related to nursing and health care. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the

course to promote an understanding of those concepts within the context of health care research. Emphasis is on understanding the research process through proposal development.

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

This course builds on the content of Nursing Research Seminar I (NU 601/HA 650) and begins with principles inherent to a sound data collection and analysis, including both philosophical and pragmatic differences between qualitative and quantitative research. Content areas of substance include evidence-based practice, nursing theory in research, statistical analysis from the prospective of application and critique, research utilization, and issues in nursing and health care research from a national perspective. Students critique research articles according to criteria and develop a project related to evidence-based practice.

NU 610 Patient Care Services Administration Practicum 6 CH

In this last course in the Nursing sequence for patient care services administration, students apply and analyze the theories, competencies and concepts of previous courses in a designated role practicum experience using a preceptor. They also apply theory to practice in seminar discussion and readings. The core role competencies for the patient care service administrator frame the course activities including managing client needs and expectations and marketing, managing human resources, managing financial resources, assessing quality and managing information, visioning and strategic planning, and designing care management systems. Leadership strategies for accomplishing this work are explored. Current issues and trends in health care and patient care services are integrated within each topical area. Students complete a capstone project that is a culminating experience beyond the required coursework. 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 611 Care Management and Resources Across the Continuum 3 CH

Reviews the basic approaches to care or case management and utilization in their evolution, driving factors, and contemporary roles within a variety of health care settings. The role of practice guidelines and key relationships among nursing roles and interprofessional team members is considered along with the contributions of technology and financial considerations.

NU 612 Disease Management and Outcomes Assessment 3 CH

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

NU 613 CNL Role Immersion Practicum 6 CH

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

NU 620 Primary Care II: Adult Health in the Family 6 CH

The second of three clinical courses 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 methodologies used to diagnose and treat common primary care problems found in adult families and their members. Emphasis is on the consultation role component of the nurse practitioner as well as on the direct provision of primary care.

NU 630 Primary Care III: Chronic Illness in Families 9 CH

This final clinical course enables graduate students to learn those diagnostic and management skills necessary to be effective in the role of family nurse practitioner. Class content emphasizes problems commonly found in aging families and topics especially important to primary care management. Implementation and synthesis of the role are addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities and collaborative relationships. Future trends in advanced nursing practice are explored. The application of advanced nursing practice theory into supervised clinical practice is included and emphasized.

NU 660 Nursing Education Role Practicum & Clinical Specialization 6 CH

In this last course in the nursing sequence for the certificate in Nursing Education, students apply and analyze the theories, competencies, and concepts of the two previous courses in a designated role practicum experience using a preceptor. Students are required to spend time with a preceptor in a college, clinical or staff development site. The student will develop objectives to enhance their clinical expertise in area in which the student intends to teach as a nurse educator. Further, students apply theory to practice

in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area. This role practicum course requires 8 hours per week spent honing skills as a nurse educator.

NU 700 Theoretical Components of Nursing Science 3 CH

This course involves the study of knowledge shared among members of the nursing discipline, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims and the philosophy of science. The nature of theory, theory development in nursing, and significant conceptualizations of nursing will be discussed. Through guided search and discussion doctoral students will become knowledgeable about the utilization of middle range theory to guide nursing practice.

NU 710 Health Care Policy, Advocacy & Ethics 3 CH

This course will explore the interrelationship between policy, advocacy, and ethics on clinical practice and health care/nursing administration. The nurse's role in health care policy and planning will be 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. Recurring issues in clinical practice will be examined for how legislation and regulation impacts care. This course will examine the structure and function of legislative and regulatory organizations, governance, public relations, and global 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 and Information Systems in Health Care 3 CH

The course provides the skills to evaluate

and apply the best available technology in solving clinical practice issues. Emphasis will be on the identification of data elements from the information systems in the delivery of patient care. It will also focus on the ability to transform these data elements into useful information which can then be utilized to assist in the analysis of quality care. This information will then be identified to be used as the foundation of evidence-based knowledge and critical appraisals skills in various practice settings. Consideration will be given to the use of electronic medical records including implementation for practice.

NU 730 Advanced Biostatistics & Research Design 3 CH

This course provides a comprehensive overview of frequently used descriptive and inferential biostatistical methods. The course includes application of the theories of measurement and statistical inference which contribute to better clinical decisions and improved outcomes. Students will use statistical analysis to investigate underlying relationships in health care data relevant to advanced practice nursing. Conceptual understanding, rather than computational ability, is the focus of the course. Development of an adequate vocabulary, an examination of fundamental principles, and a survey of widely used procedures or tools to extract information from data will form a basis for fruitful collaboration with a professional biostatistician, when appropriate. Students will gain an understanding of when and why to use biostatistical techniques as well as how to apply them with confidence and interpret their output, using SPSS statistical software.

NU 740 Epidemiology and Population Health 3 CH

The primary focus of this course is to equip the student with a foundation in clinical prevention and population health. This course introduces students to the methods used by epidemiologists to assess

factors associated with the distribution and determinants of health and disease in populations and to read, interpret, and apply literature using epidemiologic and statistical methods. Topics include a discussion of the historical background as well as practical applications of epidemiology, methods for identifying and evaluating sources of health applications of epidemiology, methods for identifying and evaluating sources of health information, calculation of key epidemiologic measures and investigation techniques, and an evaluation of the strengths and weaknesses of different study designs. Current concepts of public health, health promotion, evidence-based recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity are integrated throughout the course. Specifically, this course examines methods for describing disease rates and other vital statistics; cohort, case-control, and cross sectional studies; odds ratios, relative risks, their confidence intervals and tests of significance; and concepts of confounding, effect modification, and bias. A basic understanding of introductory biostatistics is required for this course. This foundation will enable students to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health.

NU 750 Clinical Scholarship and Analytical Methods for Evidence-Based Practice 3 CH

The main focus of this course is the scholarship of practice in nursing. Scholarship of practice in nursing involves the translation of research into practice and the dissemination and integration of new knowledge. 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. DNP graduates will use this knowledge to generate evidence through their practice to guide improvements in practice and outcomes of care. Content on the process for grant proposal development, key elements and sections of a proposal, necessary information to include in a grant proposal and development of a budget will be covered in this course.

NU 760 Strategic Leadership and Collaboration in Health Care Organizations in Health Care 3 CH

Organizational and systems leadership skills for advanced leadership practice to improve clinical health care systems and promote excellence in care are enhanced. Focus is on transformational leadership, strategic visioning and planning, collaboration with the health care team to make data driven decisions at both the micro and macro systems level. Understanding of how healthcare is financed and the implications for health care organizations is applied. In this course students will identify and build and their terminal doctoral projects.

NU 770 Advanced Care of Special Populations 3 CH

This clinically focused course is designed for graduate students in the Doctoral Leadership in Clinical Practice Track. Given the complexity of care, growth of information and biomedical technology, an aging and increasingly diverse population, and worsening disparities in care, this course will prepare the student to fill the growing societal need for expert clinicians. This course focuses on the complex management of health care problems experienced by special populations across the lifespan. Emphasis is placed on content specific to the special populations in the areas of critical care, cardiovascular care, infectious disease, oncology care, psychiatric care, and care of homeless

populations. The role of the advanced practice nurse in both inpatient and outpatient settings are explored. Students will focus on the development of both direct patient care and systems support components of the advanced practice role. A major focus is on the development of leadership abilities within health care systems and interdisciplinary teams. Critical appraisal of how advanced practice nurses affect patient care delivery and health care practices at the institutional, local and national level is undertaken. Case examples and clinical experiences are provided that allows students to become increasingly independent in their own clinical practice with respect to critical thinking and problem solving. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.

NU 780 Leadership in Chronic Disease Management and Aging population 3 CH

This clinical course is designed for graduate students in the Doctoral Leadership in Clinical Practice Track. Doctoral students will synthesize knowledge from physiological, psychological and sociological/cultural perspectives that are important to the aging person and their families. Evidence practice guidelines are used to support clinical management plans and optimal patient outcomes for geriatric clients in both inpatient and primary care settings. Ethical principles will be used guide clinical decision making when complex problems or issues create a dilemma in the delivery of care to elderly populations i.e., elder abuse, reimbursement-driven care, advanced directives. The application of advanced nursing practice theory into supervised clinical practice will be included and emphasized.

NU 810 DNP Scholarship and Advanced Practice I 6 CH

Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge

and skills in the implementation and evaluation of their selected dissertation project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will develop the DNP dissertation. Seminars will focus on guiding the student through all aspects of dissertation design, implementation and evaluation. Critique and peer review will be a major focus of the seminars. Clinical experiences will be individually designed within the context of the focus of the student's track selection and scholarly interests.

NU 820 DNP Scholarship and Advanced Practice II 6 CH

This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will continue in a select area of clinical practice and implement advanced clinical decision-making and leadership in the provision of culturally sensitive, patient centered, evidence based care. Case presentations from the students' clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Organizational and leadership strategies that have been employed will be discussed. Seminars will focus on guiding the student through the final aspects of project implementation, evaluation and dissemination. Critique and peer review will be major focus of the seminars. Expertise, knowledge and data gained from this course will be used in the development of the final dissertation defense.

Occupational Therapy

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MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

Sacred Heart University's Graduate Program in Occupational Therapy is an entry-level education program designed for persons holding a bachelor's degree in a field other than occupational therapy. The two-year program prepares students for the national certification exam for occupational therapy administered by the National Board for Certification in Occupational Therapy (NBCOT) and for entry-level clinical practice.

What Makes Our Program Unique?

With the 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 well, create a learning community, and support continual learning for members of our occupational therapy community. The faculty of Sacred Heart University's Occupational Therapy Program believes that learning naturally emerges from interactions between students, faculty, and clients. With this belief in mind, our program is structured to encourage and nurture these interactions. The primary pedagogical method for our program is Problem Based Learning (PBL) where small groups of students and a

faculty facilitator work through a case to foster clinical reasoning. Problem based learning provides educational content while simultaneously creating a forum for engaging in interactions and clinical decision-making typical of team-based health care. Group interactions also support the development of professional behaviors critical to practice.

