2014–2015

GRADUATE
CATALOG

Sacred Heart
UNIVERSITY

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UNIVERSITY

Contents

Welcome from the President

Dear Friends,

On behalf of our 6,800 students, many hundreds of professors and staff members and 37,000-plus alumni, I want to welcome you to Sacred Heart University. In these pages, you will find just some of the reasons that the Princeton Review has included our University in its Best 378 Colleges – 2014 Edition, Best in the Northeast and Best 295 Business Schools – 2014 Edition, and U.S.News & World Report ranks us among the best master's universities in the North. The second-largest Catholic university in New England, Sacred Heart offers more than 50 undergraduate, graduate and doctoral programs on its main campus in Fairfield, Conn., and satellites in Connecticut, Luxembourg and Ireland.

The University is made up of five distinctive colleges: Arts and Sciences; Isabelle Farrington College of Education; Health Professions; University College; and the John F. Welch College of Business. Educating students in the legacy and tradition of GE's legendary Jack Welch, this College is accredited by the AACSB International, an elite designation belonging to fewer than five percent of business schools worldwide. The University fields 31 Division I varsity teams and sponsors an award-winning program of community service.

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

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

Sincerely,

John J. Petillo, Ph.D.

University Telephone Numbers

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

Graduate Calendar

Semesters

FALL SEMESTER 2014

Classes Begin	Mon., Aug. 25
Labor Day - No Classes	Mon., Sept. 1
Last Day to Add/Drop	Tues., Sept. 2
Last Day to Convert Incomplete Grades for Spring & Summer	Wed., Oct. 8
Columbus Day Weekend - No Classes	Sun. - Tues., Oct. 12 - 14
Faculty Institute Day - No Classes	Tues., Oct. 14
Last Day to Withdraw from a Course*	Mon., Oct. 27
Thanksgiving Holiday - No Classes	Wed. - Sun., Nov. 26 - 30
Last Day of Classes (Including Finals)	Mon., Dec. 8
Final Exams not given during last week of classes (must follow examination schedule)	Tues. - Sat., Dec. 9 - 13

*See Course Withdrawal Policy on Registrar's Website.

SPRING SEMESTER 2015

Classes Begin	Mon., Jan. 12
Martin Luther King Day - No Classes	Mon., Jan. 19
Last Day to Add/Drop	Tues., Jan. 20
Last Day to Convert Incomplete Grades for Fall & Winter	Wed., Feb. 25
Spring Break - No Classes	Sun. - Sun., Mar. 1 - 8
Last Day to Withdraw from a Course*	Mon., Mar. 23
Easter Holiday - No Classes	Wed. - Mon., Apr. 1 - 6
Faculty Institute Day - No Classes	Tues., April 7
Last Day of Classes (Including Finals)	Mon., May 4
Final Exams not given during last week of classes (must follow examination schedule)	Tues. - Tues., May 5 - 12
Graduate Commencement	Sat., May 16

*See Course Withdrawal Policy on Registrar's Website.

SUMMER SESSION I 2015

Classes Begin	Mon., June 1
Last Day to Add/Drop	Wed., June 3
Last Day to Withdraw from a Course*	Fri., June 19
Independence Day - No Classes	Fri., July 4
Last Day of Classes (Including Finals)	Wed., July 8

*See Course Withdrawal Policy on Registrar's Website.

SUMMER SESSION II 2015

Classes Begin	Thurs., July 9
Last Day to Add/Drop	Mon., July 13
Last Day to Withdraw from a Course*	Thurs., July 30
Last Day of Classes (Including Finals)	Fri., Aug. 14

*See Course Withdrawal Policy on Registrar's Website.

Trimesters

FALL TRIMESTER 2014

Classes Begin	Mon., Sept. 8
Last Day to Add/Drop	Mon., Sept. 15
Last Day to Convert Incomplete Grades for Spring & Summer	Wed., Oct. 8
Columbus Day Weekend - No Classes	Sun. - Mon., Oct. 12 - 13
Faculty Institute Day - Classes Held	Tues., Oct. 14
Last Day to Withdraw from a Course*	Fri., Oct. 24
Thanksgiving Holiday - No Classes	Wed. - Sun., Nov. 26 - 30
Last Day of Classes (Including Finals)	Fri., Dec. 5

*See Course Withdrawal Policy on Registrar's Website.

WINTER INTERSESSION 2014/2015

MBA Courses	Dates TBA
Last Day to Withdraw from a Course*	Dates TBA

*See Course Withdrawal Policy on Registrar's Website.

SPRING TRIMESTER 2015

Classes Begin	Mon., Jan. 12
Martin Luther King Day - No Classes	Mon., Jan. 19
Last Day to Add/Drop	Tues., Jan. 20
Last Day to Withdraw from a Course*	Mon., Feb. 23
Last Day to Convert Incomplete Grades for Fall & Winter	Tues., Feb. 24
Last Day of Classes (Including Finals)	Thurs., Apr. 2
Graduate Commencement	Sat., May 16

*See Course Withdrawal Policy on Registrar's Website.

MAY INTENSIVE (LATE SPRING) TRIMESTER 2015

Classes Begin	Mon., Apr. 6
Last Day to Add/Drop	Mon., Apr. 13
Last Day to Withdraw from a Course*	Fri., May 22
Memorial Day - No Classes	Mon., May 25
Last Day of Classes (Including Finals)	Fri., June 26

*See Course Withdrawal Policy on Registrar's Website.

SUMMER SESSION II 2015

Classes Begin	Thurs., July 9
Last Day to Add/Drop	Mon., July 13
Last Day to Withdraw from a Course*	Thurs., July 30
Last Day of Classes (Including Finals)	Fri., Aug. 14

*See Course Withdrawal Policy on Registrar's Website.

Education

FALL SEMESTER 2014

Labor Day - No Classes	Mon., Sept. 1
Classes Begin	Tues., Sept. 2
Last Day to Add/Drop	Mon., Sept. 8
Last Day to Convert Incomplete Grades for Spring & Summer	Wed., Oct. 8
Columbus Day Weekend - No Classes	Sun. - Mon., Oct. 12 - 13
Faculty Institute Day - No Classes	Tues., Oct. 14
Last Day to Withdraw from a Course*	Mon., Nov. 3
Thanksgiving Holiday - No Classes	Wed. - Sun., Nov. 26 - 30
Last Day of Classes (Including Finals)	Fri., Dec. 5

*See Course Withdrawal Policy on Registrar's Website.

WINTER INTERSESSION 2014/2015

Classes Meet	Dec. 15, 16, 17, 22, 23, 29, 30
	Jan. 5, 6, 7
Last Day to Add/Drop	Wed., Dec. 17
Last Day to Withdraw*	Tues., Dec. 30
Last Day of Classes (Including Finals)	Wed., Jan. 7

*See Course Withdrawal Policy on Registrar's Website.

SPRING SEMESTER 2015

Classes Begin	Mon., Jan. 26
Last Day to Add/Drop	Mon., Feb. 2
Last Day to Convert Incomplete Grades for Fall & Winter	Tues., Feb. 24
Last Day to Withdraw from a Course*	Tues., Mar. 17
Easter Holiday - No Classes	Wed. - Tues., Apr. 1 - 7
Last Day of Classes (Including Finals)	Fri., Apr. 24

*See Course Withdrawal Policy on Registrar's Website.

MAY INTENSIVE SESSION (LATE SPRING) 2015

Classes Meet	May 13, 14, 15, 18, 19,
	20, 21, 26, 27, 28
Last Day to Add/Drop	Fri., May 15
Last Day to Withdraw*	Thurs., May 21
Memorial Day - No Classes	Mon., May 25
Last Day of Classes (Including Finals)	Thurs., May 28

*See Course Withdrawal Policy on Registrar's Website.

SUMMER SESSION I 2015

Classes Begin	Mon., June 1
Last Day to Add/Drop	Fri., June 5
Last Day to Withdraw from a Course*	Fri., June 19
Independence Day - No Classes	Fri., July 4
Last Day of Classes (Including Finals)	Thurs., July 9

*See Course Withdrawal Policy on Registrar's Website.

SUMMER SESSION II 2015

Classes Begin	Mon., July 13
Last Day to Add/Drop	Fri., July 17
Last Day to Withdraw from a Course*	Fri., July 31
Last Day of Classes (Including Finals)	Thurs., Aug. 20

*See Course Withdrawal Policy on Registrar's Website.

On-Ground Modules

MODULE TERM 1 2014: MON., AUG. 25 - FRI., OCT. 17

Labor Day - No Classes	Mon., Sept. 1
Last Day to Withdraw*	Fri., Sept. 26
Columbus Day Weekend - No Classes	Mon., Oct. 13

MODULE TERM 2 2014: MON., OCT. 20 - FRI., DEC. 12

Last Day to Withdraw*	Mon., Nov. 24
Thanksgiving Holiday - No Classes	Thurs. - Sun., Nov. 27 - 30

MODULE TERM 3 2015: MON., JAN. 5 - FRI., FEB. 27

Martin Luther King Day - No Classes	Mon., Jan. 19
Last Day to Withdraw*	Fri., Feb. 6

MODULE TERM 4 2015: MON., MAR. 2 - FRI., APR. 24

Last Day to Withdraw*	Fri., Apr. 3
Easter Holiday - No Classes	Thurs. - Mon., Apr. 2 - 6

MODULE TERM 5 2015: MON., APR. 27 - FRI., JUNE 19

Memorial Day - No Classes	Mon., May 25
Last Day to Withdraw*	Fri., May 29

MODULE TERM 6 2015: MON., JUNE 22 - FRI., AUG. 14

Independence Day - No Classes	Fri., July 4
Last Day to Withdraw*	Fri., July 24

*See Course Withdrawal Policy on Registrar's Website.

SHU Online Modules

MODULE TERM 1 2014: MON., AUG. 25 - FRI., OCT. 17

Last Day to Add/Drop	Sun., Aug. 31
Last Day to Withdraw*	Fri., Sept. 26

MODULE TERM 2 2014: MON., OCT. 20 - FRI., DEC. 12

Last Day to Add/Drop	Sun., Oct. 26
Last Day to Withdraw*	Fri., Nov. 21

MODULE TERM 3 2015: MON., JAN. 5 - FRI., FEB. 27

Last Day to Add/Drop	Sun., Jan. 11
Last Day to Withdraw*	Fri., Feb. 6

MODULE TERM 4 2015: MON., MAR. 2 - FRI., APR. 24

Last Day to Add/Drop	Sun., Mar. 8
Last Day to Withdraw*	Fri., Apr. 3

MODULE TERM 5 2015: MON., APR. 27 - FRI., JUNE 19

Last Day to Add/Drop	Sun., May 3
Last Day to Withdraw*	Fri., May 29

MODULE TERM 6 2015: MON., JUNE 22 - FRI., AUG. 14

Last Day to Add/Drop	Sun., June 28
Last Day to Withdraw*	Fri., July 24

*See Course Withdrawal Policy on Registrar's Website.

Occupational Therapy Modules

FALL SEMESTER 2014

Classes Begin	Mon., Aug. 25
Labor Day - No Classes	Mon., Sept. 1
Columbus Day Weekend - No Classes	Mon. - Tues., Oct. 13 - 14
Last Day to Withdraw*	Mon., Oct. 27
Thanksgiving Holiday - No Classes	Thurs. - Fri., Nov. 27 - 28
Last Day of Classes	Fri., Dec. 12

*See Course Withdrawal Policy on Registrar's Website.

SPRING SEMESTER 2015

Classes Begin	Mon., Jan. 5
Martin Luther King Day - No Classes	Mon., Jan. 19
Spring Break - No Classes	Mon. - Fri., Mar. 2 - 6
Last Day to Withdraw*	Mon., Mar. 23
Easter Holiday - No Classes	Thurs. - Mon., Apr. 2 - 6
Faculty Institute Day - No Classes	Tues., Apr. 7
AOTA Conference	Thurs. - Sun., Apr. 16 - 19
Last Day of Classes	Fri., Apr. 24

*See Course Withdrawal Policy on Registrar's Website.

LATE SPRING/SUMMER SEMESTER 2015

Classes Begin	Mon., Apr. 27
Graduate Commencement	Sat., May 16
Memorial Day - No Classes	Mon., May 25
Last Day to Withdraw*	Fri., June 26
Independence Day - No Classes	Fri., July 4
Last Day of Classes	Fri., Aug. 7

*See Course Withdrawal Policy on Registrar's Website.

Statement of University Policies

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

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

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

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

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

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

Sacred Heart University's procedures for claiming unlawful discrimination or harassment are set as an appendix to this catalog and also on the Sacred Heart University's website. The Executive Director for Human Resources, Julia Nofri, 203-365-4837, 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 Officer 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.