Our department's mission, vision, philosophy, and curriculum design reflects the values of the University as a whole as well as the educational philosophy of the American Occupational Therapy Association (AOTA). The acronym P.R.I.D.E., adopted by our program, reveals our commitment to excellence in ourselves, our program, and our students. P.R.I.D.E. stands for

Principled

- Our values harmonize with those of the University and the profession of occupational therapy.
- Day-to-day operations and long term planning is in accordance with our mission, vision, professional ethics, and core values.
- Occupational justice is practiced by providing service to the human community.
- We are committed to developing professional leaders who serve.

Responsive

- We are readily available and personally attend to the needs of our students.
- We are flexible, adaptable to changing needs and advances, and adjust to changes in healthcare practice.
- We provide continuing education to the occupational therapy community, adjunct faculty, PBL facilitators, and fieldwork educators

according to their needs.

Innovative

- We utilize participatory pedagogies to encourage embodiment of professional skills.
- We engage in collaborative and multidisciplinary teaching
- We implement novel and instructive technologies in our teaching methods and examine their usefulness and effectiveness by gathering and incorporating student feedback.
- We continually seek, examine, and utilize innovations in educational practice, clinical practice, research, and technology.
- We use inventive methods through our P.R.I.D.E. portfolio and Therapeutic Use of Self course sequence to develop reflective practitioners and leaders who serve.
- We expect our graduates to understand and implement data based decision making models based upon single subject research design to enhance their practice

Dynamic

- We are collaborative and team oriented in pedagogy and clinical practice.
- We encourage exploration of multiple, diverse viewpoints to enlarge perspectives and solve problems.
- We are dedicated to seeking diversity in faculty, staff, and student populations.
- We are a powerful force for positive growth in our learning community.

Excellent

- We are proud that the NBCOT

pass rate for our graduates is above the national average.

- We are committed to curricular excellence, quality teaching, and engagement in scholarship to support faculty and student knowledge.
- We engage in continual curricular improvements that promote life-long learning in students and faculty.
- We are knowledgeable in our areas of expertise.
- We remain current in educational practice, clinical advancements, research, and technology.
- We are well respected among the professional community.
- We encourage logical, critical, and informed questioning of existing theories, models, frames of reference, and domains of knowledge.

Our curriculum design is portrayed by the circular tree of life, with its roots consisting of the foundational knowledge students need to become exemplary practitioners; its trunk symbolizing the process that supports the knowledge scaffolding and critical thinking; and its top branches symbolizing the skills, abilities, and professional behavior outcomes of the entry level practitioners graduating from our program. The tree's branches circle back to its roots, demonstrating the continual process of learning and the integration of new information with the foundational roots as an occupational therapist grows throughout a lifetime of practice.

CURRICULUM OBJECTIVES

Consistent with our vision of PRIDE, our graduates will:

- Participate in promotion of the profession, professional service, and professional activities at local,

state or national levels to enhance their professional identity.

- Practice in a safe and legal manner in all interactions and adopt professional behaviors rooted in ethical standards, core values, and attitudes.
- Respond to unmet occupational and educational needs in underserved communities through leadership, advocacy, and service.
- Identify strengths, passions, and individual talents to direct career choices, life-long professional development, and innovation in practice and scholarship.
- Deepen the ability to self-reflect on ongoing daily experiences to drive personal growth, professional development, practice, and scholarship.
- Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency.

PROGRAM ACCREDITATION

The Occupational Therapy program is fully accredited under the "Standards for an Accredited Educational Program for the Occupational Therapist-2006" by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). For information about accreditation, contact ACOTE at AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone: (301) 652-2682; web address:

www.aota.org. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an

Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure in order to practice; however, most initial state licenses are usually based on the results of the NBCOT certification examination.

ADMISSIONS REQUIREMENTS

Students entering the program must have completed their undergraduate degree in a discipline of their choice; however, the Bachelor of Science in Health Science (BSHS) is preferred as it offers students a solid foundation in aspects specific to health care. Sacred Heart University undergraduates interested in completing their undergraduate study in three years may do so if they major in Health Science (BSHS) or Sociology providing that they complete all required prerequisites by the end of the summer prior to enrollment. Students entering the program must have earned a bachelor's degree from a USDE approved accredited university and must have completed all pre-requisites by the spring semester prior to fall enrollment. Provisional acceptance may be offered to students requiring the summer to complete pre-requisites. It is preferred that applicants have completed prerequisite courses in Biology with a laboratory, statistics, psychology, and Human Anatomy and Physiology I with a lab prior to application. Additional criteria include:

- An undergraduate GPA of 3.0
- A GPA of 3.0 for all pre-requisite coursework with no individual prerequisite course grade below a "C"
- Two letters of recommendation
- Essay/writing sample completed online with the application

Students are required to have a laptop computer inclusive of Professional Level Microsoft Office Software Suite, high-speed Internet access, a printer, and proficiency in word processing

and email at the time of enrollment and throughout the program.

Application materials

Applications are completed online through the Occupational Therapy Common Application System (OTCAS). Please refer to the Office of Graduate Admissions website for details on the OTCAS application process. Applicants internal to Sacred Heart University may apply online through Sacred Heart University's Office of Graduate Admissions' webpage.

Applications must include the following materials:

- A graduate admissions application form and supplemental prerequisite sheet;
- Two letters of recommendation: one from an academic source, one from an employer or volunteer supervisor;
- Official transcripts of all previous college or university studies;
- A nonrefundable application fee (waived for Sacred Heart University students);
- Volunteer/work experience in the health care field with specific knowledge of Occupational Therapy is highly recommended; and,
- Current Certificate of Professional Rescuer Level CPR is required prior to enrollment in the program.

Application Deadlines For Fall Enrollment

- November 15th for early decision or the date published by the Office of Graduate Admissions
- January 15th for regular admission or the date published by the Office of Graduate Admissions

Early Application Options

Early decision is for entering freshman and/or qualified senior level students who have completed prerequisite courses in Biology, Human Anatomy and Physiology I, Psychology, Statistics and at least one additional prerequisite. Sacred Heart University and external students who have not completed these prerequisites should apply regular decision.

Option One: Entering Freshman: Early Program Decision

Early Program Decision Option requirements for entering freshman include successful completion of four years of Science, and two of the following three criteria:

- High school GPA of 3.2 or higher in academic courses (Math, Science, History, English and Language);
- SAT scores of 1100 or higher;
- Rank in the top 30% of their high school class

Entering Freshman who meet Early Decision criteria will have a seat reserved in the graduate Occupational Therapy program contingent upon successful completion of all prerequisites and an undergraduate major, maintenance of a 3.0 GPA throughout Sacred Heart University tenure, no prerequisite course grade below a "C", completion of a graduate admission application by November 15 of their Senior year, and an interview with the Occupational Therapy Admissions Committee.

Option Two: Senior Year, Fall Term: Early Program Decision Option

Sacred Heart University senior level undergraduate students and external students, who meet specified criteria, are eligible to apply for Early Program Decision. The application deadline is November 15 or the deadline published

by the Office of Graduate Admissions. Criteria for early decision application include all of the following:

- Submission of a completed graduate admission application through OTCAS or Sacred Heart University's Office of Graduate Admissions and applicable fee by the application deadline established by the Office of Graduate Admissions;
- Official transcripts from all colleges and universities attended;
- Two letters of recommendation (one from an employer or volunteer job supervisor, one from an academic source);
- An overall GPA of 3.0 or better and prerequisite GPA of 3.0 or better with no prerequisite course grade below a "C";
- Interview with the Occupational Therapy Admission Committee, which includes participation in a group problem-based learning experience; and,
- Successful completion of prerequisite coursework in Biology with laboratory, Human Anatomy and Physiology I with laboratory, Statistics, Psychology, and at least one additional prerequisite course.

Applicants who meet the Early Program Decision criteria will have a seat in the Occupational Therapy program reserved contingent upon maintenance of a 3.0 GPA throughout their University tenure, successful completion of all prerequisites and an undergraduate major, and an interview with the Occupational Therapy Admissions Committee.

Option 3: Senior Year, Spring Term: Regular Application Option

For students who do not wish to apply for Early Program Decision or who do not meet the criteria, the application deadline is January 15 or the date published by Graduate Admissions

for the incoming fall class.

Requirements for Regular Decision Options include:

- Successful completion of all prerequisite courses with a GPA of 3.0 or better and no individual prerequisite course grade below a "C";
- Overall GPA of 3.0;
- Submission of a completed graduate admission application and applicable fee;
- Official transcripts from all colleges and universities attended;
- Two letters of recommendation: one from an academic source, one from an employer or volunteer supervisor; and,
- Relevant experience in the health care field;
- Interview with the Occupational Therapy Admissions Committee, which includes participation in a group problem-based learning experience; and,
- Completion of an online essay.

Option 4: Adult Students

Open admissions are contingent upon available seats and are maintained for applicants who have already obtained a baccalaureate degree in a field other than Occupational Therapy. Although application deadlines and admissions criteria are flexible to accommodate the unique needs of adult applicants, it is suggested that materials be received as close to the January 15 deadline as possible.

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 residency and course grade requirements for transferring into graduate programs (See Residency Requirements in the Academic Standards section of Sacred Heart University's Graduate Bulletin). Only graduate level courses in which the student earned a grade of B or better will be considered for transfer credit. Students interested in transferring into the graduate occupational therapy program must meet admission criteria and complete an application with the Office of Graduate Admissions.

The University requires graduate transfer students to take a minimum of 60% of the program's credits, or a minimum of 46 of the 76 Occupational Therapy total program credits at Sacred Heart University to meet the residency requirement. The Occupational Therapy curriculum reflects its philosophy, problem-based learning pedagogy, P.R.I.D.E. Vision, Mission, and objectives to prepare reflective practitioners. Transfer students therefore are required to take all courses rooted in these philosophies and PBL pedagogy regardless of the number of credits that may qualify for transfer. These include: OT OT504-Therapeutic Use of Self I; OT606-Therapeutic Use of Self II; OT532-Portfolio I; OT562-Portfolio II; OT561-Capstone Project I; OT604-Capstone Project II; OT534-Evidence Based Seminar in Pediatrics; OT535-Problem Based Learning in Pediatrics; OT537-Evidence Based Seminar in Adolescence; OT538-Problem Based Learning in Adolescence; OT 564-Evidence Based Seminar in Adulthood; OT565 Problem Based Learning in Adulthood; OT567-Evidence Based Seminar in Geriatrics; OT568 Problem Based Learning in Geriatrics; OT602 Special Topics in Occupational Therapy Practice; OT691-Level II Fieldwork; and OT693-Level II Fieldwork.

PREREQUISITE COURSES

Biology I with lab (4 credits)
 Human Anatomy and Physiology I and II with lab (8 credits)*
 Psychology 3 credits
 Abnormal Psychology (3 credits)
 Life Span Development or Developmental Psychology (Content must include the entire life span, from birth to old age) (3-9 credits)
 Sociology (3 credits)
 Statistics (Content must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing) (3 credits)*
 Interpersonal Communication, or Group Dynamics, or Family Dynamics (3 credits)
 Diversity or Multicultural Studies, or advanced language with documented fluency in that language, or one semester or the equivalent of AmeriCorps or Peace Corps experience (3 credits)**
 Ethics, or Bioethics, or Medical Ethics (3 credits) **

Only prerequisite course grades of C or better meet prerequisite requirements.

*Prerequisite courses in Statistics and Human Anatomy and Physiology I and II must have been completed within the past 10 years.

**Prerequisite courses in Diversity/Multicultural studies and in Ethics may be taken concurrently with the Occupational Therapy program but must be successfully completed with a grade of "C" or better before the student begins their first level II fieldwork experience.

Alternative courses and CLEP tests for prerequisite courses in psychology, sociology, and life span development may meet prerequisite criteria. Applicants must submit CLEP test results and catalog course descriptions or other relevant documentation to the Occupational Therapy program director who will determine if the alternative

course/CLEP meets prerequisite requirements. For all applicants:

RECOMMENDED ELECTIVES

Physics with lab (4 credits)
Neuroscience or Biology of
Behavior (3 – 4 credits)

DEGREE REQUIREMENTS

The program consists of four academic trimesters followed by two 12-week experiences of full time supervised clinical fieldwork. Each academic trimester includes courses that span the trimester and courses that are subdivided into two, eight-week Modules. Course work during the academic trimesters is completed with full time classes scheduled during the day and/or evening. The supervised clinical fieldwork is full-time with the hours determined by the clinical site. The full-time program sequence is completed in two calendar years including summers. Successful completion of all course work, Level I and II fieldwork, a completed portfolio, and the Capstone project, 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 felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure. Additionally, all graduate programs in occupational therapy require the successful completion of fieldwork experiences. These experiences are offered through off-campus facilities and settings, which may require that the student complete a criminal background check and/or a drug screening before beginning the fieldwork experience. Background checks, fingerprinting, and drug screenings will be completed at the student's expense and the University and Occupational Therapy Program have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check

or drug screening renders the student ineligible to complete required courses or fieldwork. Students who are twice denied a fieldwork placement based on the results of a background check will be considered ineligible for placement and unable to complete the program and, therefore, will be dismissed from the program.

REQUIRED COURSES

Fall Trimester, Academic Year One: Full Trimester

OT 504 Therapeutic Use
of Self I (2 credits)
OT 506 Foundations: Clinical
Anatomy and Kinesiology in the
Context of Occupation (3 credits)

Fall Trimester Academic Year One: Module One

OT 501 Introduction to Occupational
Therapy as a Profession (3 credits)
OT 502 Human Occupation and
Activity Analysis (2 credits)
OT 509 Foundations: Pathology –
Implications for occupational
performance (2 credits)

Fall Trimester Academic Year One: Module Two

OT 503 Research I: Introduction
to Research (3 credits)
OT 507 Foundations: Neuroscience
and occupation (3 credits)
OT 508 Foundations: Mental Health
Conditions across the Life Span:
Implications for Occupational
Performance (2 credits)

Spring Trimester Academic Year One: Full Trimester

OT 531 Research II (3 credits)

OT 532 Portfolio I (1 credit)

OT 533 Level one fieldwork (1 credit)

Spring Trimester Academic Year**One: Module Three**

- OT 534 Evidence Based Seminar—
Pediatrics (1 credit)
- OT 535 Problem Based Learning—
Pediatrics (2 credits)
- OT 536 Clinical Lab- Pediatrics (2 credits)

Spring Trimester Academic Year**One: Module Four**

- OT 537 Evidence Based Seminar—
Adolescence (1 credit)
- OT 538 Problem Based Learning—
Adolescence (2 credits)
- OT 539 Clinical Lab-
Adolescence (2 credits)

Summer Trimester Academic Year**One: Full Trimester**

- OT 561 Capstone Project I (3 credits)
- OT 606 Therapeutic Use of
Self II (3 credits)
- OT 563 Level one fieldwork (1 credit)

Summer Trimester Academic Year**One: Module Five**

- OT 564 Evidence Based Seminar—
Adulthood (1 credit)
- OT 565 Problem Based Learning—
Adulthood (2 credits)
- OT 566 Clinical Lab-
Adulthood (2 credits)

Summer Trimester Academic Year**One: Module Six**

- OT 567 Evidence Based Seminar—
Geriatrics (1 credit)
- OT 568 Problem Based Learning—
Geriatrics (2 credits)
- OT 569 Clinical Lab- Geriatrics (2 credits)

Fall Trimester Academic Year Two:**Full Trimester**

- OT 602 Special Topics in Occupational
Therapy Practice (3 credits)
- OT604 Capstone Project II (4 credits) *
- OT 605 Groups and

Populations (3 credits)

OT 607 Leadership and
Management (3 credits)

OT 562 Portfolio II (2 credits) *

Spring Trimester Academic Year**Two: Full Trimester**

OT 691 Level II Fieldwork (4 credits)

Summer Trimester Academic Year**Two: Full Trimester**

OT 693 Level II Fieldwork (4 credits)

*Capstone poster presentation and completed portfolio sharing will be scheduled in the timeframe between the two level II fieldwork experiences

COURSE DESCRIPTIONS**OT 501 Introduction to Occupational Therapy as a Profession 3 CH**

This course will introduce occupational therapy students to the foundations of professional practice. They 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 a national and international view of practice will be presented. Course formats include seminar, lecture, and workshop.

OT 504 Therapeutic Use of Self I 3 CH

This first semester course is designed to promote reflection on the educational process and the individual students' future occupational therapy practice. It is followed by OT532-Portfolio I, OT606-Therapeutic Use of Self II, and OT562-Portfolio II. Students will complete reflective self-assessments and analyze them to determine their values, ethical stance, professional behaviors, knowledge, and skills necessary for developing a professional identity. Understanding the nature of the therapeutic relationship as an intentional process will be taught for successfully managing client, family,

and group dynamics. Examination of the occupational therapy profession's ethical standards and core values, beliefs, mission, and vision will be accomplished through readings, journal assignments, and group discussions. Course formats will include seminars, discussions, and online course activities.

OT 507 Foundations: Neuroscience and occupation 3 CH

This course will cover the gross anatomy and organization of the nervous system including all components of the central, peripheral and visceral systems. Course activities will relate neuro-anatomy to the control of human behavior across the lifespan. Students will explore neuro-occupation through the study of neuroscience concepts as they relate to functional performance, meaning and intent. Course formats include seminar and in-class laboratories.

OT 508 Foundations: Mental Health Conditions across the Life Span: Implications for Occupational Performance 2 CH

This course will examine mental health diagnoses from psychiatry and the psychotropic medications that are used for the conditions which occupational therapists are most likely to treat in practice. Course format will include online learning, textbooks, journal readings, and videos that illustrate the integration of psychosocial and physical occupational therapy practices.

OT 502 Human Occupation and Activity Analysis 2 CH

In this course, students will explore the importance of occupational balance to wellness, quality of life, and the prevention of disease/disability in individuals, families, and societies. Students will evaluate their own occupational balance and time use patterns within their current lifestyles and examine the evidence that supports the primary role of occupation in human behavior. Students will compare

the concepts of occupation and activity and review the historical development of activity analysis as a valuable tool of occupational therapy across all clients and contexts. Students will learn ways to evaluate and assess the activities and preferences of individuals. In addition, students will have multiple opportunities to teach, analyze, and adapt activities. Students will thereby gain critical occupational therapy skills of observation and task/environment adaptation, modification, and grading. Course formats include seminar, lecture and workshops.

OT 503 Research I: Introduction to Research 3 CH

Introduction to Research will provide the occupational therapy student with a thorough understanding of the importance of research to the profession of occupational therapy. Students will have the ability to read 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 506 Foundations: Clinical Anatomy and Kinesiology in the Context of Occupation 3 CH

This course will offer a study of the structure and function of the musculoskeletal system of the human body. Specific structures along with their functions will be examined in regards to their impact on occupational performance across the lifespan. Seminar and laboratory experiences will include cadaver manipulation and/or dissection, models, technology simulations, and clinical assessment techniques. This course will be devoted to the assessment of joints, muscles, and nerves and how movement is produced. Kinesiology concepts will be explained with regard to forces acting on the body. Course formats will include in-class labs, seminars, and online learning.