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

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

or

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

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The University

Accreditation and Memberships

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

In addition, several University programs have received either specialized accreditation or approval by the state of Connecticut or have been granted specialized accreditation by national professional organizations. The Farrington College of Education has achieved national accreditation by NCATE (now CAEP). The elementary teacher certificate program is nationally recognized by the Association for Childhood Education International (ACEI) and the Intermediate Administrator program is nationally recognized by the Educational Leadership Constituent Council (ELOC). The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education; the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education. The Master of Arts in Teaching and Certificates of Advanced Study in Teaching. Literacy and Education Leadership are accredited by the Connecticut State Department of Higher Education (now the Office of Higher Education). The Education programs for Initial Teacher Certification at the Elementary and Secondary levels;

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

MEMBERSHIPS

AACSB, the Association to Advance Collegiate Schools of Business

Accreditation Council for Occupational Therapy Education (ACOTE)

Alpha Sigma Lambda Honor Society (ASL)

American Accounting Association

American Alliance of Health, Physical Education and Recreation

American Association for Higher Education

American Association of College Baseball Coaches (AACBC)

American Association of Colleges of Nursing

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

American Association of Colleges for Teacher Education (AACTE)

American Association of Colleges for Teacher Education – CT (AACTE-CT)

American Association of Collegiate Schools and Programs

American Chamber of Commerce in Luxembourg

American College Counseling Association (ACCA)

American College Health Association (ACHA)

American College Personnel Association (ACPA)

American Council on Education (ACE)

American Counseling Association (ACA

American Educational Research Association

American Football Coaches Association (AFCA)

American Management Association (AMA)

American Mathematical Society

American Physical Therapy Association (APTA)

American Speech Language Pathology Association

American Psychological Association

American Society of Composers, Authors and Publishers (ASCAP)

Association for Computing Machinery

Association for North East Business Deans

Association for Specialists in Group Work (ASGW)

Association for Student Affairs at Catholic Colleges and Universities (ASACCU)

Association of American Colleges and Universities (AACU)

Association of Catholic Colleges and Universities (ACCU)

Association of College and University Housing Officers (ACUHO)

Association of College and University Unions (ACUI)

Association of College Administration Professionals (ACAP)

Association of College and University Housing Officers International

Association of College Honor Societies

Association of College Unions International (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 Title 1X Administrators (ATIXA)

Association of University Programs in Health Administration

Berkshire County Counselors Association (BCCA)

Bridgeport Higher Education Alliance (BHEA)

Bridgeport Regional Business Council (BRBC)

Business Council of Fairfield County

Canadian Academic Accounting Association

Catholic Campus Ministry Association

Catholic Library Association

Centesimus Annus Pro Pontifice (CAPP-USA)

Chi Sigma Iota (CSI)

Chief Administrators of Catholic Education

College and University Professional Association for Human Resources (CUPA-HR)

College Art Association

College Athletic Business Management Association (CABMA)

College Athletic Trainers' Society (CATS)

College Board

College Consortium for International Studies

College Entrance Examination Board and Scholarship Service Collegium

Colonial Athletic Association (CAA)

Commission on Accreditation of Athletic Training Education Programs (CAATE)

Commission on English Languages Program Accreditation (CEA)

Community-Campus Partnerships for Health

Commission on Collegiate Nursing Education

Connecticut Association of Colleges and Universities for Teacher Education

Connecticut Association of Latino and Hispanic Education (CALAHE)

Connecticut Association of Professional Financial Aid Administrators (CAPFAA)

Connecticut Bursar Group

Connecticut Campus Compact Steering Committee

Connecticut Career Counseling Association (CCCA)

Connecticut Colleges Purchasing Group (CCPG)

Connecticut Conference of Independent Colleges (CCIC)

Connecticut Cooperative Education and Internship Association

Connecticut Counseling Association (CCA)

Connecticut Distance Learning Consortium (CTDLC)

Connecticut League for Nursing Connecticut School Counselor Association (CSCA)

Connecticut Nurses Association

Connecticut Library Consortium

Connecticut Softball Collegiate/Scholastic Hall of Fame (CSCSHF)

Connecticut Speech Language Hearing Association

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

Connecticut Technology Council (CTC)

Council for Accelerated Programs (CAP)

Council for Adult and Experiential Learning (CAEL)

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

Council for the Advancement and Support of Education (CASE)

Council for the Accreditation of Educator Preparation (CAEP)

Council of Connecticut Library Directors

Council of Graduate Schools Council of Independent Colleges

Council on Social Work Education

East End Counselors Association (EECA)

Eastern Association of Colleges and Employers (EACE)

Eastern Association of Colleges and University Business Officers (EACUBO)

Eastern Association of Student Financial Aid Administrators (EASFA)

Eastern Athletic Trainers' Association (EATA)

Eastern College Athletic Conference (ECAC)

Eastern Intercollegiate Volleyball Association

Educational and Institutional Cooperative Purchasing (E&I)

Entrepreneurship Institute

European American Chamber of Commerce in the US

European Council of International Schools (ECIS)

Fairfield Chamber of Commerce

Fairfield County Business Council

Fairfield County Library Administrators Group

Financial Planning Association (FPA)

Forum for World Affairs

Forum on Education Abroad

Greater Bridgeport Latino Network (GBLN)

Greater New Haven Chamber of Commerce

Greater Norwalk Chamber of Commerce

Greenwich Chamber of Commerce

Hispanic Advisory Council of Greater Stamford (HACGS)

Institute for European Studies/Institute for Asian Studies

Institute for International Education

Institute of Management Accounts

Institute of Management Consultants

Intercollegiate Association for Marriage and Family Therapists

Intercollegiate Bowling Association

Intercollegiate Tennis Association (ITA)

International Consortium of the National Council of Teachers of English

Kiwanis Club of Bridgeport

Lilly Fellows Program (LFP)

Luxembourg American Chamber of Commerce (LACC)

Massachusetts Higher Education Consortium (MHEC)

Massachusetts School Counselor Association (MSCA)

Mathematics Association of America

Metro Atlantic Athletic Conference (MAAC)

Metro New York College Placement Officers Association (MNYCPOA)

Modern Languages Association (MLA)

NAFSA: Association of International Educators

National Academic Advising Association (NAAA)

National Association for College Admission Counseling (NACAC)

National Association for Developmental Education

National Association of Educational Buyers (NAEB)

National Association for Lay Ministry

National Association for Pastoral Musicians

National Association of Athletics Compliance Coordinators (NAACC)

National Association of Campus Activities (NACA)

National Association of Catholic Colleges Admissions Counseling (NACCAC)

National Association of Church Personnel Administrators

National Association of College Admissions Counselors

National Association of College and University Attorneys

National Association of College and University Business Officers

National Association of College Athletic Directors

National Association of College Auxiliary Services (NACAS)

National Association of College Basketball Coaches (NACBC)

National Association of Colleges and Employers (NACE)

National Association of Collegiate Directors of Athletics (NACDA)

National Association of Collegiate Marketing Administrators (NACMA)

National Association of Foreign Student Advisors

National Association of Graduate Admissions Professionals (NAGAP)

National Association of Independent Colleges and Universities

National Association of International Educators

National Association of Schools of Art and Design

National Association of Social Workers

National Association of Student Financial Aid Administrators (NASFAA)

National Association of Student Personnel Administrators (NASPA)

National Athletic Trainers' Association (NATA)

National Athletic Trainers' Association Board of Certification (NATABOC)

National Board for Certified Counselors (NBCC)

National Career Development Association (NCDA)

National Catholic Educational Association

National Catholic Student Coalition

National College of Sports Medicine

National Collegiate Athletic Association (NCAA)

National Collegiate Licensing Association (NCLA)

National Conference of Catechetical Leadership

National Council for Accreditation of Teacher Education (NCATE)

National Council for Teachers of English

National Council for Teachers of Math

National Fastpitch Coaches Association (NFCA)

National Intramural and Recreational Sports Association (NIRSA)

National League for Nursing

National Organization of Nurse Practitioner Faculties

National Orientation Directors Association (NODA)

National Society of Experiential Education (NSEE)

National Strength and Conditioning Association (NSCA)

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

New England Association of College Admissions Counseling (NEACAC)

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

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

New England Association of Schools and Colleges

New England Intercollegiate Softball Coaches Association (NEISCA)

New England Occupational Therapy Educational Council

New England Resource Center for Higher Education (NERCHE)

New England Transfer Association (NETA)

New Haven Chamber of Commerce

New Jersey Association of College Admissions Counseling (NJACAC)

New York Association of College Admissions Counseling (NYACAC)

Northeast Association of Student Employment Administrators

Northeast Conference (NEC)

Northeast Conference Baseball Committee Overseas Association of College Admissions Counseling (OACAC)

Pennsylvania Association of College Admissions Counseling (PACAC)

Phi Delta Kappa, International Religious Educational Association

Sigma Xi Scientific Research Study

Society for Industrial and Applied Mathematics

Society for the Scientific Study of Religion

Society of University Planners

Stamford Chamber of Commerce

Strategic Enrollment Management (SEM)

Teachers of English to Speakers of Other Languages (TESOL)

The Business Council of Fairfield County (BCFC)

The Tuition Exchange

The World Affairs Forum (WAF)

United States Patent and Trademark Libraries

University Professional and Continuing Education Association (UPCEA)

University Risk Management and Insurance Association (URMIA)

Western Massachusetts Counselors Association (WMCA)

Western, Rockland, Putnam Counselors Association (WRPCA)

Western Suffolk Counselors Association (WSCA)

World Criminal Justice Library Network

Mission and History

MISSION STATEMENT

Sacred Heart University is a coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition whose primary objective is to prepare men and women to live in and make their contributions to the human community. The University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world. It does this by calling forth the intellectual potential of its students, nurturing each one's spiritual and moral growth, and deepening in them a sense of social responsibility. The University is committed to combining education for life with preparation for professional excellence. Sacred Heart University is Catholic in tradition and spirit. As a Catholic university, it seeks to play its appropriate role in the modern world. It exemplifies in its life the Judeo-Christian values of the Godgiven freedom and dignity of every human person. Inspired by the ecumenical spirit of the Second Vatican Council, Sacred Heart University welcomes men and women of all religious traditions and beliefs who share its concerns for truth, scholarship, the dignity of the human person, freedom, and the betterment of human society. It values religious diversity as enhancing the University community and creating opportunities for dialogue in the common search for truth. Through its curricular and co-curricular activities and campus ministry programs, the University provides the context in which students have the opportunity to appropriate in a critical fashion their own religious traditions. Sacred Heart University challenges its students to think critically, analyze carefully, evaluate with a sense of justice and proportion, and convey conclusions in an intelligible and articulate fashion. The University provides the environment in which its students can develop the aesthetic dimension of life by nurturing their abilities to imagine, create and appreciate. It assists students to acquire a rich understanding of their own cultural and family heritages so as to assume their responsibilities as conveyors and creators of culture and family. As a community of teachers and scholars, Sacred Heart University exists for the pursuit of truth. It joins with other colleges and universities in the task of expanding human knowledge and deepening human understanding. It encourages and supports the scholarly and artistic work of its faculty and students. Further, it has a responsibility to share its resources and its special gifts and talents for the betterment of the human community. All members of the University community are encouraged to participate in the wider community through service to others, especially the poor. From its founding, the University has been recognized for its caring approach to students. This expresses the University's belief that each student is born with a unique set of qualities and skills. It respects the personal and academic freedom of each of its members while, at the same time, fostering a genuine experience of community. By so doing, it creates the environment in which each person in the University shares in common goals and a common commitment to truth, justice, and concern for others.

HISTORY

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide an affordable, quality education at a Catholic university. From its outset, the University bore the mark of innovation. Charting a new direction within American Catholicism, the University was to be led and staffed by the laity, as an independent Catholic University. Signs of the University's growth and vibrancy are evident. The enrollment has risen from the original class of 173 students to more than 5,700 full- and part-time undergraduate and graduate students in Fall 2006. Correspondingly, the faculty has increased from 9 to over 190

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

LOCATIONS

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

Main Campus, Fairfield

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

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

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

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

Stamford
Sacred Heart University at Stamford
12 Omega Drive
Stamford, CT 06907
203-323-4959 FAX: 203-323-4974
E-mail: ucstamford@sacredheart.edu
Sacred Heart University at Landmark Square
3 Landmark Square
Stamford, CT 06901

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

Discrimination

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

Curriculum

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

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

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

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

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

Academic and Community Resources and Student Services

Academic Resources

Sacred Heart University currently has 19 buildings on its 64.5-acre campus and adjoining properties in the northeast corner of Fairfield, Connecticut. The William H. Pitt Health and Recreation Center opened September 1997, as did significant enhancements of the Residential Life facilities, main academic facilities and the Chapel of the Holy Spirit in 2009. Renovation of the library occurred in 2011 and the new Linda E. McMahon Student Commons building was opened In 2012. The University's College of Health Professions is located at 7 Cambridge Drive, Trumbull, and houses the Department of Nursing, Occupational Therapy, Physical Therapy, and Human Movement and Sports Science. Future plans include a new 200,000 sq. ft. building for the Welch College of Business and Isabelle Farrington College of Education.

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, Philosophy, Psychology, Social Work, and Theology and Religious Studies. It is also a multipurpose activity center, housing the computer center, dining hall, , 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 new Linda E. McMahon Commons. Operated by Follett College Stores, it offers textbooks, supplies, clothing with the University's name and logo, and related items. Bookstore purchases can be made online. Visit the bookstore's website at www. sacredheart.edu. Click the Admissions tab, then click Bookstore (left margin).

CAMBRIDGE DRIVE, THE COLLEGE OF HEALTH PROFESSIONS

The faculty offices and many of the instructional spaces of the College of Health Professions are located in neighboring Trumbull, 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 Departments of Nursing, Occupational Therapy, Physical Therapy and Human Movement and the office of the Vice President and Division of University Advancement. All graduate study for the Colleges and many laboratory and didactic undergraduate courses are scheduled in this exciting space. In addition to the highly sophisticated classrooms, laboratories, and library spaces, there are new dining facilities, a physical therapy clinic, a reading clinic, and administrative and faculty offices. Ample parking is available and the facility is served by a regular University shuttle service.

CAMPUS FIELD

Campus Field is the home of the Pioneer football, men's and women's soccer, field hockey, men's and women's lacrosse, and men's and women's outdoor track and field. Renovated in 2008, , Campus Field features lights and $1.2 million 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 tennis courts as well as Pioneer Park which is one of the finest softball stadiums in the Northeast.

CHAPEL OF THE HOLY SPIRIT

The Chapel of the Holy Spirit, which was dedicated in August 2009, is a pivotal campus landmark serving as a powerful symbol of Sacred Heart's Catholic identity. It holds more than 500 in its principal sanctuary with a smaller Chapel of the Nativity for daily Mass and private prayer that seats 50. Among the Chapel's special features are original mosaics and stained glass by the world-famous Jesuit artist, Father Marko Ivan Rupnik and a tracker organ designed and manufactured especially for Sacred Heart University by master craftsmen at Casavant Frères. There are outdoor gardens and a spacious narthex – or foyer – suitable for public gatherings. The building and grounds are designed to suggest one of the defining themes of the Second Vatican Council: the Church as the Pilgrim People of God. The Chapel roof consists of copper folds in the manner of a nomadic tent, for example, and the narthex has walls of glass to demonstrate the intersection between daily life and the life of prayer. The Chapel's bell tower holds four unique bronze bells, hand-cast in the Netherlands. The largest one weighs 1,500 pounds and measures 41 inches in diameter; the smallest weighs 447 pounds and is 27 inches in diameter.

CURTIS HALL

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

ELITE BUILDING

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

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, office of the Vice President for Human Resources and the offices of University College and the Media Studies Center; faculty offices for the Departments of Communications, Government and Politics, History, Human Resources and Sociology.

LINDA E. MCMAHON COMMONS

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

OAKVIEW DRIVE

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

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 full text journals available on more than 50 online index and abstracting databases. These can be reached 24 hours per day, 7 days per week from links on the library homepage. Databases are available from campus and home. The library also provides a wide range of electronic resources, including: Innovative Interfaces Online Catalog; Connecticut Digital Library; ProQuest Database (newspapers, general, business, medical and social sciences periodicals indexes); Encyclopedia Britannica Online; First Search database (includes World Cat, ERIC, Medline, Cinahl, MLA Bibliography, etc.); as well as many other electronic resources, including Psych Info. Access to these resources is available through the University's library homepage. The library's website is located at http://-library.sacredheart.edu. It provides the user with access to the library catalog, information about the library, electronic reserve reading, links to research databases and other related information. The library building also houses the Jandrisevits Learning Center.

SCHINE AUDITORIUM

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

THE WILLIAM H. PITT HEALTH AND RECREATION CENTER

The William H. Pitt Health and Recreation Center is home to the Pioneer 31 Division 1 men's and women's programs. The three-level, 141,000-square-foot complex features four multipurpose basketball courts, which can be easily converted for concerts or convention use, and seats 2,100 for basketball. The main level of the Pitt Center also houses the Sacred Heart University Sports Medicine and Rehabilitation Center, a joint private practice/University venture offering many specialized clinical rehabilitation and wellness services in conjunction with academic-based faculty therapists, in a facility that features state-of-the-art physical therapy equipment. The Health and Fitness Center is located on the lower level of the Pitt Center. Offering a wide range of fitness equipment and classes, the 5,000-square-foot facility features an enclosed aerobics studio and main fitness area, where the latest generation of cardiovascular exercise machines and free weight equipment can be used. Locker rooms for both the Pioneer and visiting athletic teams are adjacent to the fitness area as well as the Pioneer wrestling room. The upper level of the Pitt Center houses the Department of Athletics suite of offices and the Board Room, which serves as a meeting/reception room for the Board of Trustees and other on-campus organizations. Perched atop the Pitt Center is the Sky Box, a beautifully appointed room with terrace access that is used to host special guests during athletic events. Graduate students may use the Fitness Center for a fee.

INSTRUCTIONAL TECHNOLOGY AND STUDENT MOBILE COMPUTING PROGRAM

Recognizing the increasingly important role of technology in our society and in education, Sacred Heart University has made a commitment to, and a serious investment in, computers, networking and its supporting technologies. The University's network infrastructure provides connectivity to every facility on campus via a fiber-optic backbone.

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

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

The students' computing laboratories are currently comprised of 310 desktop computers distributed 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.

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

COMPUTER FACILITIES

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

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

A host of multiprocessor campus servers supports the labs and educational programs. The University's Internet, and Gigabit internet and backbone support and 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. Administrators maintain traffic-shaping, intrusion prevention, and wireless security measures for access as secure as it is convenient. The University has adopted the "Blackboard" Transaction system to create a simplified means for identification and commerce transactions on campus. The 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 Thursday, (9 hours on Friday). The Factory is staffed 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

Academic Support Services

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

- Individualized tutoring in many disciplines provided by faculty, graduate and peer tutors (by appointment);

- Classroom Learning Assistants (CLAs) are peer tutors nominated by faculty who provide academic support to students in disciplines across the curriculum;;

- Workshops on college-level study skills such as notetaking; time management; test-taking; critical reading and writing; oral presentations; math concepts and problem solving; and

- Online Writing Lab (OWL) for online feedback with written assignments.

OFFICE OF SPECIAL LEARNING SERVICES

The Office of Special Learning Services provides instructional accommodations and services to students with documented disabilities. There is no separate application process to be admitted to the Office of Special Learning Services (OSLS). Students with disabilities who request academic accommodations must submit appropriate documentation and register with OSLS. In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, the OSLS provides reasonable instructional

accommodations and services including disclosure letters, alternate testing accommodations, auxiliary aids and services, and academic adjustments. For appointments call 203-371-7820.

ENGLISH AS A SECOND LANGUAGE (ESL)

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

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

STUDY ABROAD

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

Choose from courses taught at the University's own sites in Ireland and Luxembourg, or choose courses taught by SHU faculty in additional countries. Courses

completed will fulfill degree requirements. Applications are available online one semester before the program start date.

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

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

HOUSING

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

Community Resources

CENTER FOR CHRISTIAN-JEWISH UNDERSTANDING

The Center for Christian-Jewish Understanding (CCJU) is an educational and research division of Sacred Heart University. The center draws together clergy, laity, scholars, theologians and educators to focus on current religious thinking within Christianity and Judaism. As each tradition reevaluates attitudes toward the other, the Center fosters the exploration of the major philosophical and theological issues on the frontier of the Christian-Jewish dialogue as these are formulated by scholars at the 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.

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. A newly renovated lobby/art gallery to open this Fall will make the Edgerton center one fo the premier facilities of its kind in Fairfield County.

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

HERSHER INSTITUTE FOR APPLIED ETHICS

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

The Hersher Institute brings speakers to campus to address the faculty and provides training for integrating ethical viewpoints into the University curriculum. The institute supports the University's wider mission by 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.

RADIO STATIONS

WSHU Public Radio is a professionally operated group of public radio stations licensed to Sacred Heart University with studios and control centers located on the Fairfield campus. A full member of NPR, it is one of only two such stations in Connecticut and 268 in the United States. WSHU is the principal public radio source for Fairfield, New Havenand Litchfield Counties in Connecticut and Suffolk and Duchess Counties in New York. More than 276,000 listeners tune in to the station's blend of acclaimed NPR news and talk programs, locally produced classical music, and award-winning regional reporting, and unique entertainment.

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

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. . Students matriculated into graduate degree programs can receive individual assistance and participate in group workshops 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 Food Court at the Linda E. McMahon Commons, 63's, Coyote Jacks Grill (Roncalli Hall), Cambridge Commons, and the Outtakes Convenience Store offer dining service à la carte throughout the day and evening. Mondo Subs and the Holy Grounds Café, located in Christian Witness Commons, also provides dining services. Also, Starbucks Café on the first floor of the Ryan Matura Library provides a la carte services throughout the day and evening during the academic year.

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

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

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)..

INTERNATIONAL STUDENT VISA CERTIFICATION

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

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

PUBLIC SAFETY AND PARKING

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

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

All vehicles parked on campus must display a University decal, which can be purchased at the Bursar's Office - 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.

Academic Standards, Policies and Procedures

Notification of Rights Under FERPA

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

- **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record that they believe is inaccurate or misleading. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

- **The right to file a complaint with the U.S.** Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

ADDENDUM

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

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

Student Responsibility

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

Sacred Heart University Network Account and Official Communications

When students are enrolled at Sacred Heart University, a University network account is created. The student is required to activate the account and is thereby given access to online services including Sacred Heart University 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. Non-matriculated students may take 6–9 credits with permission from Graduate Admissions. Students who want to take courses beyond these initial credits must be admitted to the University. The option to take courses as a non-matriculated student does not apply to programs for teacher or administrative certification. Contact Graduate Admissions for further information.

Changes of Curriculum and Continuous Enrollment

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

maintained. Continuous enrollment means the student is in attendance for one of any three terms in an academic year. All summer session courses count as one term 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 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:

- Refer in course syllabi to the University's policy on academic integrity.

- Clearly explicate in course syllabi behaviors and actions that constitute academic dishonesty, especially those that may be specific to the assignments of the course.

- Clearly explicate in course syllabi consequences for violations of academic integrity.

- Reinforce these expectations and consequences periodically during the semester, such as when giving information for assignments.

- Model and, where appropriate, teach students those scholarly practices that embody academic integrity.

- Abide by this policy on academic integrity, including its reporting requirements.

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

- Act with integrity in all their coursework.

- Abide by this policy on academic integrity and any policies established by their professors and the department in which they are majoring.

- Refuse to share materials with peers for the purpose of cheating, or that they believe will be used for cheating.

- Take care with their own papers, tests, computer files, etc., lest these be stolen or appropriated by others.

- Notify the professor of a course if they become aware that any form of

cheating or plagiarism has occurred. Such notification is not dishonorable but maintains an academic environment in which all students are evaluated fairly for their work; it may also protect a student from a charge of dishonesty (if, for instance, the student's work was appropriated by another).

VIOLATIONS OF ACADEMIC INTEGRITY

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

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

Cheating

Forms of cheating include, but are not limited to:

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

- Copying from other students during any exam or quiz.

- Having unpermitted prior knowledge of any exam or quiz.

- Copying or rewriting any homework or lab assignment from another student,

or borrowing information for such assignments with the intention of presenting that work as one's own.

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

Students should follow the procedures given by the professor.

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

Plagiarism

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

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

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

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

- Copying whole papers or passages from another student or from any source.

- Allowing another student to copy or submit one's work.

- Buying or obtaining a paper from any source, including term-paper sellers and Internet sources, and submitting that paper or passages of it as one's own work.

- Pasting a passage from the Internet or any computer source into one's paper without quoting and attributing the passage.

- Fabricating or falsifying a bibliography.

- Falsifying one's results in scientific experiments, whether through fabrication or copying them from another source.

- Appropriating another person's computer programming work for submission as an assignment.

- When creating a web page, film or musical composition as a course assignment, failing to attribute material that comes from other media or failing to obtain proper permission for the use of such material.

- Any other appropriation of another's intellectual property without proper attribution.

- Submitting an assignment that one wrote during a previous semester or submitting the same assignment for more than one class simultaneously. This action includes reusing substantial portions of previously written work for a current assignment. (Students who are unsure of what work of their own they may use in preparing an assignment should consult

their professors.) Assignments must be written the semester in which they are assigned unless a professor approves of the use of previously written material with specific guidelines. Assignments may be submitted for credit in a single course only unless professors in multiple courses are informed of and approve of the multiple submissions.

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

- Failure to use quotation marks for direct quotes or for an author's distinctive phrases. (A rule of thumb to follow is that five or more words in succession from a source must be enclosed in quotation marks.)

- Following an author's structure of writing and ideas, but rephrasing the sentences partially to give the impression that the whole passage reflects the student's structure and ideas.

- Failure to give page numbers for quotations or for other information that did not originate with the student.

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

Other Violations

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

- Providing to other students exams or papers of one's own or from any source with the reasonable expectation that

these will be used for the purpose of cheating or plagiarism.

- Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.

- Theft and defacement of library materials.

- Theft of other students' notes, papers, homework and textbooks.

- Posting another person's work on the Internet without that person's permission.

COURSE-BASED SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY

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

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

CONSEQUENCES FOR SECOND AND SUBSEQUENT VIOLATION OF ACADEMIC INTEGRITY

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

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

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

The committee will make a recommendation of sanction to the dean of the student's

college, who will in turn make a recommendation to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be final.

VIOLATIONS AND APPEALS OF VIOLATIONS OUTSIDE OF A COURSE

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

Grading System

SACRED HEART UNIVERSITY GRADUATE GRADING SYSTEM

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

* as designated by Department

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

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

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

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

Quality Grade points earned in a course are determined by multiplying the point value of the letter grade (see above chart) by the number of credits of the course. A term GPA is calculated by dividing the total number of quality grade points by the total number of credits taken during the term. A cumulative GPA is calculated by dividing the total number of quality grade points by the total number of credits taken at Sacred Heart University. Courses transferred into Sacred Heart University from other institutions do not factor into the Sacred Heart University grade point average. Note: Grades of P/NP, W, I, AU and NG are not included in the calculation of the term or cumulative GPA.

If a student repeats a course that had a passing grade, the best grade will be calculated into the student's overall GPA.

The initial grade will remain on the transcript but will not be calculated in the overall GPA. The student will receive academic credit for the course only once. See the policy for repeating a failed course under the Academic Forgiveness section.

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

CHANGE OF GRADES

An instructor may submit a Change of Grade only due to miscalculation or clerical error of the original grade. Grade changes must be submitted by the instructor of record using the appropriate form or online procedure In Web Advisor. Grade changes must be submitted no later than the end of the following semester in which the grade was posted. Any exceptions will require additional approval. When a grade below C is given in a required course, that course must be repeated. For a grade below C in an elective course, the student will be advised by the program director to repeat the course or take another elective in its place.

STUDENT GRADE GRIEVANCE—POLICY AND PROCEDURE

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

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

- discriminatory treatment;
- the process determining the grade differs from that outlined in the course syllabus; or

- the process determining the grade was not presented in writing to the students.

A documented grievance associated with a grade must be presented within six (6) months after the original grade was issued. The procedure for a documented grievance is as follows:

- The student is expected to resolve the issue at hand with the faculty member.

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

- If the department chairperson is unable to bring the matter to resolution or the judgment is unacceptable to the student, the student may present a formal appeal in writing to the dean of the college in which the course was taken or to his/her designee.

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

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

ACADEMIC FORGIVENESS

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

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

HONORS DESIGNATION FOR GRADUATING GRADUATE STUDENTS

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

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

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

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

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

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

ACADEMIC PROBATION

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

PROGRAM DISMISSAL

A student whose cumulative GPA is below 2.7 after 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 graduate 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 also view their profile information and send corrections to the Registrar's office. Students can view their grades and monitor their progress toward their degree goals.

ONLINE REGISTRATION USING WEB ADVISOR

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

Students will be assigned time periods to register online for the fall and spring semesters. Messages will display on the 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/officesservices/registrar/).This process must be followed to ensure course registration and the proper calculation of tuition and issuance of refunds as listed in the Expenses and Student Financial Assistance chapter of this catalog. Students may not add a course after the add/drop period without written permission of the course instructor and the department chair. See Academic Calendars for add/drop deadlines.

COURSE WITHDRAWAL

If withdrawal from a class becomes necessary, the student should obtain an official withdrawal form from the Registrar's office. Official withdrawal is necessary to assure proper grade entry on the transcript and the issuance of any refunds, if applicable. A 'W' grade will be issued for course withdrawals submitted within the withdrawal deadline (See Academic Calendars for withdrawal deadlines). After the deadline a grade of W will only be granted in highly unusual circumstances, such as documented medical emergency. Students who do not withdraw in the specified time frame will receive the grade that they have earned. Students are encouraged to contact their advisor or program director to discuss their academic progress.

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

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

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

the student withdraws from the University after the add/drop period. The W grades will appear on the student's transcript.