OT 509 Foundations: Pathology-Implications for occupational performance 2 CH

This course will explore the characteristics and implications of the major categories of pathologies that occupational therapists may encounter when working with clients throughout the lifespan. Pathology will be discussed as it relates to occupational performance and client participation in roles and meaningful activity. Epidemiology, prognosis, current research, medical and pharmacological treatment for a variety of common pathogenic processes will be explored. Course formats will include seminars and in class case-based experiences, and online learning.

OT 531 Research II 3 CH

Research II will apply the concepts and content learned in Introduction to Research to actual research activities. Students will engage in review of the literature, data collection, data analysis, and data reporting and will examine methods of procuring funding for research related activities. Class formats will include lectures, discussions, workshops, and online activities. Field trips to locations for data collection may occur.

OT 532 Portfolio I 1 CH

This course builds on the reflective self-assessment completed in OT504-Therapeutic Use of Self I to develop a written a Professional Development Plan and a Portfolio Plan outlining a series of projects to be implemented throughout the students' tenure in the program, and culminating with a completed Portfolio at the conclusion of OT562-Portfolio II. Course formats consist of scheduled Portfolio seminars with the Portfolio I course instructor, students' regular mentoring meetings with the student's academic advisor, and independent work to complete Portfolio I assignments. The Professional Development Plan and Portfolio Plan will include activities reflective of the Program's P.R.I.D.E. Vision and AOTA's Centennial Vision.

OT 533 Level I Fieldwork 1 CH

Students will engage in Level I Fieldwork during Modules three and four. The purpose of Level I Fieldwork will be for students to integrate academic learning with clinical practice. Fieldwork placement will be determined by the Academic Fieldwork Coordinator. Fieldwork experiences will focus on developing the student's 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 will be one day a week and the setting will align with academic content.

OT 534 Evidence Based Seminar- Pediatrics 1 CH

This course will examine the biological, psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with clients from birth to middle childhood. Current theories will be examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Spirituality and meaning of occupations will also be considered in context of evaluation and intervention of the whole client. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL groups to discover and develop their theoretical and evidence base for clinical practice. The format for this course will be presentation, discussion, and collaborative work.

OT 535 Problem Based Learning- Pediatrics 2 CH

This course will utilize Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in pediatric occupational therapy. Students will practice clinical decision-making skills in applying their knowledge of foundational theories and

principles to the occupational therapy evaluation and intervention process in pediatrics. This course will focus on developing the student's ability to "think" like an occupational therapist: to apply foundational knowledge and theories to occupation, evaluation and intervention in the contexts of a child's natural environments, and adopt evidence-based skills and a client and family-centered perspective. Students will apply self directed learning and critical thinking skills to "hands on" learning experiences and towards developing basic skills of occupational therapy evaluation and intervention within the contexts of children's and family's daily lives. Through experiences in selecting and applying the overarching models and frames of reference of occupational therapy to the evaluation and intervention process, students will begin to develop their ability to "act" like occupational therapists. Consistent with the methodology of Problem-Based Learning, this course will provide extensive opportunities for students to link the knowledge they are actively acquiring throughout the curriculum to occupational therapy practice skills. The format for this course will be PBL.

OT 536 Clinical Lab- Pediatrics 1 CH

In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during "hands on" learning experiences. The focus will be on developing basic clinical skills of occupational therapy evaluation and intervention within the contexts of the daily lives of families of infants and children through middle childhood 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 537 Evidence Based Seminar- Adolescence 1 CH

This course examines the biological,

psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with clients from early adolescence to early adulthood. Current theories are examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Spirituality and meaning of occupations are also considered in context of evaluation and intervention of the whole client. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL groups to discover and develop their theoretical and evidence base for clinical practice. The format for this course will be presentation, discussion, and collaborative work.

OT 538 Problem Based Learning- Adolescence 2 CH

This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in adolescent occupational therapy. Students will practice clinical decision-making skills in applying their knowledge of foundational theories and principles to the occupational therapy evaluation and intervention process in adolescence and early adulthood. This course will focus on the student's ability to apply foundational knowledge and theories to occupation, evaluation and intervention in the contexts of a child's natural environments, and adopt evidence-based skills and a client and family-centered perspective. Students will apply self-directed learning and critical thinking skills to "hands on" learning experiences and towards developing basic skills of occupational therapy evaluation and intervention within the contexts of adolescents, young adults, and family's daily lives. Through experiences in selecting and applying the overarching models and frames of reference of occupational therapy to the evaluation and intervention process, students will

continue to develop their ability to “act” like occupational therapists. Consistent with the methodology of Problem-Based Learning, this course provides extensive opportunities for students to link the knowledge they are actively acquiring throughout the curriculum to occupational therapy practice skills. The course format consists of PBL tutorials.

OT 539 Clinical Lab- Adolescence 2 CH

In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during “hands on” learning experiences. The focus will be on developing basic clinical skills of occupational therapy evaluation and intervention within the contexts of the daily lives of clients in early adolescence to 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 561 Capstone Project I 4 CH

The Capstone will be a culminating project of the entire occupational therapy curriculum; incorporating the knowledge, skills, professional behaviors, AOTA's code of ethics, core values, and attitudes. Capstone projects will contribute to the vision and mission of the program, reflect the program's overall philosophy and occupational therapy, and contribute to AOTA's Centennial Vision. Capstone projects will be selected from the following areas: education, practice, policy or advocacy, community-based, or professional promotion or recruitment. Students initiate Capstone projects in OT561–Capstone I and complete them in OT604–Capstone II. Students will work in a group of three or four students. Course formats consists of seminars with the Capstone coordinator, regular mentoring meetings with the Capstone advisor, network & look for opportunities for University level service and independent work, which may include

work in the field. Students will develop a Capstone project plan and begin to implement their project for completion in OT 604—Capstone II. The Capstone project will culminate in a scholarly paper and poster in OT604–Capstone II.

OT 562 Portfolio II 2 CH

The course will be the culminating projects outlined in the Portfolio Plan developed in OT532–Portfolio I, a reflective self-assessment of progress on their professional development goals, documentation of progress on Professional Development Plan goals, and an updated Professional Development Plan to pursue as students embark onto level II fieldwork and entry-level practice. Portfolio II will be the last course in the four-course Therapeutic Use of Self and Portfolio sequence of courses. The Portfolio II course format will consist of Portfolio seminars with the course instructor, students' regular mentoring meetings with their academic advisor, and independent work to complete their professional development and portfolio plan activities, assess plan outcomes, and document completion of all activities outlined in the respective plans. One aspect of the portfolio will be shared with classmates in a special presentation scheduled in the time period between the two level II fieldwork experiences.

OT 563 Level one fieldwork 1 CH

Students will engage in Level I Fieldwork during Modules five and six. The purpose of Level I Fieldwork will be for students to integrate academic learning with clinical practice. Fieldwork placement will be determined by the Academic Fieldwork Coordinator. Fieldwork experiences will focus on developing the student's 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 will be one day a week and the setting will align with academic content.

OT 564 Evidence Based Seminar- Adulthood 1 CH

This course examines the biological, psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with adult clients. Current theories are examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Students will consider spirituality and meaning of occupation in the context of evaluation, intervention, and discharge planning. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL tutorial groups to discover and develop their theoretical and evidence base for clinical practice. The format for this course will be presentation, discussion, and collaborative work.

OT 565 Problem Based Learning- Adulthood 2 CH

This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in occupational therapy with the adult population. Students will utilize self-directed learning and critical thinking skills to apply foundational theories and principles, knowledge, and clinical skills to the evaluation and intervention process of occupational therapy as practiced with adults. Students will learn to consider the areas of occupational performance specific to this age group, but also the diversity that can be found in the adult population, particularly in the United States. Consistent with the methodology of Problem-Based Learning, this course will provide extensive opportunities for students to link the knowledge they acquire throughout the curriculum to occupational therapy practice skills. The format for this course will be PBL.

OT 566 Clinical Lab- Adulthood 2 CH

In this lab format course, students will

apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during "hands on" learning experiences. The focus will be on developing the basic knowledge, and clinical and documentation skills of occupational therapy for effective evaluation, and intervention within the contexts of the daily lives of adult clients while maintaining professional behaviors and team collaboration. Course format will include classroom and community experiences.

OT 567 Evidence Based Seminar- Geriatrics 1 CH

This course examines the biological, psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with older adult clients. Current theories are examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Spirituality and meaning of occupations are also considered in the context of evaluation of, intervention with, and discharge planning for the whole client. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL groups to discover and develop their theoretical and evidence base for clinical practice. Course formats will include presentation, discussion, and collaborative work.

OT 568 Problem Based Learning- Geriatrics 2 CH

This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in geriatric occupational therapy. Students will utilize self-directed learning and critical thinking skills to apply foundational and geriatric theories and principles, knowledge, and clinical skills to the evaluation, intervention, and discharge planning process of occupational therapy as practiced with older adults. Students will learn to

consider the diversity within this age group in relation to physical, social, and cognitive factors, and life-style, and investigate the multidisciplinary and contextual support systems available to enable older adult's occupational performance. Consistent with the methodology of Problem-Based Learning, this course provides extensive opportunities for students to link the knowledge they are actively acquiring throughout the curriculum to occupational therapy practice skills. The format for this course will be PBL.

OT 569 Clinical Lab- Geriatrics 2 CH

In this lab format course, students will apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during "hands on" learning experiences. 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 older adult clients while maintaining professional behaviors and team collaboration. Course formats will include classroom and community experiences.

OT 602 Special Topics in Occupational Therapy Practice 3 CH

Special Topics in Occupational Therapy provides the occupational therapy student with an opportunity to integrate information from all prior courses and advance clinical reasoning skills in occupational therapy evaluation and intervention with complex client or population-based cases. Topics covered in this course include specialized interventions such as feeding and swallowing, driving, home modifications and technology, hand therapy, and Ayres' Sensory Integration®, as well as complex situations such as clients in abusive families and clients who are homeless, or population groups. Additionally, complex work/system situations will also be addressed such as new program development, working with difficult teams, and budgeting

and prioritizing for equipment needs. Course formats will include PBL tutorials, seminar discussions, and laboratories.