VERIFYING STUDENT'S SCHEDULE

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

LEAVES OF ABSENCE

Medical Leave of Absence

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

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

Military Leave of Absence

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

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

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

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

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

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

READMISSION

Students who fail to maintain continuous enrollment as defined in an earlier section, must apply for readmission through Graduate Admissions. Readmitted students

must follow the guidelines in effect at the time of readmission.

SUBSTITUTIONS AND WAIVERS

In order to maintain academic quality and integrity, no student will be granted a substitution for a course or credits, unless it is in accordance with the University's policy. A substitution may be granted at the discretion of the department chair/program director for any course in the respective discipline. 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 should complete an electronic Transcript Request. The link is available on the Registrar's Office website at www.sacredheart.edu/officeservices/registrar/. A fee is charged for each transcript requested. Options are available for rush processing, and overnight delivery services at an additional cost. Transcripts will be withheld if the student has a financial obligation to the University.

Graduate Admission

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

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

Application Process

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

For a listing of specific programs. If a CAS application is used, then all supporting materials will be sent to Liaison International for processing. Once compiled, cpmpleted and verified applications will be sent 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 and verified by the Office of Graduate Admissions, 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 as soon as the application is filed. International applicants should submit their official transcripts with proof of degree and supporting materials at least four months before the first day of class.

COMPLETION OF THE APPLICATION FILE

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

APPLICATION

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

FEE

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

TRANSCRIPTS

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

CERTIFIED AND LICENCED STUDENTS

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

INTERNATIONAL APPLICATIONS

All admitted international graduate students must possess the equivalent of a four-year bachelor's degree from an accredited college or university. In addition, international applicants should have achieved an excellent academic record that includes at least 16 years of primary, secondary and college-level education.

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

- Certified official copies of all university/college academic transcripts

- Proof of a bachelor's degree completion from an accredited university or college including semester-by-semester mark sheets, academic transcripts, grade

reports, final examination results, diplomas and degree certificates from every college or university attended showing dates attended, course titles, grades obtained, credit hours if any, and the conferral of a bachelor's degree

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

- Official English language proficiency test results (acceptable exams include TOEFL, IELTS, Sacred Heart University's English Language Institute (online placement exam, CaMLA EPT or MELAB), PTE, iTEP, ELS Level 112 English for Academic Purposes, the Cambridge Certificate In Advanced English or the Cambridge Certificate in Proficiency in English.

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

- Identification page(s) of the student's passport

- A certified bank statement or government financial guarantee with U.S. dollar figures verifying the student's family and / or sponsor's ability to pay the costs required to attend Sacred Heart University for one year of study dated within six (6) months of enrolling at Sacred Heart University. The bank statement or financial guarantee must be in English and signed by a bank or government official.

- Additional documentation as specified per graduate program

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

NON-NATIVE ENGLISH SPEAKERS

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

For unconditional admission to an academic program, the following minimum scores are required:

- TOFEL score of 550 on paper-based test or 80 on the TOFEL iBT
- IELTS - 6.5
- SHU ELI online placement - 96
- SHU ELI CaMLA EPT - 70
- SHU ELI MELAB - 80 (proctored on-site at SHU)
- PTE - 62
- iTEP- 5
- Cambridge Certificate in Advanced English (CAE) - 5.5
- Cambridge Certificate in Proficiency in English (CPE) - 5.5
- 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 three categories: Fully Matriculated, Provisionally Accepted or Special Student The application process must be completed in order to be considered a Fully Matriculated or Provisionally Accepted student. Special students must register through the Office of Graduate Admissions.

FULLY MATRICULATED STUDENTS

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

PROVISIONALLY ACCEPTED STUDENTS

Applicants whose undergraduate cumulative GPA falls below the minimum standard for admission, those who require additional prerequisite 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 all programs and it must be approved by the Office of Graduate Admissions.

Readmission

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

Transfer Credits and Residency Requirements

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

Expenses and Student Financial Assistance

Tuition and Fees

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

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 (Full-time): $7,800/semester

Chemistry (Part-time): $800/credit

Communications: $885/credit

Computer Information Science (Full-time): $7,500/semester

Computer Information Science Part-time: $800/credit

Education: $660/credit

Saturday Weekend Admin Ed Leadership: $695/credit

Griswold Education: $560/credit

MBA (Full-time): $825/credit

Nursing: $750/credit

Doctor of Nursing: $900/credit

Occupational Therapy (Full-time): $33,750/year

Occupational Therapy (Part-time): $705/credit

Doctorate Physical Therapy (DPT) (Full-time): $34,000/year

Certificate in Advanced Orthopedic Physical Therapy: $600/credit

Religious Studies: $700/credit

Applied Psychology: $785/credit

Speech Language Pathology (Full-time): $36,000/year

Speech Language Pathology (Part-time): $740/credit

Healthcare Information Systems: $715/credit

Environmental Analysis Management Full-time: $15,000/year

Exercise & Nutrition (Full-time): $8,775/semester

Exercise & Nutrition (Part-time): $750/credit

Film and Television Production: $930/credit

Digital Marketing: $825/credit

Human Resource Management: $825/credit

Sports Communication & Media (Full-time): $31,860/year

Sports Communication & Media (Part-time): $885/credit

Accounting: $825/credit

Criminal Justice: $695/credit

Cyber Security (Full-time): $22,500/year

Cyber Security (Part-time): $800/credit

Audit Tuition: $815/course

MANDATORY FEES*

Registration Fee (nonrefundable): $115/term

Library Fee: $40/term

Student Council Fee: $18/term

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

OTHER FEES*

OT Program Fee: $500/ semester

Nurse Practitioner Fee: $500

DPT Clinical Education Fee: $1,000 – Late Spring

DNP Clinical Fee: $190

Monthly Payment Plan Fee: $65/term

Guaranteed Payment Plan Fee: $80/term

Graduation Fee: $155

Student Teaching Fee: $300/term

Guaranteed Payment Plan Credit Card Reject Fee: $90

Credit Card Reject Fee: $50

Return Check Fee: $40

Health Insurance Fee (optional): $1,713/year

* For more detailed tuition and fees information, refer to the Student Accounts

Web page at www.sacredheart.edu.

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

PAYMENT OF TUITION AND FEES

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

MONTHLY PAYMENT PLAN OPTIONS

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

80% Before the Second week

60% Before the Third week

40% Before the Fourth week

20% Before the Fifth week

0% After the Fifth week

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

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

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

REFUND ALLOCATION POLICY FOR FEDERAL FINANCIAL AID FUNDS

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

Withdrawing from all courses is considered withdrawing from the University. If you

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

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

Federal Unsubsidized Stafford Loan

Federal Graduate Plus Loan

Federal Plus Parent Loan for Undergraduate Students (Plus)

Other federal sources of aid

Other state, private, or institutional aid

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.

TUITION DISCOUNTS

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

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

FEDERAL DIRECT STAFFORD LOANS

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

FEDERAL DIRECT GRADUATE PLUS LOAN

Graduate PLUS Loans are available to credit-worthy, U.S. citizens or eligible noncitizens. To process a loan, you must submit the Free Application for Federal Student Aid (FAFSA) and apply for a Direct Stafford loan. The amount you are eligible to borrow is determined by the total cost of your educational program less the amount you receive from the Direct Stafford loan and other financial aid.

FEDERAL TEACH GRANT

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

Loan with interest accruing from the date the grant was disbursed.

GI BILL/YELLOW RIBBON PROGRAM

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. Sacred Heart University will contribute up to the remainder of the tuition and expenses not covered by the national maximum of $20,235.02 that Is provided by the VA. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. Therefore, they may be eligible if they served an aggregate period of active duty after September 10, 2001, of at least 36 months; they were honorably discharged from active duty for a service connected disability and they served 30 continuous days after September 10, 2001; they are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above. For additional information please visit www.sacredheart.edu/pages/27541_yellow_ribbon_program.cfm.

GRADUATE RESEARCH ASSISTANTSHIPS

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

GRADUATE STAFF ASSISTANTSHIPS

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

RESIDENCE HALL DIRECTORS

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

FELLOWSHIPS

Department of Physical Therapy ("DPT") Emergency Fund

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

Luxembourg Student Fellowship

Established to assist students participating in the Luxembourg MBA Program.

Thomas G. Pepe Memorial Award

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

College of Arts & Sciences

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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, Film & Television Production, 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

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Master of Science in Environmental Science & Management

GOALS AND OBJECTIVES

Graduates of this Professional Science Master's 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 Science & 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 ESM 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 ESM 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 ESM Core (18 Credits)

ESM 501	Principles of Environmental Science & Management I	
ESM 502	Principles of Environmental Science & Management II	
ESM 504	Hydrology	
ESM 505	Field Methods and Analysis	

| ESM 506 | Environmental Sampling and Analysis |
| ESM 511 | Soils & Land Management |

Professional Skills Core (9 Credits)

ESM 503	GIS for Environmental Analysis
ESM 507	Environmental Toxicology
WGB 521	Fundamentals of Management

Elective Courses (6 to 9 Credits)

ESM 543	Restoration Ecology
ESM 553	Ecosystem Ecology
ESM 561	Environmental Chemistry
ESM 563	Hazardous Waste Management
ESM 573	Environmental Policy
ESM 599	Special Topics in Environmental Science & Management
PS 531	Organizational Behavior

Project Requirement (3 to 6 Credits)

| ESM 690 | Environmental Research Project/Internship |

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

ESM 501 Principles of Environmental Science & 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.

ESM 502 Principles of Environmental Science & 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.

ESM 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.

ESM 504 Hydrology

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 and water resources. This course focuses application of the principles of geology and hydrology to environmental characterization and problem solving.

ESM 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.

ESM 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.

ESM 507 Environmental Toxicology

4 CH

This course will provide an overview of the major environmental pollutants and their sources, along with the mechanisms and effects of toxicity and potential remediation techniques. Abiotic and biotic factors affecting bioavailability will also be discussed. We will consider the impacts of pollutants at the organismal, population, community, and ecosystem levels.

ESM 511 Soils & Land Management

3 CH

This course examines changes in soil properties and behavior caused by short- and long-term stresses from anthropogenic activities and environmental forces. The soil biological community will be studied with an emphasis on improving land management practices.

ESM 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.

ESM 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.

ESM 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.

ESM 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.

ESM 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.

ESM 599 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.

ESM 690 Environmental Research Project/ Internship

3–6 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 between three and six credits in ESM 599 is required for completion of the ESM program. Students will typically enroll in ESM 690 in either or both of the two semesters of their second year of study to accumulate the required three to six credits.

WGB 521 Fundamentals of Management

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.

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 organizations can contribute to society in ways that are effective, responsible and sustainable.

CHEMISTRY

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Chemistry Laboratories

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

SPECTROSCOPY

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

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., Shimadzu HPLC, Shimadzu GCMS, access to Shimadzu ICP.

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 part-time 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 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. The department normally offers 2 graduate courses in the summer to expedite students' need to complete degree in a timely manner.

STUDENT TRANSFER CREDIT POLICY

Transfer credits are granted for appropriate graduate-level courses with a grade of B or better, taken at other regionally accredited institutions. Students, however, must complete at least 70 percent of the required credits including the thesis (when applicable) at Sacred Heart University 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.

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

DEGREE REQUIREMENTS

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
or	
CH 522	Organic Synthesis
CH 531	Advanced Physical

	Chemistry I: Molecular Structure
or	
CH 532	Advanced Physical Chemistry II: Molecular Dynamics
CH 551	Advanced Analytical Instrumentation I: Spectroscopy
or	
CH 552	Advanced Analytical Instrumentation II: Chromatography
CH 553	Advanced Inorganic Chemistry
CH 599	Thesis

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.

Required Courses

CH 521	Advanced Organic Chemistry
or	
CH 522	Organic Synthesis
CH 531	Advanced Physical Chemistry I: Molecular Structure
or	
CH 532	Advanced Physical Chemistry II: Molecular Dynamics
CH 551	Advanced Analytical Instrumentation I: Spectroscopy
or	
CH 552	Advanced Analytical Instrumentation II: Chromatography
CH 553	Advanced Inorganic Chemistry
or	
CH 598	Comprehensive Exam - Oral

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

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
or	
CH 522	Organic Synthesis
CH 533	Biophysical Chemistry
CH 553	Advanced Inorganic Chemistry
CH 563	Biochemical Analysis
CH 597	Computational and Bioanalytical Class
CH 597L	Computational and Bioanalytical Lab
CH 598	Comprehensive exam - Oral

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
CH 524	Special Topics in Organic Chemistry
CH 525	Supramolecular Chemistry
CH 529	NMR Spectroscopy & Lab
CH 533	Biophysical Chemistry
CH 534	Special Topics in Physical Chemistry
CH 545	Bioinformatics
CH 547	Computation Chemistry and Molecular Modeling
CH 549	Special Topics in Biochemistry

CH 554	Special Topics: Electro-analytical Chemistry
CH 556	Chemical Applications of Group Theory
CH 559	Special Topics in Inorganic Chemistry
CH 561	Environmental Chemistry
CH 565	Environmental Sampling and Analysis
CH 571	Polymer Chemistry
CH 590	Chemical Information: Sources and Technology

B.S./M.S. Combined Degree in Chemistry (Only for students completing their Undergraduate Degree in chemistry at SHU)

This is a five-year undergraduate/graduate accelerated track. Students who complete this track receive both B.S. and M.S. degrees. Students must elect this track in their Freshman, Sophomore or Junior year and must apply to graduate school at Sacred Heart University by the end of the 1st semester of their Junior year. Traditional and Biochemistry concentrations are available at the undergraduate level. Students are required to complete 145 credits of undergraduate and graduate-level courses and a thesis. The thesis involves 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 Organic Chemistry II.

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 529 NMR Spectroscopy & Lab
3 CH

The theory and principles of Nuclear Magnetic Resonance and spectroscopy are presented to allow the physical and chemical properties of molecules, particularly organic,

to be examined. Detailed information about molecular structure, dynamics, properties and chemical environment, not only in chemistry, but also in biochemical and medical compound synthesis and applications are presented, analyzed and discussed. The lab is a hands-on introduction to modern NMR spectroscopy. Students will gain experience with a wide range of techniques on a high field (400 MHz) NMR spectrometer. They will also have the opportunity to manipulate NMR data using provided software designed specifically for our spectrometer. By the end of the course the student will be proficient in use of NMR spectrometry as applied to a variety of organic compounds.

CH 530 Physical Chemistry

3 CH

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

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

CH 531 Advanced Physical Chemistry I: Molecular Structure

3 CH

Prerequisite: CH 332 Physical Chemistry II.

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

CH 532 Advanced Physical Chemistry II: Molecular Dynamics

3 CH

Prerequisite: CH 332 Physical Chemistry II.

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

CH 533 Biophysical Chemistry

3 CH

Prerequisite: CH 331 Physical Chemistry I.

Explores the physical processes involved

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

CH 534 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 Physical Chemistry II.

Explores the physical chemistry and materials science for processing and characterizing materials at the microscale and nanoscale levels.

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 Analytical Chemistry and CH 331 Physical Chemistry I 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 Instrumental Analysis.

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

CH 552 Advanced Analytical Instrumentation II : Chromatography

3 CH

Prerequisite: CH 351 Instrumental Analysis.

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 Electro-analytical Chemistry

3 CH

Principles and techniques of electrochemistry and electrochemical equilibrium with practical experience in context of electro-analytical chemistry include: potentiometry, amperometry, coulometry and voltammetry.

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 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 Calculus I 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 Instrumental Analysis.

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 Environmental Chemistry.

Discusses methods and protocols of environmental sampling and analysis in water, air and biological matrices. Addresses EPA quality assurance and quality control plans. Laboratory and 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 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 597 Computational and Bioanalytical Class/CH 597L Lab

2+1 CH

Prerequisite: CH 331 Physical Chemistry and CH 341 Biochemistry.

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 Exam - Oral

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

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

Master of Arts in Communication

(MACOMM) is a 36 credit program 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	
CM 502	Professional Communication in the Digital Age	
CM 503	Media Ethics in a Professional Context	
CM 517	Multimedia Production I	
CM 518	Multimedia Production II	
CM 617	Advanced Multimedia Production	
CM 627	Capstone in Communication	
One Elective		

Macomm Concentrations (12 Credits)

Corporate Communications & Public Relations (CCPR)

Digital/Multimedia Journalism (DMJ)

Digital/Multimedia Production (DMP)

CM 696	Internship I
CM 697	Internship II
CM 698	Digital Portfolio & Mentorship I
CM 699	Digital Portfolio & Mentorship II

Communication Certificates

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

Master of Arts in Film and Television Production

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

Our goal is to inspire and empower students to find their independent, artistic and intellectual visions by creating their own content. Students immerse themselves in the form and techniques of film, television, and

transmedia storytelling. FTMA offers small class sizes centered on in-class lectures, workshops and hands-on productions. Every student works closely with a mentor or industry professional, who also serves as that student's artistic and academic advisor for the entire year-long program.

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

GOALS AND OBJECTIVES

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

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

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

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

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

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

ADMISSION REQUIREMENTS

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

DEGREE REQUIREMENTS

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

FTMA REQUIRED COURSES (36 CREDITS)

CM 505	The Art of Storytelling in Film & Television
CM 515	Directing for Film & Television I
CM 525	Writing for Film & Television I
CM 535	Producing for Film & Television I
CM 594 *or*	Capstone in Film Production I
CM 595	Capstone in Television Production I
CM 615	Directing for Film & Television II
CM 620 *or*	Special Topics in Film & Television Studies
CM 621	Special Topics in Film & Television Production
CM 625	Writing for Film & Television II
CM 635	Commercial and Promotional Production
CM 694 *or*	Capstone in Film Production II
CM 695	Capstone in Television Production II

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

Master of Arts in Sports Communication and Media (SCM)

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

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

Through the program's emphasis on a hands-on curriculum, graduates of SCM will learn the advanced 21st century professional skills necessary to communicate effectively across a variety of media platforms in the specific area of sports media.

ADMISSION REQUIREMENTS

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

DEGREE REQUIREMENTS

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

SCM REQUIRED COURSES (36 CREDITS)

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

Sports Communication and Media Graduate Certificates

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

SPORTS BROADCASTING CERTIFICATE

CM 550

CM 551

CM 555

CM 556

CM 656 (SB) OR CM 696 (SB)

ATHLETIC COMMUNICATIONS AND PROMOTIONS CERTIFICATE

CM 550

CM 551C

CM 565

CM 566

CM 656 (ACP) or CM 696 (ACP)

Course Descriptions for MACOMM

CM 501 Media, Culture, and Communication

3 CH

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

CM 502 Professional Communication in the Digital Age

3 CH

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

CM 503 Media Ethics in a Professional Context

3 CH

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

CM 517 Multimedia Production

3 CH

A multimedia production course that teaches students the tools and skills necessary to produce and manage digital content in the contemporary communication environment. 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

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

cinematography and editing, as they engage with the world of digital communications.

CM 599 Special Topics in Communication

3 CH

An advanced course in the theory and history of communication and media. 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

An advanced course in media production. Topics are chosen based on the interests of the MACOMM cohort and in response to changes in the communication and media environment.

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 627 Capstone in Communication

3 CH

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

CM 696-7 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 & Mentorship I and II

3 CH each

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

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

Course Descriptions for FTMA

CM 505 The Art of Storytelling in Film & Television

3 CH

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

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

3 CH each

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

staging, camera, and storyboards.

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

3 CH each

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

CM 535 Producing for Film & Television I

3 CH

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

CM 594-694 Capstone in Film Production I and II

3 CH each

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

CM 595-695 Capstone in Television Production I and II

3 CH each

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

CM 620 Special Topics in Film & Television Studies

3 CH

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

CM 621 Special Topics in Film & Television Production

3 CH

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

CM 635 Commercial and Promotional Production

3 CH

An advanced companion course to CM535, students apply the following practices in commercial and promotional contexts: script breakdowns, budget creation, production agreements, DP reel selection, crew hiring, location and tech scouting, SAG paperwork, and permissions and permits. Legal and ethical issues in relation to producing, shooting ratio, set protocols, shot lists and scheduling are also covered.

CM 698-699 Digital Portfolio & Mentorship I and II

3 CH each

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

Course Descriptions for SCM

CM 550 Sport Communication in the Digital Age
3 CH

CM 550 teaches effective communication strategies and techniques within an organizational and professional context for the sports industries. The course uses the professions of public relations and journalism as its foundation. Special attention is given to the ways in which digital media and communication technologies are used by professional communicators in these fields with an emphasis on writing and layout for web distribution.

CM 551 Sport, Culture and the Media
3 CH

Sporting culture impacts the American public through economic and ideological institutions that structure our perceptions of the world. In contemporary society, sport is both big business and personal recreation, and yet, despite its influence on American culture, sport remains a relatively unexplored segment of popular culture. In this class we will pay particular attention to the images and narratives of sporting media that construct representations of class, masculinity, gender and nation in and around everyday mass-mediated athletic activities. CM 551 is an examination of sports and media in our everyday lives.

CM 555 Sports Media Production
3 CH

CM 555 is a multimedia production course that teaches students the tools and skills necessary to produce and manage content in the contemporary sports communication environment. In particular this course focuses on building video and audio production skills. Thus, in CM 555 students will develop, shoot, and edit multimedia HD productions.

CM 556 Sports Event Production
3 CH

In CM 556 students will acquire the fundamentals skills needed to produce live multimedia sports events. Students will move through various production roles such as camera operators, technical directors, titles and graphics supervisors, etc. as they become proficient in the skills necessary to capture and distribute live video of sporting events.

CM 561 Studio Sports Broadcasting
3 CH

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

CM 562 Sports Journalism
3 CH

Students develop the skills to produce both written and multimedia sports stories as they analyze current sporting media and construct their own work. Throughout CM 562, students will be partnered with specific SHU athletic teams, and will cover their games throughout the semester.

CM 565 Sport Communication and Social Media
3 CH

CM 565 explores the role of social media in the sports industry. In this course students will interrogate the sociological impact of these new media platforms on sports communication as well and develop the skills necessary to create integrated, ethical, and professional social media campaigns.

CM 566 Sports Media in a Professional Context

3 CH

In CM 566 students will examine the role of sports media industries and their impact on content and professional advancement through sports organizations. This course explores ethics in a professional context as well as the foundations of the sports media industry and its relation to the communications field.

CM 656 Sport Communication Practicum 1

3 CH

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

CM 657 Sport Communication Practicum 2

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

CM 696 Sports Media Internship 1

3 CH

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

CM 697 Sports Media Internship 2

3 CH

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

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

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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, Database 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 2012, Flash CS5, Fireworks CS5, Adobe Director 11.5, 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 500	Introduction to Structured Programming
CS 501	Introduction to Data Structures
Calculus	

Computer Science Master's Degree Track Program

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

REQUIREMENTS

This track requires 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
CS 603	Database Design (Oracle)
CS 604	Advanced Software Engineering
CS 611	Operating/Multiprogramming Systems
CS 614	Theory of Computation
CS 615	Programming in Unix
CS 622	Network Security I
CS 623	Advanced Network Security
CS 625	Cryptography
CS 670 *or*	Research Project Seminar
CS 690/691	Thesis (I and/or II)

Electives

3–6 credits (see next page for list of electives)

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
CS 501	Introduction to Data Structures

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

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
BU 652	Project/Program Management
BU 653	International Electronic Commerce and the Internet
CS 550	Dynamic Web Page Development
CS 557	Web Programming with ASP.net
CS 558	Advanced Topics in ASP.net
CS 559	C#
CS 560	Networking Applications
CS 563	Flash Animation
CS 564	Action Scripting
CS 571	Advanced Computer Gaming
CS 572	OOP with C# and Games
CS 573	Advanced Game Programming
CS 604	Advanced Software Engineering
CS 611	Operating/Multiprogramming Systems
CS 622	Network Security I
CS 623	Advanced Network Security
CS 624	Hands-on Network Security
CS 626	Cyber-Security
CS 635	Digital Forensics
CS 640	Special Topics in Computer Science

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 Game

Programming or equivalent

REQUIRED COURSES (ALL COURSES ARE 3 CREDITS)

CS 551	Introduction to Object-Oriented Programming with Java
CS 603	Database Design (Oracle)
CS 614	Theory of Computation
CS 615 *or*	Programming in Unix
CS 611	Operating/Multiprogramming Systems
CS 622	Network Security
CS 661	Game Design and Development using 3-D
CS 662	Game Design, Development, and Implementation
CS 663	Game Design for Mobile Devices
CS 664	Advanced Topics in Multiplayer Gaming
CS 670 *or*	Research Project Seminar
CS 690-691	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	Advanced Software Engineering
CS 623	Advanced Network Security
CS 642	Securing the Client/Server (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
CS 501	Introduction to Data Structures

Required Courses

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

Elective Courses (choose one)

CS 558	Advanced ASP.net
CS 559	C#

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 |
| CS 501 | Introduction to Data Structures |

Required Courses

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

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 |
| CS 501 | Introduction to Data Structures |

Required Courses

CS 552	Windows Interface Design (VB. net)
CS 553	Web Design with Java Script
CS 603	Database Design (Oracle)

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
CS 501	Introduction to Data Structures

Required Courses

CS 553	Java Scripting for Web Design
CS 554	Fundamentals of Interactive Multimedia

Elective Courses

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

CS 550	Dynamic Web Page Development
CS 552	Windows Interface Design (VB.net)
CS 561	Multimedia Authoring (Authorware)
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
CS 501	Introduction to Data Structures

Required Courses

CS 550	Dynamic Web Page Development
CS 552	Windows Interface Design (VB.net)
CS 553	Java Scripting for Web Design
CS 557	Web Programming with ASP.net

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	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 |
| CS 501 | Introduction to Data Structures |

Required Courses

CS 621	Principles of Data Communication
CS 622	Network Security I
CS 623	Advanced Network Security

Elective Courses

| CS 624 | Hands-On Network Security |
| CS 625 | Cryptography |

DATABASE DESIGN CERTIFICATE

Prerequisites

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

Required Courses

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

(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 and classes 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 504 Introduction to Programming Using Scripting

3 CH

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

CS 505 Computer Networks

3 CH

Prerequisite: CS 504 Introduction to Programming Using Scripting or permission of Department.

Students in this course will study networks and data communication concentrating on the Internet model. This is a laboratory-based course that includes projects implemented on both Unix and Windows machines using Wireshark. Students will review Hex and Binary number systems. Topics such as network architecture, the Internet Protocol Stack, LANs, WANs and MANs; hardware, software, protocols, routing, circuit-switching and packet-switching networks, wireless networks, compression and error handling are studied.

CS 550 Dynamic 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 objected-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 (VB.net) 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 multimediausing an icon-based product. Students use the authoring tool Authorware to develop a

variety of projects: CBT, interactive kiosks, performancesupport 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 of a variety of animations such as: interactive presentations, interactive greeting cards, interactive tutorials, Web Sites, puzzles and small games. Basic ActionScript will be covered in this class.

CS 564 Action Scripting

3 CH

Prerequisite: CS 563 or perm of dept

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

CS 571 Advanced Computer Gaming

3 CH

Prerequisite: CS 501 Introduction to Data Structures

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 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 583 Theory of Computer Gaming

3 CH

Computer Game Studies is an emerging field. This course provides a solid, theoretical background in the field of computer gaming which will assist them in their pursuit of game development throughout their career.

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 Calculus I, 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 Introduction to Object-Oriented Programming with Java 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 Calculus I.

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 Operating/ Multiprogramming Systems or permission of instructor.

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

CS 620 Information Analysis 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 general purpose operating systems, trusted operating systems, database security, security in networks and distributed systems, administering security, and legal and ethical issues in security.

CS 624 Hands-On Network Security

3 CH

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

Designed for IT graduate students, this course uses VMWare of Connectix Virtual PC to simulate different environments. It examines networking security topics, firewalls (using Linux), packet filters, NAT, PAT, socks and HTTP proxies; public key infrastructure (using Microsoft Certification Server), encryption algorithms, decrypting passwords, dictionary decryption, brute force decryption, certificate servers; 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 Cyber-Security

3 CH

Prerequisite: CS 622 Network Security I.

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 Cyber-Security.

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 Cyber-Security.

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 Network Security I.