OT 604 Capstone Project II 4 CH

The Capstone will be a culminating project of the entire occupational therapy curriculum, and should incorporate the knowledge, skills, professional attitudes, behaviors, and ethics of occupational therapy. Capstone projects should embody the vision and mission of the program and reflect the program's overall philosophy as well as that of occupational therapy, and strive to contribute to AOTA's Centennial Vision. Students will continue to work in their Capstone groups to implement and complete their projects, culminating in a 10-20 page publishable manuscript and poster presentation. Students shall utilize a professional poster template that will be handed in along with the completed paper. The Capstone groups will present their work to faculty and peers in the form of a poster presentation at the end of the course. Capstone Poster Presentations are a requirement for graduation. Course formats will consist of seminars with the Capstone coordinator, regularly scheduled mentoring meetings with their Capstone advisor, and work in the field.

OT 605 Groups and Populations 3 CH

This course will be in the third semester and will coincide with OT607-Leadership and Management. Students will study the elements of groups to understand how they operate and how occupational therapists utilize groups for assessment and intervention within particular frames of reference and theoretical models. Topics include the structures, norms, tasks, roles, membership, communication, and group processes which facilitate engagement in meaningful occupations. Students design and implement group protocols with their peers to develop the interpersonal skills necessary for practice in the community. An understanding of diverse and situational meanings expressed in any community is incorporated with the knowledge of group process and

from the needs assessment assignment completed in the TUOS II course. The students will examine how occupational therapists develop health promotion and prevention programs that address the needs of individuals, families, and society within various community contexts. The format of the course includes seminar, lecture, online material and discussions, and experiential learning activities.

OT 606 Therapeutic Use of Self II 3 CH

This course is the third in a four-course stream of leaning. It follows the OT504–Therapeutic Use of Self I and OT532–Portfolio I courses and precedes the final course in this stream, which culminates in the OT562–Portfolio II project. OT 606 addresses the practice of occupational therapy beyond the clinical setting. It examines roles (e. g. educator, advocate, consultant, researcher, or and mentor) that occupational therapists demonstrate and engage in when they interact with the healthcare and education systems. Students are learn about the players and stakeholders who are instrumental in the formulation of policy and legislation in these areas. This course prepares the student to apply critical thinking, and ethical decision-making, and assessment of occupational needs to the organizational, systemic, and civic contexts of practice, and to engage in the assessment of occupational needs. Students expand their knowledge of interactional skills learned in OT 504 to consider how they apply them and develop various strategies to meet these needs. Students will develop their professional interaction skills in relationships with supervisors, supervisees, other healthcare and education professionals, and members of civic society in order to effect change across the continuum of from personal professional development and to national health and education public policy and legislation.

OT 607 Leadership and Management 3 CH

This course uses the formats of lecture,

seminar, collaborative group work, and presentations to study leadership, supervision and management in health care contexts and organizations. This course provides the knowledge and opportunities to practice critical and ethical reasoning, and skills for organizational analysis, leadership, management, and supervision. Theories including aspects such as leadership and management will be examined in detail, including leadership theories, budgeting, marketing and strategic planning. Evidence based processes will be used to find and evaluate research evidence to determine the best course of action in management, supervisory, and leadership situations. Future roles as members of interdisciplinary health care teams and the supervisory relationship, roles, and responsibilities between the OT and OTA will be emphasized.

OT 691 Level II Fieldwork 4 CH

12 weeks of full-time equivalent supervised fieldwork education. Hours are usually 40 hours per week, with specific hours determined by the fieldwork site. Students will arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

OT 693 Level II Fieldwork 4 CH

12 weeks of full-time equivalent supervised fieldwork education. Hours are usually 40 hours per week, with specific hours determined by the fieldwork site. Students will arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

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 chairperson. A maximum of

one 12-month leave of absence may be granted upon review by the chair and faculty Professional Performance Committee at the student's request. As the program is a "lock-step" curriculum, students must reenter the program following a leave of absence in the required curriculum sequence. If a request is denied, or if students fail to enroll for their next consecutive trimester in the program, the student must apply for readmission. The application for readmission must be submitted to the Office of Graduate Admissions. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission and the University may charge a continuous enrollment fee each trimester he or she is not enrolled to maintain matriculation.

Physical Therapy

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DOCTOR PHYSICAL THERAPY (DPT)

The University's Doctoral Program in Physical Therapy prepares students for professional practice as general practitioners who demonstrate selfdirected, ongoing learning, competency in clinical practice, a commitment to the application of professional skills and knowledge in service to others. The program's curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient

problems that students study, discuss and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students, and supports the use of peers in learning and problem solving. Clinical education includes part-time, integrated experiences in each of the academic semesters, and full-time clinical education in the summers following the first and second years of study and the final semester of the academic program. Clinical education totals 38 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.

Goals and Objectives

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

- Practice in an ethical, legal, safe, caring and effective manner.
- Screen individuals to determine the need for physical therapy examination or for referral to other health professionals.
- Determine in any patient with physical dysfunction a diagnosis that is within the scope of physical therapy.
- Design and manage a comprehensive physical therapy plan of care.
- Apply concepts and principles of management in the provision of physical therapy to individuals, organizations and communities.
- Apply concepts of teaching and learning theories in designing, implementing and evaluating learning experiences used in the education of patients, students, colleagues and the community.
- Apply basic principles of the scientific method to read and interpret professional literature,

- to participate in clinical research activities, and to critically analyze new concepts and findings.
- Design and implement cost-effective physical therapy services.
- Plan and implement programs designed to promote and maintain health and wellness.
- Use current information management technologies in the delivery of physical therapy services and analysis of data when indicated.
- Demonstrate effective verbal, nonverbal and written communication skills.
- Reassess and modify treatment and service outcomes.
- Plan for future professional development to maintain a level of practice consistent with acceptable standards.
- Participate in developing methods to meet the physical therapy needs of society.
- Serve as consultants to individuals, colleagues in physical therapy, other health professionals, organizations and the community.
- Participate in personal and professional service activities for the betterment of self, others and the greater community.
- Appreciate the significance of biological, psychological, cognitive, social and cultural factors as it relates to the provision of physical therapy services to patients, families, other health professionals and the community.
- Examine, evaluate and interpret the results of history and clinical findings in order to diagnose clinical problems within the scope of physical therapy practice.
- Synthesize the findings from laboratory and diagnostic tests, including radiologic assessments, in order to arrive at a diagnosis and prognosis for rehabilitation.
- Differentiate from history and diagnostic findings relevant information which should result in a referral to another practitioner.
- Utilize advanced clinical measurement instrumentation, where appropriate, in order to diagnose and intervene in patient/client clinical problems.
- Participate in program development and evaluation.
- Be prepared to practice as a primary care provider for clinical problems within the scope of physical therapy practice.
- Be prepared to evaluate the health of communities and populations.
- Be prepared to facilitate the health and wellness of communities and populations through clinical interventions, health promotion

ADMISSION REQUIREMENTS

Students entering the program must have completed an undergraduate degree in the discipline of their choice. In the case of Sacred Heart University undergraduates, undergraduate study in biology, exercise science, or psychology may be completed in three years, followed by three years of graduate study. Students also must have completed the necessary course prerequisites by the end of the Summer semester prior to enrollment and have no more than two courses outstanding at the time of application. Students are admitted to the program on a competitive basis. Applicants must submit all materials for admission consideration by December 15 (or as published by the Graduate Admissions

Office) for the incoming Fall class.

Application materials must include:

- a graduate admissions application form;
- two letters of recommendation (one from an academic source and one from an employment/volunteer source);
- complete official transcripts of all previous college or university study; and
- a nonrefundable application fee

Admission criteria include:

- physical therapy prerequisite courses grade point average (GPA);
- undergraduate GPA;
- letters of recommendation;
- relevant activity in the health care field;

and

- individual and group interviews with the Physical Therapy admissions committee.

DEGREE REQUIREMENTS

The program is a three-year (six semesters plus eight weeks of clinical education in the first summer and ten weeks in the second summer) course of study offered on a full-time basis only, to allow for the professional socialization of the student and the integration of coursework. This program leads to preparation for licensure as a physical therapist.

Prerequisite Courses

- BI 111, 112 Concepts in Biology I and II (6 credits)
- BI 113, 114 Concepts in Biology Laboratory I and II (2 credits)
- BI 131, 132 Human Anatomy and Physiology I and II (6 credits)

- BI 133, 134 Human Anatomy and Physiology Laboratory I and II (2 credits)
- CH 151, 152 General Chemistry I and II (6 credits)
- CH 153, 154 General Chemistry Laboratory I and II (2 credits)
- MA 131 Statistics for Decision Making (3 credits)
- MA 140 Precalculus (or above) (4 credits)
- PY 111, 112 General Physics I and II (or above) (6 credits)
- PY 113, 114 General Physics Laboratory I and II (2 credits)
- Two psychology electives (6 credits)

Total: 45 credits

Required Courses

Semester Credit Year 1, Semester 1

- PT 611 Structure and Function I (7 credits)
- PT 621 Examination and Documentation I (4 credits)
- PT 631 Evaluation-Intervention I (6 credits)

Semester Total: 17 credits

Year 1, Semester 2

- PT 612 Structure and Function II (7 credits)
- PT 622 Examination and Documentation II (5 credits)
- PT 632 Evaluation-Intervention II (4 credits)

Semester Total: 16 credits

Summer

- PT 740 Professional Practice (1 credit)
- PT 651 Clinical Experience I (4 credits)

Year 2, Semester 1

- PT 713 Structure and Function III (7 credits)
- PT 723 Examination and Documentation III (4 credits)
- PT 733 Evaluation-Intervention III (3 credits)

- PT 741 Professional Practice II (2 credits)
PT 743 Grand Rounds I (2 credits)

Semester Total: 18 credits

Year 2, Semester 2

- PT 714 Structure and Function IV (6 credits)
PT 724 Examination and Documentation IV (4 credits)
PT 734 Evaluation-Intervention IV (4 credits)
PT 744 Grand Rounds II (3 credits)
PT 760 Special Project I (1 credit)

Semester Total: 18 credits

Summer

- PT 752 Clinical Experience II (5 credits)

Year 3, Semester 1

- PT 825 Contemporary Practice in Physical Therapy (9 credits)
PT 845 Professional Practice III (4 credits)
PT 861 Special Project II (4 credits)

Semester Total: 17 credits

Year 3, Semester 2

- PT 853 Clinical Experience III (6 credits)
PT 854 Clinical Experience IV (6 credits)

Semester Total: 12 credits

Program Total: 108 credits

Clinical Education

The curriculum includes 21 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summers following the first and second years of study and during the entire sixth semester of the program. Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings. The

DPT program is affiliated with more than 300 clinical facilities representing a wide range of practice settings, located predominately in the northeastern United States, but include sites across the country. Each site must have a formal contractual relationship with the University that includes a description of the responsibilities associated with clinical education. The University supervises the student's clinical education experience through communication with the clinical instructor on site, written student performance evaluations and on-site visits as may be necessary. Students should anticipate the additional costs of clinical education in the curriculum, including travel, housing, meals and living expenses. In some cases, clinical sites may provide some assistance for expenses such as housing. Planning for clinical education is done through the DPT program by the academic coordinators of clinical education (ACCEs). Students will receive individual advisement regarding clinical education planning. Students will be asked to make clinical education placement requests; however, final placement decisions are the responsibility of the ACCEs.

PROGRAM ACCREDITATION

The Physical Therapy program was initially accredited by both the Connecticut Department of Higher Education (CTDHE) in 1998 and the Commission on Accreditation of Physical Therapy Education (CAPTE) in 1999. In 2003, both agencies approved transition of the program to the Doctor of Physical Therapy (DPT) degree. The program was recognized in these accreditation proceedings for several strengths, including the high quality of its curriculum, the exceptional qualifications of its faculty and for the level of University support provided to the program. CAPTE accreditation is an ongoing process for all PT programs. The PT program at Sacred Heart University received continuing accreditation in 2005 with the next CAPTE

accreditation review occurring in 2014.

COURSE DESCRIPTIONS

Year 1, Semester 1 - 17 CH [25.25 hrs/wk]

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

PT 611 Structure and Function I 7 CH

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

PT 621 Examination and Documentation I 4 CH

This course presents conceptual models for clinical decision-making and expert practice for patients presenting with musculoskeletal dysfunction. Students are introduced to psychosocial, psychomotor, and communication aspects of interacting with patients and their families. Using tutorial-based cases, basic concepts in patient data collection from the patient interview to clinical tests and measurements of the musculoskeletal system are presented, including assessment of: range of motion, joint integrity and mobility, pain, basic muscle performance, posture, body mechanics and observational gait analysis. Students are introduced to the concepts of evidence-based practice, with emphasis on principles necessary to understanding patient impairment, functional outcome and disability data, measurement characteristics of and rationale for choices among available tests and measures, and strengths and limitations of using data to draw conclusions about individual patients or patient groups. Parameters of patient documentation as a data management tool and form of professional communication are initiated. [Format: 2 2.5-hour laboratories and 1 large group discussion per week (75 minutes each).]

PT 631 Evaluation and Intervention I 6 CH

This course includes interpretation and implications of patient history, patient goals and examination data, including diagnostic imaging, to evaluation of the patient with musculoskeletal problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions. The intervention options, the physiologic rationale, implications and evidence for choices in the context of tutorial cases are discussed for impairment-level problems with strength, range of motion, inflammation and pain. Implications of pharmacologic use and interactions on the musculoskeletal system and related

structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 2 large group discussions (75 minutes each) and 2 3-hour labs per week.]

Year 1, Semester 2 - 16 CH [23.5 hrs/wk]

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

PT 612 Structure and Function II 7 CH

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

PT 622 Examination and Documentation II 5 CH

Using neurologically involved patients from tutorial-based cases, principles of examination and patient data collection are expanded to include interview issues with and clinical tests and measurement options and rationales for assessing: attention, arousal, cognition, cranial nerve integrity, neuromotor development, reflex integrity, sensory integrity and motor performance. Handling skills for the more involved patient will be included, as will implications of findings for referral to other health care practitioners. Students continue to examine how to use evidence in practice by developing an understanding of and ability to analyze and independently interpret the range of issues affecting statistical and clinical inference in a published research, including individual studies, systematic reviews and clinical practice guidelines. [Format: 2 2.5-hour laboratories and 2 large group discussions per week (75 minutes each).]

PT 632 Evaluation and Intervention II 4 CH

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

and 2 2.5-hour lab/seminars per week.]

Year 1, Summer - 5 CH

PT 740 Professional Practice 1 CH

This three-day, all-day retreat provides students with the opportunity to explore fundamental issues of professionalism in physical therapy, patient communication and interaction, and professional ethics through readings, discussions, and small group activities. This seminar prepares students to enter full-time clinical education later in the summer.

PT 651 Clinical Experience I 4 CH

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

Year 2, Semester 1 - 18 CH [26.25 hrs/wk]

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

to work on writing competence.

PT 713 Structure and Function III 7 CH

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

PT 723 Examination and Documentation III 4 CH

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

PT 733 Evaluation and Intervention III 3 CH

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

PT 741 Professional Practice II 2 CH

This course uses tutorial-based cases to examine the roles and responsibilities of the physical therapist as a professional. Scope of physical therapy practice is explored, including the role and responsibilities of other members of the health care team, responsibilities in referral to other health care professionals and in delegation to and supervision of support personnel. Ethical guidelines and conflicts are considered along with factors affecting patient, family and interprofessional communication. Patient and family educational issues are examined in the context of optimizing short- and long-term outcomes [Format: 1 large group discussion (150 minutes each) per week.]

PT 743 Grand Rounds I 2 CH

Students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting the cardiovascular, pulmonary, integumentary systems and immune systems. Students apply an evidence-based analysis of the literature related to a specific clinical examination, intervention, or management strategy. The culminating product of the semester is a professional presentation of the case and evidence-based findings to students and faculty.

Year 2, Semester 2 - 18 CH [25.0 hrs /wk]

This semester focuses on the patient with movement dysfunction primarily due to spinal, TMJ, or genitourinary problems, including patients with congenital or acquired spinal cord injury that is inherently multisystem and complex. Although PT 714 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial are not necessarily used concurrently across courses, but are presented in a course context-specific manner. The courses are substantially interrelated and are, therefore, co-requisite to each other. Also included in this semester and tied to components of each course are 4 to 6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that is used to facilitate achievement of the goals of the experience and to work on writing competence. This semester also includes the introduction of the special project that will serve as the summative capstone experience for the patient-based components of the curriculum. The special project continues into Year 3, Semester 1.

PT 714 Structure and Function IV 6 CH

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

PT 724: Examination and Documentation IV 4 CH

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

PT 734 Evaluation and Intervention IV 4 CH

This course includes interpretation and implications of patient history and examination data, including diagnostic imaging, to evaluation of the patient with spinal, TMJ, genitourinary, or complex mobility problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions using best available

evidence. The intervention options, rationale, and implications for choices among spinal interventions, exercise programs, assistive or supportive devices, and orthotics are examined as the means of optimizing mobility and self-care. Gait analysis is used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the studies systems and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 1 large group discussion (75 minutes) and 2 2-hour labs per week.]

PT 744 Grand Rounds II 3 CH

Students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting the musculoskeletal and neurological systems. Students apply an evidence-based analysis of the literature related to a specific clinical examination, intervention, or management strategy. The culminating product of the semester is a professional presentation of the case and evidence-based findings to students and faculty.

PT 760 Special Project I 1 CH

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 (2 presentations per class session). Student will be required to attend all presentations.

Year 2, Summer - 5 CH

PT 752 Clinical Experience II 5 CH

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

Year 3, Semester 1 - 17 CH [22.75 hrs /wk]

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

PT 825 Contemporary Practice in Physical Therapy 9 CH

This tutorial-based course focuses on the health care delivery system—the content in which practice exists, must function, and within which practice goals and objectives are established. Practice-based cases are used to develop

an understanding of health care finance and financial decision-making (including an understanding of case-mix and cost-effectiveness issues), marketing, and capitation/contractual issues. Trends in health care and health care finance are examined in the context of understanding the role of the physical therapist as an advocate for the patient and the profession. The function of and considerations relative to the physical therapist as a consultant to other practices, health care providers, or a community are discussed. 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: 2 3-hour tutorials, 3 large group discussions (75 minutes), and 1 2-hour seminar per week.]

PT 845 Professional Practice III 4 CH

This course prepares students for community outreach, implementation of wellness programming, 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 practiceplanning 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: 1 large group discussion (75 minutes per week)]

and 1 2.5-hour seminar per week.]

PT 861 Special Project II 4 CH

This is the continuation of the special project described in PT 760. This semester includes the completion and presentation of the project. [Format: 1 3-hour seminar/presentation session and 1 3-hour field work period per week.]

Year 3, Semester 2

12 CH [40 hrs/week]

In this final semester, students complete their study with both clinic-based patient management experiences, and with practice-based clinical and didactic experiences.

PT 853 Clinical Experience III 6 CH

PT 854 Clinical Experience IV 6 CH

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

APPENDIX - DISCRIMINATION

PROCEDURES FOR INDIVIDUALS CLAIMING UNLAWFUL DISCRIMINATION OR HARASSMENT

Claims of harassment or discrimination are: (1) claims of violation of the University's nondiscrimination policy, and (2) claims of violations of the University policy in opposition to harassment.

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination including harassment, under Title VI, Title IX, Section 504 of the Rehabilitation Act and the Age Discrimination Act.