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 entity relationship model, alternate database models (such as EAV and OOD) are investigated. Possible topics include indexing, optimization, XML, online analytic processing (OLAP), embedded SQL, locking techniques and parallel and distributed systems. 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 635 Digital Forensics

3 CH

Prerequisite: CS 505 Computer Networks or permission of department.

In this course, students will learn how to: understand and differentiate between file systems and operating systems; explain in detail the FAT file system; be exposed to the NTFS file system; identify Windows artifacts and registry artifacts; understand hashing and its uses in digital forensics; understand 4th amendment considerations when searching and seizing digital evidence (per CT law) chain of custody; use hardware write blockers, varieties and uses; perform data acquisitions using methods and tools discussed in class; perform basic data recovery; understand file signatures and its uses; risk assessment.

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

3 CH

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

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

CS 637 Professional Responsibility: Cyber Security: Policies and Practice

3 CH

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

CS 638 Concepts in Dynamic and Script Programming

3 CH

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

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

CS 639 Vulnerability Management

3 CH

Prerequisite: CS 505 Computer Network or permission of Department.

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

CS 640 Special Topics in Computer Science

3 CH

Prerequisite: Determined at the time of course offering.

Presents one-time and first-time offerings of courses on current topics.

CS 641 Securing the Cloud

3 CH

Prerequisite: CS 627 System Security.

Cloud computing is rapidly becoming a popular choice for hosting everything from entire operating systems, and software, to service (SaaS) applications such as websites, databases, 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 Cyber-Security.

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 Database Design (Oracle) 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 Securing the Client/Server.

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 Calculus I and CS 642 Securing the Client/Server.

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 Advanced Game Programming.

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 Advanced Game Programming.

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

CS 663 Game Design for Mobile Devices

3 CH

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

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

CS 664 Advanced Topics in Multiplayer Gaming

3 CH

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

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

JAMES MCCABE, PH.D., DIRECTOR
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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 designed to be rigorous and challenging academically, and flexible to meet individual student interests. The program is open to individuals with undergraduate degrees in any field of study. Thirty credits are required to graduate from the program, which may be completed on a part-time or full-time basis. Students must complete twelve credits of required courses plus an additional eighteen elective credits. Students may also choose a twelve credit concentration of their own design. Examples of concentrations in management and national security are shown. The program also awards life-experience credit to eligible students. Up to six credits can be earned by students demonstrating substantial experience that is relevant to the educational program. Students are also required to prepare a thesis. The thesis is a three credit course and is part of the overall thirty credit requirement. In lieu of the thesis requirement, students may opt for the comprehensive exam plus on additional elective course.

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 (12 credits)

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

Elective Courses (18 credits)

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

CJ 503	Law, Society and Ethics
CJ 504	Issues in the Adminstration of the Adult and Juvenile Correctional Systems
CJ 505	Criminal Law
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 581	Methods of Research Design and Statistical Analysis

| 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 500 Foundations of Criminal Law and Procedure

3 CH

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

CJ 501 Theories and Analysis of Crime Causation and Deviance

3 CH

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

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

3 CH

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 503 Law, Society and Ethics

3 CH

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

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

3 CH

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 505 Criminal Law

3 CH

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

punishments.

CJ 506 Victimology
3 CH

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

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

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

CJ 509 Criminal Behavior and the Family
3 CH

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

CJ 510 Criminal Profiling
3 CH

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

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

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

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

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

CJ 581 Methods of Research Design and Statistical Analysis

3 CH

This course must be taken at the graduate level. An undergraduate course in this subject cannot be substituted for the graduate course. Examines the research process and is designed to provide students with an understanding of the principles and practices of criminal justice empirical research. More specifically, methods of research and data analysis, as applied to the field of criminal justice, are presented. The application of these methods to criminal justice practice is demonstrated through various exercises. To better prepare capable professionals, students are taught both the language of scientific discourse and the ability to appraise empirical studies critically. To better prepare practitioners who are fair and respectful toward individuals from diverse backgrounds, research ethics, and sensitivity to populations-at-risk are promoted.

CJ 601 Internship/Practicum Experience in Criminal Justice

3 CH

Prerequisite: Permission of Graduate Program Director.

Students use their theoretical knowledge in a practical environment. Students are required to spend 150 hours interning in a criminal justice agency or use their current criminal justice work experience to apply theory. Students must observe and assist in the everyday operations of the agency. They are required to maintain a log of their activities and confer weekly with the faculty 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 and the submission of a thesis proposal approved by the Department.

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

CJ 698 Criminal Justice Comprehensive Examination

No credit is awarded for this exam.

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

PSYCHOLOGY

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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 500	Foundations of Applied Psychology
PS 520	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 Courses (6 Credits)

1. Capstone I (PS 595) – 3 credits
    Comprehensive Exam (PS 590) – 3 credits

or

2. Capstone I (PS 595) – 3 credits
    Capstone II (PS 596) – 3 credits

or

3. Thesis I (PS 600) – 3 credits
    Thesis II (PS 601) – 3 credits

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

PS 520 Developmental Issues Across the 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

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

PS 596 Capstone Project II

3 CH

Prerequisite: PS 595 Capstone Project I

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

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 and approval from MSAP Director.

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.

RELIGIOUS STUDIES

BRIAN STILTNER, PH.D., CHAIR
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*NOTE: This program is currently not accepting new students as of 2014.

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 Religious Studies (MARS) 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 MARS 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 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, human resource and personnel administrators, government employees, 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.

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

TRS 600	Research in the Study of Religion (3 credits)
TRS 610	Philosophical Frameworks for the Study of Theology and Religious Studies (3 credits)
TRS 501-504, 601-605	One course in Biblical Studies
TRS 520-523, 530-533, 620-628, 630-636	One course in Theology and Spirituality
TRS 540-543, 640-645	One course in Ethics
TRS 560-564, 570-574, 660-664, 671-672	One course in World Religions and Comparative Studies

Free electives (15 credits)

MA Thesis (3 credits)

Course Descriptions

FOUNDATIONAL COURSES

TRS 600 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.

TRS 610 Philosophical Frameworks for the Study of Theology and Religious Studies

3 CH

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

ELECTIVE COURSES

†TRS 501 - Introduction to the Old Testament

3 CH

Literary and historical study of the Old Testament, also known as the Hebrew Bible in Judaism. Relationship of literary form and interpretation in passages from the Pentateuch, historical and prophetic books, and wisdom literature. Comparison and contrast of theological meanings of these writings for Jews and Christians.

†TRS 502 - Introduction to the New Testament

3 CH

Literary, historical, and theological study of the New Testament. Included topics: the origin, formation and development of the Gospels and letters; various types of interpretation; the distinctive views of the New Testament writers about Jesus' life, teachings, death, and resurrection.

†TRS 503 - Introduction to the Gospels

3 CH

This course is an introduction and examination of the synoptic Gospels and the Gospel of John. The course will explore contemporary methods used by scholars and the Church to interpret these texts.

†TRS 504 - 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.

†TRS 520 - Introduction to Catholic Theology

3 CH

Introduces fundamentals of Catholic life and thought. Key doctrines examined are scripture, tradition, God/Trinity, Jesus Christ, sacraments, and the Church in the modern world. Additional topics might include ethics, spirituality, and the saints. Placed in historical context, Catholic theological reasoning about these doctrines is compared to theology in other branches of Christianity.

†TRS 521 - Understanding Theology

3 CH

An introduction to the nature and role of theology. Investigates both academic, or "public," theology and confessional, or "church-centered," theology.

†TRS 522 Faith and Reason in the Catholic Tradition

3 CH

This course investigates the relationship between faith and reason. In what ways are faith and reason compatible and what is the history of the interaction between theology and academic disciplines such as those in the natural and social sciences?

†TRS 523 - Sacraments

3 CH

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

†TRS 530 - History of Christianity I

3 CH

Traces the history of the Christian faith from the New Testament period to the Middle Ages. Major issues, controversies, and persons from these centuries are studied.

†TRS 531 - History of Christianity II

3 CH

Traces the history of the Christian faith from the Middle Ages to the present time. Major issues, controversies, and persons from these centuries are studied.

†TRS 532 - Christian Spirituality

3 CH

Presents spirituality as a topic worthy of study, plumbs its meaning through selections from the writings of great spiritual masters through the centuries—for example, Augustine, John of the Cross, Theresa of Avila, Ignatius Loyola, Teilhard de Chardin, and Thomas Merton.

†TRS 533 - 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.

†TRS 540 - 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.

†TRS 541 - 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).

†TRS 542 – The Catholic Social Justice Tradition

3 CH

The social-ethical teachings of the Catholic tradition, especially since Pope Leo XIII's letter On the Condition of Labor in 1891. Course explores Catholic social teaching that emerges from Church documents, traces it application to many issues of social and political conflict, and considers how this teaching is challenged by the perspectives of women, minorities, and people in developing countries.

†TRS 543 – Ethics in World Religions

3 CH

Examination of core ethical teachings and methods in several world religions. These resources guide ethical analysis of conflicted issues in contemporary society, such as economic inequality, racism, violence, sexual ethics, and bioethics.

†TRS 560 - Eastern Religions

3 CH

Explores history, beliefs and practices of Hinduism, Buddhism and other religions of India, China and Japan and the emergence of the contemporary New Age movement.

†TRS 561 - 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.

TRS 562 - Judaism

3 CH

Key components of the complex religion of Judaism, including: Biblical foundations, historical development, theological considerations, rituals and symbols, calendar and holidays, Jewish Mysticism, prayer, denominations, and life cycle events. Explores the role of God in the life of Jews past and present; compares the meaning of Judaism then and now.

†TRS 563 - Symbol, Myth and Ritual

3 CH

Notions of symbol, myth and ritual, as well as an introduction to the use of symbols, myths and rituals in a wide variety of religious traditions.

†TRS 564 - 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. Studies sacred writings of theses religions, with emphasis on topics such as deities and divine powers, rituals of birth and death, gender studies, and the relationships between ancient faith traditions and the emergence of monotheism.

†TRS 570 - Religion in America

3 CH

Examines the historical factors responsible for distinctive trends in American religion and identifies common threads that run through the religious history of America from the Puritans to today.

†TRS 571 - Celtic Religious Traditions

3 CH

The mythic history of Ireland and "beginning" of the Irish, and the traditions by which the Irish have come to identify themselves and give meaning to their world. Study of the religious function of social institutions; gods, goddesses and ruling powers; holy places; feasting and sacrifice; spirits and ancestors; and the other world. Also considered is the role of women in these traditions and the continuation of "myth" in modern Ireland.

†TRS 572 - Death and Dying in the World Religions

3 CH

All religious traditions have regarded the process of dying and the result of bodily death as significant events—as natural but also sacred states of being that impart to earthly life its deepest meaning and value. Course explores religious beliefs about, and practices developed around, human dying, death and any subsequent conditions of existence.

†TRS 573 - Religion and Sexuality

3 CH

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.

†TRS 574 - 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.

†TRS 582 – Religion in Literature

3 CH

Explores religious dimensions in the fiction of 20th century and contemporary novelists and short story writers, and possibility in other literary formats, such as poetry and memoir.

†TRS 583 – Religion in Film

3 CH

Explores the religious dimensions of a wide range of films, many of which are screened in class then discussed. The course considers both subject matter and style/techniques.

†TRS 584 - 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.

†TRS 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

Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and prerequisites.

†TRS 601 - Death and Resurrection of Jesus

3 CH

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

†TRS 602 - The Historical Jesus

3 CH

Investigates what can be known of the historical Jesus—the form of his teaching, his message, his actions—through a proper methodological examination of the sources. Jesus and his follower are understood in the context of the history, cultural, and religion of his day.

†TRS 603 - The Gospel of John

3 CH

A critical interpretation of the Gospel of John.

TRS 604 - New Testament Ethics

3 CH

This course is an examination of the ethical teachings found in the New Testament, and their legacy.

†TRS 605 – Scripture in the Life of the Church

3 CH

A overview of the entire biblical canon, an introduction to historical-critical study of the Bible, and consideration of the Catholic Church's contemporary methods for study and interpretation of Scripture.

†TRS 620 - Christology

3 CH

Examines the theological interpretation of Jesus as the Christ in the history of the Christian tradition.

†TRS 621 - The Church: Catholic Perspectives

3 CH

An investigation of Catholic thinking and teaching about the nature of the Church.

†TRS 622 - The Christian Trinity

3 CH

Examines the Christian theological conception of God as a trinity of persons. How has this theological understanding of God developed over time? How does theology explain the Christian worship of one God who is also three?

†TRS 623 - Theology and the Human Person

3 CH

Investigates theological conception of the human person in light of Christian revelation, and asks: In what way is a person like God?

What do we mean by human nature, sin, grace, and free will? Can the traditional Christian and the modern scientific notions of humanity be reconciled?

†TRS 624 - Eschatology

3 CH

Investigates the varied aspects of Christian eschatology—that is, the unfolding of the future, in relation to the cosmos and to the individual. When, how, and why does the world end and where does the individual fit into all this? Topics covered include theological discussions of time, the future, the human soul, death, the intermediate stage, and the journey of the Christian community and the human family into the future.

†TRS 625 - Faith and Science

3 CH

Explores history and interaction between Catholic theology and science in the medieval, modern, and contemporary era. The interaction is studied in the context of such topics as: cosmology, evolution, ecology, and technology.

†TRS 626 - Constructing the Concept of God

3 CH

Imaginative construction of a concept of God appropriate for modern life.

†TRS 627 - Contemporary Roman Catholic Thought

3 CH

Various thinkers and movements that have shaped contemporary Roman Catholic life and thought, including Karl Rahner, the Second Vatican Council and liberation theology.

†TRS 628 - Contemporary Protestant Thought

3 CH

Some of the most important Protestant theologians of the 19th and 20th centuries,

including Kierkegaard, Schleiermacher, Barth and Tillich.

†TRS 630 - 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.

†TRS 631 – Monks, Hermits, and Warriors
3 CH

Introduces the dimension of Christian faith often termed "the religious life." Studies the historical development of monasticism in the West and its various manifestations, from late antiquity to the modern era.

†TRS 632 - 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.

†TRS 633 – Women in Celtic Christianity
3 CH

Examines the complex encounter between women and the diverse traditions of Celtic spirituality. Historical scope of the course runs form pre-Christian traditions to contemporary times, with emphasis on primary texts.

†TRS 634 - Catherine and Teresa
3 CH

Catherine of Siena (14th cen.) and Teresa of Avila (16th cen.) are esteemed for enriching the life of the Catholic Church with their theological writings and their distinctive spiritual gifts. Explores the significant contributions of both women in the context of their respective historical and religious milieus, as well as their Dominican and Carmelite spiritualties.

†TRS 635 - 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.

†TRS 636 – Theology and Native Irish Spirituality
3 CH

Celtic Christianity is a tradition rich in its own history and particularities within the broader culture of the Western Church, and so it is certainly worthy of a focused exploration. The course will include a study of the general history and theological peculiarities of the Celtic Church within Celtic cultures and geographies, with a particular focus on Irish spirituality and Irish Christianity.

†TRS 640 - Bioethics: Religious Approaches
3 CH

Using methods and principles of biomedical ethics, explores several ethical issues in medical practice and health care policy. Frameworks employed include religious-ethical perspectives in Christianity and some other religious traditions, as well as philosophical and social theories. Topics may include: euthanasia, reproductive technologies, confidentiality, human subjects, and allocation of health care resources.

†TRS 641 - Religion, War and Peace
3 CH

An examination of ethical attitudes toward war and peace embraced by Christianity, Islam, and other religions. Just war theory and pacifism are applied to contemporary problems of violence.

†TRS 642 - 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.

†TRS 643 - Philanthropy as Moral Action

3 CH

Presents the ethics, theology, and political philosophy undergirding philanthropy. Provides an opportunity to develop skills of social entrepreneurship by studying or volunteering in local nonprofits.

†TRS 644 - Virtue Ethics

3 CH

The study of moral character. Course investigates the philosophy and theology of virtue throughout history; the value of the social and natural sciences for understanding virtue; and the social dimensions of virtue.

†TRS 645 - Religion and Environmental Justice

3 CH

Examines how religion has shaped humanity's relationship with nature, and explores various religious and ethical responses to contemporary ecological problems. The course also attends to Christianity, which is criticized by some environmentalists but has also given rise to its own environmentalist movement.

†TRS 660 - 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.

†TRS 661 - Women in Islam

3 CH

This course examines the theological, anthropological and cultural encounter between women and Islam from an historical as well as contemporary perspective. Dismissing polemics, and grounding study on writings by and about Muslim women across the full scope of the Islamic world, the course will explore particularly how Muslim women have realized and their faith and engaged in patterns of religious practice.

†TRS 662 - 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.

†TRS 663 - Pilgrimage and Sacred 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 occur in many religious traditions.

†TRS 664 –Religion in Contemporary Ireland

3 CH

Examines complex factors involved in shaping religion in contemporary Ireland. The changing face of Irish religious sensibility is situated within such factors as: Irish history, the major role of Catholicism in the culture, and the multicultural dimensions of 21st century Ireland.

†TRS 671 - Christian-Jewish Relations

3 CH

Examines the historical and theological relationship between Judaism and Christianity over the centuries. Attention is paid to the recent positive strides in interreligious understanding since Second Vatican Council.

†TRS 672 - Contemporary Religious Thinkers

3 CH

Representative writings of a specific religious thinker. Focus is on the work of either an important theologian or a contemporary scholar of religion. Consult the course instructor for the topic.

†TRS 681 American Evangelicalism

3 CH

History and character of evangelicalism, a distinctive variety of Protestant Christianity that has had a major influence on the U.S. Topics include fundamentalism, impact on major social movements, and the political influence of evangelicals today.

†TRS 682 - North American Christianities

3 CH

Examines several American Protestant Christian movements that proposed new scriptures and new understandings of Christianity, for instance, the Shakers, Mormons, and Spiritualists. Asks how Christianity has adapted to cultural changes in areas such as work, education, family life, and health care.

†TRS 683 - Holocaust: Genocide and Religion

3 CH

Analysis of the Holocaust and other 20th century genocides (Rwanda, Bosnia) with a focus on religion as a dimension of the causes of genocide. Assesses degrees of accountability for genocide among religious populations, both lay and clerical.

†TRS 684-385 - Elementary Ecclesiastical Latin I and II

3 CH

Provides foundation in the vocabulary, morphology, and grammar of Latin as used in Catholic Church documents and liturgies.

John F. Welch College of Business

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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.

Graduate Programs Offered

The College of Business offers the Doctorate of Business Administration in Finance, the Masters in Business Administration (MBA), the Masters of Science in Accounting, the Masters of Science in Digital Marketing, and the Masters of Science in Human Resource Management.

DOCTOR OF BUSINESS ADMINISTRATION IN FINANCE (DBA)

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

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

PROGRAM-LEVEL GOALS AND OBJECTIVES

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

1. Our doctoral program graduates will be prepared for highly specialized careers in financial institutions, consulting firms, government agencies, other business organizations, or academic careers that do not require a Ph.D. degree.

2. Our doctoral program graduates will acquire advanced, current knowledge in finance and gain research skills for conducting independent, complex financial projects.

3. Our doctoral program graduates will demonstrate creation of new knowledge through original research.

4. Our doctoral program graduates will gain global perspective on issues related to financial markets and institutions

5. Our doctoral program graduates will comprehend and appreciate importance of high ethical standards and values for finance professionals.

DEGREE REQUIREMENTS

The DBA in Finance degree requires a student to complete 45 credit hours of graduate course work after earning a relevant masters degree in business or equivalent. In addition, a student is expected to maintain satisfactory academic progress, pass a "milestone" comprehensive examination and write, submit, and defend a doctoral thesis. Only prior qualified doctoral work will be considered for transfer credits. and only in exceptional cases. The transfer authorization decision is made by the DBA Program Director in consultation with the Chair of Department of Economics and Finance. Students may be required to enroll in additional foundational courses upon entering the DBA Program depending on their academic background and area

of concentration; however, the credits for foundational courses do not count toward the DBA degree.

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

The DBA Finance Program curriculum is divided into 3 sections: business foundation courses, finance courses, and dissertation preparation:

1. Business Foundation Courses

The required courses provide the students with advanced knowledge in business foundations as well as business careers transition strategies (DBF900 and DBF901).

2. Finance Courses

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

3. Dissertation Preparation

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

Comprehensive Field Examination

Within six months of the conclusion of required coursework, each student takes a comprehensive examination. Each exam is individually tailored by the finance faculty and DBA Program Director who evaluate the candidate's ability to integrate the program course material. Students are allowed to proceed to dissertation courses (Year III) after successfully passing the comprehensive exam composed of questions from the business foundation and finance concentration courses. Students who fail the comprehensive exam must wait three months before attempting to pass the failed sections of the examination. A maximum of two attempts are allowed for this exam.

Doctoral Dissertation

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

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

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

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

The doctoral dissertation committee consists of the faculty advisor and two other faculty members who will be selected in consultation with the faculty advisor and the DBA Program Director. The committee

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

DELIVERY FORMAT

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

ADMISSION REQUIREMENTS

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

All applicants are required to submit evidence of the GMAT or the GRE. Waivers are possible and will be considered on a case-by-case basis. Students admitted to the program should have a strong mathematical background. The student's GRE or GMAT scores may be considered along with other criteria such as evidence of industry experience and prior academic work. A master's degree in finance, economics,

computer science, physics or mathematics is a plus. Successful candidates for admission to our program must demonstrate a strong academic record (reflected in academic transcripts), appropriate work experience, as well as sound writing skills and research potential (documented by writing samples submitted with the application for admission).

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

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

- Oversight responsibility for the work of others, or

- Accountability for the tangible or

intangible assets or accounts of others, or

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

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

A current 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 and Masters in Digital Marketing program are considered on a case-by-case basis and are based on a combination of advanced academic credentials with a substantial history of professional achievement. Waivers are not automatic for any candidate.

Eligibility

- Those candidates who hold a graduate degree from an accredited institution and who graduated with an overall grade point average of 3.0 or better (or the equivalent of a "B" average under the system used by that institution). This includes terminal degrees such as 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 who complete an undergraduate degree program at Sacred Heart University with a minimum grade point average of 3.5 within two years of application. Sacred Heart students who have a cumulative grade point average of 3.5 at the end of their junior year will also be considered for the waiver.

- Those candidates 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. It is important to note that a strong working knowledge of economics, accounting and finance is required for the integrated core courses (WGB 640 and WGB 641).

WGB 520 can be waived for those who have completed three credit hours in Microeconomics, Macroeconomics and three credit hours in Statistics with grades of B or better in all.

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

WGB 601: For those who have completed twelve credit hours in Accounting, including three credit hours in Financial Accounting and three credit hours in Information Technology with grades of B or better within the last two years, or have received an undergraduate degree in Accounting within the last three years WGB 601 can be substituted with either AC 610 or AC 617.

WGB 603: For those who have completed twelve credit hours in Finance, including three credits of Financial Management with grades of B or better within the last two years, or have received an undergraduate degree in Finance within the last three years , WGB 603 can be substituted for with an elective in Finance

FOUNDATION COURSES

| WGB 520 | Introduction to Economics and Statistics (3 Credits) |
| WGB 521 | Fundamentals of Management (3 Credits) |

PROGRAM COURSES

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 or Stamford campus locations.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.

Master of Science in Accounting (MSA)

BARBARA E TARASOVICH, DPS, CPA, CGMA
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The Master of Science in Accounting program at the John F. Welch College of Business is designed to respond to a growing industry demand for professionally trained accountants. Graduates will learn and develop the fundamental concepts of accounting, effective accounting methods and gain the knowledge and skills essential to pass the CPA exam.

CONCENTRATIONS

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

PROGRAM BENEFITS

The MSA program can be completed in one year with hybrid courses taken in a trimester format. Courses will be offered online with once-per-month Saturday seminars. Saturday classes will meet at our main

Fairfield campus from 9 a.m. – 5 p.m. Our faculty members are established scholars and in the accounting field and the program content is essential as students prepare for the CPA exam.

ADMISSIONS INFORMATION AND REQUIREMENTS

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

- Online application: http://apply.sacredheart.edu
- Non-refundable application fee
- GMAT
- Official transcripts from all undergraduate institutions attended
- A one-page personal statement
- Resume
- Two letters of recommendation

The minimum acceptable cumulative grade point average is a 3.0. Students who complete the undergraduate program in Accounting at from Sacred Heart University with a 3.0 GPA will be waived from the GMAT requirement.

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

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

Students with a baccalaureate degree in other business areas but have completed 6 accounting credits (Financial Accounting

– 3 credits and Managerial Accounting - 3 credits), must take the following 12 credits as prerequisites for the program:

- Two Intermediate Accounting courses – 6 credits

- Auditing- 3 credits

- Advanced Accounting – 3 credits

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

ACCOUNTING COURSE REQUIREMENTS

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

- International Accounting

- Forensic Accounting

Required Courses (21 credits)

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

Students will select one of the following concentrations:

INTERNATIONAL ACCOUNTING CONCENTRATION (9 CREDITS)

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

FORENSIC ACCOUNTING CONCENTRATION (9 CREDITS)

MSA 670	Forensic and Investigative Accounting (3 credits)
MSA 671	Understanding Business Valuation (3 credits)
MSA 699	Master's Capstone (3 credits)

Masters of Science in Digital Marketing (MSDM)

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

- Gain foundational marketing knowledge;

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

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

- Learn about methods for creating synergy and consumer segmentation;

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

- Be aware of the ethical dimensions

related to the digital marketing realm;

- Gain helpful information on calculating return on digital marketing investment

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

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

MARKETING STRATEGY FOUNDATION (9 CREDITS)

MK 661	Marketing Management (may be waived for students with substantial marketing experiencee)
MK 651	Marketing Research
MK 658	Consumer Behavior

WEB PAGE DEVELOPMENT AND DESIGN FOUNDATION (9 CREDITS)

CS 500	Intro to Structured Programming
CS 554	Fundamentals of Interactive Media
CS 553	Web Design w/ Java
or	
CS 550	Dynamic Web Page Development

DIGITAL MARKETING MODULE (12 CREDITS)

MK 670	Digital Marketing
MK 671	Marketing Analytics
MK 680	Applied Topics in Digital Marketing (students will take two sections-topics rotate every trimester)

CAPSTONE PROJECT OR THESIS (6 CREDITS)

MK 688	Capstone Thesis in Digital Marketing
or	
MK 689	Capstone Project in Digital Marketing

Candidates with an undergraduate degree other than business will have to take 6 additional credits (2 courses) before they start the program. The 6 credits are:

WGB 520	Intro to Economics & Statistics (can be waived with proven coursework in statistics)
WGB 521	Fundamentals of Management (can be waived with proved coursework in management)

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

- oversight responsibility for the work of others, or

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

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

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

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.

GMAT WAIVER POLICY

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

Masters of Science in Human Resource Management (MSHRM)

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

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

- oversight responsibility for the work of others, or

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

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

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

The minimum requirements for admission to the Full-Time MSHRM program are an undergraduate GPA of 3.0 on a scale of 4.0 and the completion of 6 credits of internship in the HR field during the program.

A current resume and employer reference, as well as a personal essay, must be submitted when applying to either the Part-Time or Full-Time MSHRM programs. Meeting the minimum admission requirements is no guarantee of acceptance into the program.

Career Development

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

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, Digital Marketing, Global Investments, Human Resource Management, International Business, Leadership, and Marketing.