An individual who believes that she/he has been discriminated against, including being harassed, may report the situation to the Executive Director of Human Resources who serves as the primary University officer responsible for such matters. In the absence of the Executive Director or if the complaint is against the Executive Director, the report may be to the Vice President of Human Resources or any Vice President of the University. Reports/complaints are to be filed within ninety (90) calendar days after the conduct complained of occurred or within the time the person reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.)

The report can be written or oral and should consist of the following:

1. the specific conduct objected to,
2. the date(s) and time(s) such conduct took place,
3. the name(s) of the alleged harasser(s) or person(s) believed to be discriminating against them,

4. the location(s) where the conduct occurred,
5. the name(s) of any witness(es)
6. action sought to remedy the situation, and any other details or information requested by the Executive Director or her/his designee.

In addition, the person should provide any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination or harassment.

Informal Procedure

Any individual who believes that she/he has been unlawfully harassed or discriminated against may, if she/he chooses to, attempt to resolve the situation through a discussion with the other party. If that is not practical, the individual should consult with the Executive Director of Human Resources who serves as the officer responsible for such complaints, or her/his designee. The purpose of this consultation is multi-fold. The Executive Director or her/his designee will provide information and assistance to help the individual assess whether or not the behavior is harassing or discriminatory, will explain the University's grievance procedure and provide guidance regarding the investigative procedure. There is no requirement that an informal resolution must be attempted by the complainant.

The individual may also request the Executive Director or her/his designee to attempt to facilitate a resolution of the grievance informally after investigating the matter. If the individual desires an informal resolution, the Executive Director or her/his designee will attempt to provide an informal resolution within twenty (20)

working days of the receipt of the request.

Investigation of Complaints

Upon receipt of a complaint or report a prompt investigation will take place in a confidential manner so as to disclose information only to those who have a need to know or those who may have pertinent information. The respondent and witnesses will be interviewed. Disclosure of the complainant's name will be made if in the judgment of the investigator it is necessary to the investigation. The investigation will be kept as confidential as possible without compromising the investigation.

The Executive Director or her/his designee (investigator) will determine whether there is a reasonable basis for the complaint. At the conclusion of this stage of the investigation the investigator will report her/his conclusions to the complainant in writing with the resolution of the complaint. The investigation should be completed within thirty (30) working days of the complaint filing unless extended for reasonable cause.

The investigation may be delayed during the period of an attempted informal resolution should the Complainant desire it.

If it is determined that discrimination or harassment has occurred, the University will take action to stop the violation, prevent a reoccurrence and correct any discriminatory effect. Such action may include counseling, warning, disciplinary action, termination of employment, or expulsion.

A confidential record of the proceedings will be maintained in a private file in the office of the investigator.

If a complainant is dissatisfied with the resolution because the investigation was not conducted as described above or due to the discovery of evidence

not reasonably available during the investigation, she/he may request a review by the Vice President of the University division within which the discrimination was claimed to have occurred. If the complaint involves that Vice President the President of the University or his/her designee shall conduct the review.

The request for review must be made within ten (10) working days of the notice of the result of the investigation. The review by the Vice President must be completed within thirty (30) working days and submitted in writing either sustaining the investigation result or reopening the investigation for further consideration if the investigation was not conducted as described above or due to the discovery of evidence not reasonably available during the investigation. The decision on the review shall be final.

STATE AND FEDERAL RIGHTS

The complainant may at any time file a complaint with the Department of Education, Office for Civil Rights, or other applicable federal or state agency for the enforcement of federal or state laws within the jurisdiction of such agency.

TIME LINES

Working days are days when the administrative offices of the University are regularly open for business; weekends, holidays, snow days and days the University is closed shall not be counted as working days.

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Adjunct Instructor
Ed.D., Teachers College, Columbia University
- Terese Mortorella**
Adjunct Instructor
6th Year, Sacred Heart University
- Stephanie J. Neborsky**
Adjunct Instructor
6th Year, Eastern Connecticut State University
- Phillip A. Nelson**
Adjunct Instructor
M.Ed., Columbia University
- Eleanor Osborne**
Adjunct Instructor
Ph.D., University of Connecticut
- Salvatore V. Pascarella**
Adjunct Assistant Professor
Ed.D., Loyola University
- Thomas A. Pesce, Sr.**
Adjunct Instructor
6th Year, Fairfield University
- Gail Prelli**
Adjunct Instructor
Ed.D., Central Connecticut State University
- Susanne W. Price**
Adjunct Instructor
6th Year, Fairfield University
- Adrienne Rubin**
Adjunct Instructor
6th Year, Fairfield University
- Adolia F. Sala**
Adjunct Instructor
M.S., University of Bridgeport
- Melvin Senator**
Adjunct Instructor
6th Year, University of Bridgeport
- Rochelle Senator**
Adjunct Instructor
M.L.S., Southern Connecticut State College
- Elaine P. Silverman**
Adjunct Instructor
M.S., Southern Connecticut State University
- Ana Sousa-Martins**
Adjunct Instructor
6th Year, Fairfield University
- Marilyn V. Spence**
Adjunct Instructor
6th Year, Fairfield University
- Mary E. Stickley**
Adjunct Instructor
6th Year, Southern Connecticut University
- Kenneth G. Tavares**
Adjunct Instructor
M.S., 6th Year, University of Bridgeport
- Leonard A. Tomasello**
Adjunct Instructor
Ed.D., Nova University
- Janet F. Wahnquist**
Adjunct Instructor
M.A., Sacred Heart University
- Richard P. Wronski**
Adjunct Instructor
M.S., 6th Year, University of Bridgeport
- Barbara Young**
Adjunct Instructor
B.S., Southern Connecticut State University
Administrative Certificate,
Sacred Heart University

Griswold Campus**Ronald G. Boling**

Adjunct Instructor
B.A., Indiana State University
Prof. Certificate, Technology, Central
Connecticut State University

Stephen Brown

Adjunct Instructor
M.A.T., 6th Year, Sacred Heart University

Patricia A. Ciccone

Adjunct Instructor
M.A., Norwich University
6th Year, Sacred Heart University

Christopher Contos

Adjunct Instructor
M.S.Ed., Eastern Illinois University
6th Year, Sacred Heart University

Claudia A. Danna

Adjunct Instructor
M.S., Eastern Connecticut State University
6th Year, Sacred Heart University

Michael A. Davidson

Adjunct Instructor
M.S., Rolle College, UK
Post Graduate Technology Diploma,
Filton Technical College, UK

David B. Erwin

Adjunct Instructor
M.S., Southern Connecticut State University

Stephen Feldman

Adjunct Instructor
Ed.D., St. John's University

Therese G. Fishman

Adjunct Instructor
Ed.D., Boston University

James B. Giordano

Adjunct Instructor
M.A., 6th Year, University of Connecticut

Wilfred H. Gladue

Adjunct Instructor
M.A., 6th Year, University of Connecticut

Madeline M. Illinger

Adjunct Instructor
M.A., University of Connecticut
6th Year, Sacred Heart University

William Juzwic

Adjunct Instructor
M.S., 6th Year, University of Connecticut

Ronald P. Michaels

Adjunct Instructor
M.A.T., Sacred Heart University
6th Year, Fairfield University

Stephanie J. Neborsky

Adjunct Instructor
M.S., Eastern Connecticut State University
6th Year, Sacred Heart University

Monica Sanchez-Franzone

Adjunct Instructor
Ed.D., Johnson & Wales University

Nancy G. Souza

Adjunct Instructor
M.S., Eastern Connecticut State University
6th Year, Sacred Heart University

Donald A. Steinman

Adjunct Instructor
M.S., Eastern Connecticut State University
6th Year, University of Connecticut

Alan J. Strauss

Adjunct Instructor
M.A.T., 6th Year, Sacred Heart University

Michael K. Talbot

Adjunct Instructor
M.A., Connecticut College
6th Year, Southern CT State University

Mark L. Winzler

Adjunct Instructor
M.Ed., 6th Year, University of Hartford

Regina R. Wohlke

Adjunct Instructor
M.A., Southern Connecticut State University
6th Year, St. Joseph College

COLLEGE OF HEALTH PROFESSIONS**Athletic Training****Julie Alexander**

Adjunct Instructor
M.S., Old Dominion University

Ben Batchelder

Adjunct Instructor
M.S., Ohio University

Shannon Bonini

Adjunct Instructor
M.A.T., Sacred Heart University

Sam Chen

Adjunct Instructor
B.S., Sacred Heart University

Felicia Dorsey
Adjunct Instructor
M.S.Ed., Ohio University

Vicky Graham
Adjunct Instructor
M.S.Ed., University of Tennessee

Brianna Hudak
Adjunct Instructor
B.S., Sacred Heart University

Leo Katsetos
Adjunct Instructor
M.S., Old Dominion University

Gina Mentone
Adjunct Instructor
B.S., Sacred Heart University

Exercise Science

Anthony Cuoco
Adjunct Instructor
D.P.T., Slippery Rock University

Jean P. Desrosiers, Jr.
Adjunct Instructor
B.S., Bridgewater State College

Michele M. Suhie
Adjunct Instructor
Ph.D., Ohio State University

Nursing

Kathleen Agis
Adjunct Instructor
B.S.N., Adelphi University

Debra Anderson
Adjunct Instructor
M.S.N., Rutgers University

Elizabeth Braun
Adjunct Instructor
Ph.D., Fielding Graduate University

Karen Brown
Adjunct Instructor
M.S.N., Hunter College, The City
University of New York

Laura Caramanica
Adjunct Instructor
Ph.D., University of Connecticut

Laurie Collins
Adjunct Instructor
M.S.N., Columbia University

Dorothea Esposito
Adjunct Instructor
M.S.N., University of Phoenix

Jessica L. Farrone
Adjunct Instructor
M.S., Southern Connecticut State University

Michelle M. Godin
Adjunct Instructor
Ed.D., Teachers College, Columbia University

Suzanne C. Hines
Adjunct Instructor
M.S.N., Boston College

Deborah Jackson
Adjunct Instructor
M.S.N., Sacred Heart University

Kathleen Jimmie
Adjunct Instructor
B.S.N., Fairfield University

Susan McGinnis
Adjunct Instructor
M.S., University of Bridgeport

Jean McPhilly
Adjunct Instructor
M.S.N., University of Rochester

Colleen Moss
Adjunct Instructor
M.S.N., Sacred Heart University

Nina Pearlin
Adjunct Instructor
M.A., Fairfield University

Gale Plank
Adjunct Instructor
D.N.P., Duquesne University

Kristiane Proto
Adjunct Instructor
M.S.N., Sacred Heart University

Joanne Roy
Adjunct Instructor
Ph.D., University of Rhode Island

Linda Smith
Adjunct Instructor
M.Sc.A., McGill University

Theresa Soltis
Adjunct Instructor
M.S.N., Sacred Heart University

Nadine Southard
Adjunct Instructor
M.S.N., Sacred Heart University

Karen Spencer-Patrick
Adjunct Instructor
D.N.P., Rush University

Michelle Towle
Adjunct Instructor
B.S.N., Fairfield University

Amy Weinberg
Adjunct Instructor
D.N.P., University of Medicine and
Dentistry of New Jersey

Pamela Williams
Adjunct Instructor
M.S.N., Walden University

Maureen Wright
Adjunct Instructor
M.S.N., Western Connecticut
State University

Constance Young
Adjunct Instructor
Ed.D., Teachers College, Columbia University

Occupational Therapy

Brett Carr
Adjunct Instructor
D.C., Colgate University

Janet Betts
Adjunct Instructor
M.A., Sacred Heart University

Physical Therapy

Paul Bernier
Adjunct Instructor
M.S.P.T., Sacred Heart University

Karen Blood
Adjunct Instructor
M.S.P.T., Sacred Heart University

David A. Carleton
Adjunct Instructor
M.S.P.T., Quinnipiac University

Michael Catuccio
Adjunct Instructor
M.S., Sacred Heart University

Melissa A. Corriveau
Adjunct Instructor
D.P.T., Russell Sage College

Anthony Cuoco
Adjunct Instructor
D.P.T., Slippery Rock University

Marc T. Dalton
Adjunct Instructor
D.P.T., University of St. Augustine

Noël C. DeGray
Adjunct Instructor
M.S.P.T., Sacred Heart University

Crista Forstrom
Adjunct Instructor
M.S.P.T., Sacred Heart University

Nicole Harriman
Adjunct Instructor
M.S.P.T., Sacred Heart University

Janine Hatch
Adjunct Instructor
D.P.T., MGH Institute of Health Professions

Gianna Hernandez
Adjunct Instructor
M.S., Touro College

Tracy E. Hoppock
Adjunct Instructor
M.S.P.T., Sacred Heart University

Helena L. Jurkiewicz
Adjunct Instructor
M.S.P.T., Sacred Heart University

Thomas R. Kascak
Adjunct Instructor
M.B.A., University of New Haven

Kerri Kozak
Adjunct Instructor
D.P.T., Sacred Heart University

Colleen Leonhard
Adjunct Instructor
M.S.P.T., Sacred Heart University

Mark C. Martire
Adjunct Instructor
D.P.T., Sacred Heart University

Caryn McAllister
Adjunct Instructor
B.S., University of Connecticut

Rachel McNamara
Adjunct Instructor
D.P.T., Sacred Heart University

Erin M. Prastine
Adjunct Instructor
M.S.P.T., Sacred Heart University

Nancy J. Reichlin
Adjunct Instructor
M.P.T., Emory University

Kristin Schweizer
Adjunct Instructor
M.P.T., Hahnemann University

Victor Vaughan

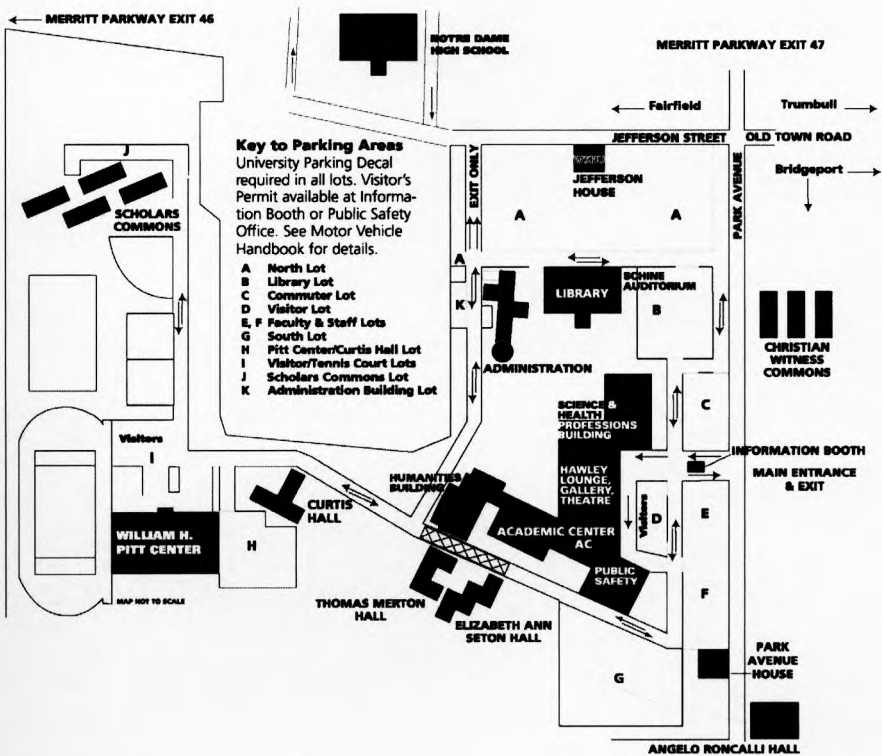
Adjunct Instructor

D.P.T., Sacred Heart University

Sheila Thomas Watts

Adjunct Instructor

D.P.T., Sacred Heart University



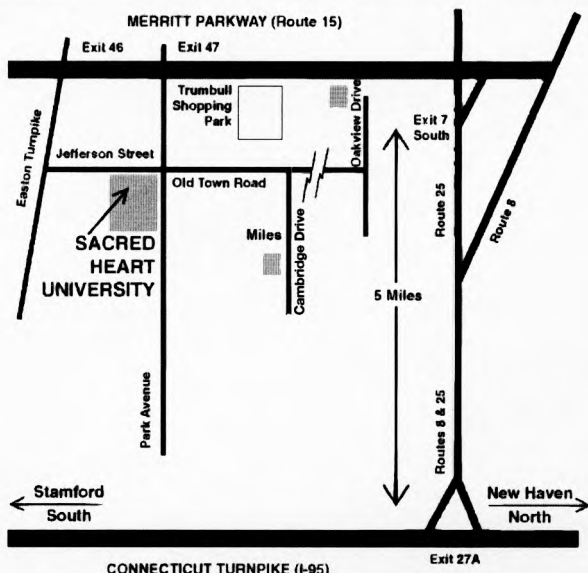
Sacred Heart University Main Campus Fairfield, CT

Entrance at Park Avenue only.

Exits at Park Avenue and Jefferson Streets.

Check with guard at entrance on Park Avenue or Public Safety Office for parking permit.

DIRECTIONS TO SACRED HEART UNIVERSITY



MAIN CAMPUS, FAIRFIELD, CT

5151 Park Avenue, Fairfield, CT 06825-1000

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only).

Take Exit 47. At end of ramp turn left onto Park Avenue and proceed one block to Sacred Heart University. Entrance on Park Avenue.

From Connecticut Turnpike (I-95) NORTH OR SOUTH (passenger vehicles only)

Take Exit 27A. Continue straight ahead on combined Routes 8 and 25 to fork. Bear left onto Route 25. Take Exit 7, Merritt Parkway south, and follow directions above.

OAKVIEW CAMPUS

101 Oakview Drive, Trumbull, CT 06611

From Connecticut Turnpike (I-95) NORTH OR SOUTH (all vehicles)

Take Exit 27A (Route 25/8 Connector) and follow signs for Route 25 (bear left when the connector splits). Just after the split, get off at Exit 7. (Merritt Pkwy/Route 127 Trumbull). Bear right, following signs for Route 127 (White Plains Road). At the end of the exit ramp, turn left onto White Plains Road.**

From Merritt Parkway SOUTHBOUND (passenger vehicles only)

Take Exit 50 (Route 127/White Plains Road). At end of ramp bear right onto White Plains Road.**

**Stay in the left lane for about 1 mile on White Plains Road and turn left at the traffic light (fire station on the right) onto Reservoir Avenue.

Follow Reservoir Avenue (go under Parkway bridge) and turn right onto Lindeman Drive. At the stop sign at the end of Lindeman Drive, turn right onto Oakview Drive. The road dead-ends. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

From Merritt Parkway NORTHBOUND (passenger vehicles only)

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

STAMFORD CAMPUS

12 Omega Drive, Stamford, CT 06907

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only)

Exit 36. Turn right. Go 2 miles; take a right at the light onto Camp Street. At the next light turn left onto Hope Street. Entrance to River Bend Park is on the left past the Springdale train station. Follow signs to first office building on right.

From Connecticut Turnpike (I-95) NORTH OR SOUTH (all vehicles)

Exit 9. Follow Route 106/Courtland Avenue to Glenbrook Road; turn left. At second light turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend entrance, on right just before the Springdale train station. Follow signs to first building on right.

CAMBRIDGE CAMPUS

7 Cambridge Drive, Trumbull, CT 06611

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only)

Exit 48. Take left from Southbound direction or right from Northbound onto Main Street (Route 111). Take left onto Old Town Road. At third stop sign, go straight on to Cambridge Drive. Proceed to first building on the left.