ACCOUNTING (12 CREDITS PLUS PREREQUISITE IF REQUIRED)

Prerequisite

WGB 601	Accounting and Information Systems (3 credits)

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)

Required Courses

WGB 603	Financial Management* (3 credits)
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)
FN 675	Financial Regulatory Compliance (3 credits)
AC 617	Financial Statement Analysis (3 credits)

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

DIGITAL MARKETING (12 CREDITS)

MK 661	Marketing Management* (3 credits)
MK 670	Digital Marketing (3 credits)
MK 671	Marketing Analytics (3 credits)
MK 680	Applied Topics in Marketing (3 credits)

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

GLOBAL INVESTMENTS (12 CREDITS PLUS PREREQUISITE IF REQUIRED)

Prerequisite

WGB 603	Financial Management* (3 credits)

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 675	Financial Regulatory Compliance (3 credits)
FN 699	Financial Crisis and Risk Management (3 credits)

HUMAN RESOURCE MANAGEMENT (12 CREDITS)

Required Courses

HR 610	Performance Management
HR 615	Finance for HR Professionals
HR 611	Workforce Planning and Talent Management
BU 636	Legal Issues for HR

Alternative

A customized course of study, developed for the individual student's unique needs and interests can be created, in collaboration with the Faculty Director

LEADERSHIP CERTIFICATE (12 CREDITS) 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)

DBA Course Descriptions

DBF 900: Business Strategy, Ethics and Research

1.5 CH

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

DBF 901: Career Transition Seminar

1.5 CH

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

FN 901: Advanced Corporate Finance

3 CH

Prerequisite: DBF900

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

FN 902: Investment and Asset Pricing

3 CH

Prerequisite: DBF900

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

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

3 CH

Prerequisite: DBF900

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

FN 904: Quantitative Research Methods II (Financial Econometrics)

3 CH

Prerequisite: FN 903

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

FN 905: Price Theory

3 CH

Prerequisite: DBF900

The course overviews key concepts of microeconomic analysis. It is designed for students with a sound quantitative preparation. The material delineates the main theories of the firm, the consumer and the market. It includes modern analytical techniques of general equilibrium and welfare economics, along with their econometric verification. In addition, it examines basic concepts of the economics of information, including price signaling, moral hazard and multiple equilibria.

FN 906: Global Financial Markets and Institutions

3 CH

Prerequisite: DBF900

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

faced by financial institutions are thoroughly covered.

FN 907: Doctoral Field Seminar I

3 CH

Prerequisite: FN901 and FN902

This is an advanced seminar examining modern theories and concepts in several sub-fields of finance. These functional areas include: A: Fixed Income Securities, B: Investments, C: Market Microstructure, D: Derivative Securities, E: International Finance, F: Portfolio Management. The course normally covers both seminal and recent literature in one, two or three of these functional areas. The current selection of the specified areas is consistent with the specific expertise of the departmental faculty and may be expanded in the future. The required readings include a set of appropriate seminal research papers from areas covered in a single course. The seminar will conclude with a specific guided research project conducted in an individual financial institution.

FN 908: Doctoral Field Seminar II

3 CH

Prerequisite: FN901 and FN902

A continued advanced seminar examining modern theories and concepts in the functional areas of finance other than those selected in FN907. As in FN907, the functional areas include: A: Fixed Income Securities, B: Investments, C: Market Microstructure, D: Derivative Securities, E: International Finance, F: Portfolio Management.

FN 909: Research Methods and Dissertation Design in Finance

3 CH

Prerequisites: FN901 and FN902

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

FN 910: Finance Dissertation Research Seminar I

3 CH

Prerequisites: Comprehensive Field Exam

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

FN 911: Finance Dissertation Research Seminar II

6 CH

Prerequisite: FN 910

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

FN 912: Empirical Methods in Finance

3 CH

Prerequisite: FN 901

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

FN 913: Advanced Financial Risk Management

3 CH

Prerequisite: FN 912

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

FN 907 AND FN 908: DBA FIELD SEMINAR COURSES

FN 907/908A: Fixed Income Securities

3 CH

Prerequisites: FN 902, FN904 and FN912

The lecture material provides an analysis of various fixed income products, their trading and pricing. Examined are their applications for achieving financial goals, including: capital formation, interest rate risk management, and portfolio diversification. Topics covered include treasury, agency, corporate, and municipal bonds, floating rate bonds, mortgage-backed securities, term structure modeling, immunization, credit risk management, credit derivatives, and interest rate derivatives including swaps, caps and floors, and swaptions.

The lecture material also includes the valuation of fixed income securities, the management and hedging of fixed income portfolios and the valuation and usage of fixed income derivatives. Some of the contracts analyzed in the course include pure discount bonds, coupon bonds, callable bonds, floating rate notes, interest rate swaps, caps, floors, swaptions, inflation-indexed bonds, and convertible bonds.

FN 907/908B: Investments

3 CH

Prerequisites: FN 902, FN904 and FN912

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

FN 907/908C: Market Microstructure

3 CH

Prerequisites: FN 902, FN904 and FN912

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

FN 907/908D: Derivatives Securities

3 CH

Prerequisites: FN 902, FN904 and FN912

The material covers a comprehensive and in-depth treatment of valuation methods for derivative securities. Extensive use is made of continuous time stochastic processes, stochastic calculus and martingale methods. The main topics to be addressed include (a) European option valuation, (b) Exotic options, (c) Multi-asset options, (d) Swaps, (e) Stochastic volatility, (f) American options, and (g) The role of derivatives in modern financial risk management.

FN 907/908E: International Finance

3 CH

Prerequisites: FN 902, FN904 and FN912

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

FN 907/908F: Portfolio Management

3 CH

Prerequisites: FN 902, FN904 and FN912

This course provides an advanced treatment of the theory and practice of modern portfolio management. Topics include quantitative concepts, portfolio analysis, capital asset pricing theory, performance measurement, efficient market hypothesis, portfolio management process, use of derivative securities, ethical and legal considerations and professional standards.

The course will also provide students with a concise introduction to recent results on optimal dynamic consumption-investment problems. Lectures will also cover standard mean-variance theory, dynamic asset allocation, asset-liability management, and life cycle finance. The main focus of this course is to present a financial engineering approach to dynamic asset allocation problems of institutional investors such as pension funds, mutual funds, hedge funds, and sovereign wealth funds. Numerical methods for implementation of asset allocation models will be presented.

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 and managerial thinking. Students review academic, writing, and presentations skills needed to successfully complete the program, complete self assessments, and develop plans for professional development and program completion. Must be taken as first course in the MBA program.

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

The capstone 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

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

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

Accounting Course Descriptions (For MBA and Accounting Certificate Students)

AC 610 Accounting for Decision Making and Control

3 CH

Prerequisite: WGB 601 Accounting and information systems

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.

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.

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.

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.

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.

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.

MASTERS OF SCIENCE IN ACCOUNTING COURSE DESCRIPTIONS (FOR MS IN ACCOUNTING STUDENTS ONLY)

MSA 600 Financial Accounting Theory and Practice

3 CH

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

MSA 610 Advanced Issues in Managerial Accounting

3 CH

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

MSA 621 Federal Taxation

3 CH

This course introduces the basic principles of taxation common to all types of taxpayers, with special emphasis on business taxation and planning. Topics include: tax policy issues, tax planning, computation of business taxable income, and an introduction to the taxation of corporations, S corporations, partnerships, and limited liability companies.

MSA 630 Advanced Issues in Financial Accounting

3 CH

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

MSA 631 Contemporary Issues in Auditing

3 CH

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

MSA 641 Accounting and Information Systems

3 CH

This course introduces different applications and technologies essential to transacting business within the rapidly developing global Internet and web. This course also explores issues relating to management information system that impacts accounting environment. The course makes use of cases, articles and current pronouncements in the field.

MSA 690 Financial Statement Analysis

3 CH

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

Concentration Courses: (Choice of one concentration)

INTERNATIONAL ACCOUNTING:

MSA 625 International Accounting & Reporting

3 CH

This course examines the diverse accounting systems employed by different countries and the relationship of those systems to environmental factors (cultural, economic, political, legal and religious). Principal topics include: performance evaluation in multinational enterprises, social responsibility, harmonization of accounting practices and transfer pricing within an international framework. The course addresses these topics in part through an applied approach in the discussion and analysis of cases.

MSA 626 Global Financial Reporting and Analysis

3 CH

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

for financial statement analysis. The course includes case studies, computer-based assignments, and research projects.

MSA 699I Master's Capstone

3 CH

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

FORENSIC ACCOUNTING:

MSA 670 Forensic and Investigative Accounting

3 CH

This course is designed to acquaint the student with the field and practice of Forensic Accounting. Topics to be discussed include: Fraudulent financial reporting; Employee Fraud; Indirect methods of Reconstructing Income; Money Laundering and Transnational Financial Flows; Various Courtroom Procedures and Litigation Support; Cybercrime and Business Valuations

MSA 671 Understanding Business Valuation

3 CH

This course is designed to acquaint the student with the business valuation process. Topics to be discussed include: Business Valuation Overview; Valuation standards; Various types of reports; Appraisal theory; the appraisal engagement; Market Approach; Asset Approach; Income Approach; Discounts and Capitalization; Premiums; Completing the engagement.

MSA 699F Master's Capstone

3 CH

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

Finance Course Descriptions

FN 661 Global Financial Markets and Institutions

3 CH

Prerequisite: WGB 603 Corporate 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.

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.

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.

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 and FN 663

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.

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.

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.

An overview of derivative securities and their use in corporate strategy and risk management, this course employs quantitative methods to analyze, design, price and use derivative instruments in a managerial context. Basic derivative contracts such as forward, futures, options and swaps are covered, as well as the pricing of these claims, arbitrage, and hedging in these markets. Students apply the analytical models to real-life situations through case studies.

FN 673 Mathematics for Finance Practitioners

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

FN 674 Advanced Risk Management

The complexity of the global financial system makes understanding risk management essential for anyone working in, or planning to work in, the financial sector. As the real economy is also exposed to financial risk, risk management has become more important to non-financial corporates and institutions.

Students will become familiar with financial risk assessment and management and the regulations applicable for financial institutions. They will learn how important market participants, such as banks, insurance companies, pension funds, mutual and hedge funds, are looking at risk measurement and management. Risk mitigation strategies are explained.

Various risk types such as market risk (interest rate risk, cross-currency risk, etc.), credit risk, operational risk, systemic risk are covered and risk management strategies and instruments are analyzed. Recent risk management topics such as counterparty credit risk for derivatives, central clearing and collateralization will be covered.

FN 675 Financial Regulatory Compliance

3 CH

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

FN 699 Financial Crisis 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 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.

BU 639 Innovation Management

3 CH

Prerequisites: BU 521 Fundamentals of Management or BU 601 Organization Management or WGB 612 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 664 Negotiations

3 CH

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

BU 665 International Business

3 CH

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.

BU 699 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.

Human Resource Course Descriptions

HR 605 Analytics, Metrics, and Problem Solving for HR Professionals

3 CH

This course is designed to give students a basic understanding of analytics and metrics that are frequently used in the human resources field. A primary objective of the course is to teach students how to use statistics to make data driven decisions regarding workplace issues as well as strategic human resource issues. Additionally, coursework will focus on developing students into informed consumers of statistical information and developing skills to manage analytical vendors. The course will include hands on experience conducting statistical analyses using basic univariate, bivariate and multivariate statistics, and basic modeling skills to solve common problems in the HR field. Focus will be placed on interpretation of data and implementing decisions which are data driven.

HR 607 Introduction to Human Resource Management

3 CH

In-depth exploration of the contemporary human resources function and the fundamental human resources processes. The course provides an introduction to the key areas in human resources and the issues confronting organizations today. Particular emphasis is places on recruitment and selection, training and development, performance evaluation systems, and compensation and benefits.

HR 610 Performance Management

3 CH

This course examines systems and processes for evaluation and improvement of employees' performance. Systematic and organizational processes for setting performance standards, monitoring, documenting and evaluating performance will be reviewed. Performance improvement interventions will also be evaluated. Particular attention will be placed upon performance as a strategic issue, and application in the students' work environment. Current best practices will be considered in the discussion. Prerequisite: HR 607

BU 636 Legal Issues in Human Resources

3 CH

This course examines the legal relationship between an employer and an employee in the business environment. The course includes a survey and analysis of the laws which govern the employer-employee relationship. Topics include contract law, anti-discrimination law (Title VII, ADA, ADEA and related EEOC procedure), family and medical leave law, workers compensation law, wage and hour statutes, collective bargaining and union organizing. The objective of this course is to offer the student the necessary familiarity with prevailing workplace legal issues so to enable the student to help recognize and prevent potential liability and efficiently work with legal counsel. Special

attention is given to how these issues are dealt with as companies expand globally. Prerequisite: HR 610

HR 611 Workforce Management and Talent Development

3 CH

Prerequisite: HR 607

In an effort to be competitive, organizations of all types must efficiently manage their workforce in order to achieve organizational goals. Human resource professionals need to understand how to manage an organization's human capital needs including workforce planning and forecasting, training and leadership development, succession planning, globalization and diversity of workforce, outsourcing/rightsizing, and the contribution of human capital to organizational development. This course will focus on how organizations can best manage and develop their workforce in order to achieve short term and long term organizational goals.

HR 612 Strategic Human Resources

3 CH

Prerequisites: HR 610, HR 611

The strategic impact that HR leaders have on their organizations has never been more important given the value of human capital and our changing world economy. It is critical for HR leaders to maintain their competitive edge and bring broad business skill sets to their role. The focus of the class will be the development of critical thinking, strategic planning and business strategy skills and the implementation of those processes within the HR organization.

HR 613 Diversity and Inclusion

3 CH

Diversity in the workforce is a critical issue for all organizations. As organizations become more global in nature, an organization's workforce becomes more ethnically and culturally diverse. This course will explore the strategic issues

with managing, motivating, and engaging diverse workforces to meet organizational objectives. Particular emphasis will be places on developing cultures of inclusion for all members of an organization's workforce. Prerequisite: BU 636

HR 615 Finance for HR Managers

3 CH

Fundamental education in the use of financial statements and financial management increases business credibility within the organization. This course provides an introduction to the basic financial statements (balance sheet, cash flow, and income statement) from an end users perspective, not a detailed accounting perspective. Topics within financial management will include analysis of firm performance and techniques to assess new business opportunities.

HR 689 Capstone and Applied Research Project

3 CH

This course is the final required course in the program. Students should have successfully completed all required courses before enrolling in this course. Students will develop a project plan or research proposal for their final project in this class. The course will cover acceptable project ideas, problem statements, literature reviews, research and project evaluation methodologies, and project plans. Each student is required to complete a proposal ready for consideration of review and approvals. Prerequisites: Completion of core or permission

HR 631 Managing a Global Workforce

3 CH

This course focuses on helping the student develop an international perspective of the human resource management (HRM) function. Students will examine the unique demands of global firms and their consequential impact on strategic human resource management issues. Specific focus will be on the role of culture, and differences in attitudes in requiring both a localization of practices in different countries/regions and a global integration of business practices across the organization.

HR 638 Compensation and Benefits

CH 3

Compensation and benefits is the cornerstone of many human resource strategic plans. This course will give students an in-depth understanding of the design and implementation of compensation and benefit systems. Topics covered will include pay for performance systems, compensation equity across global locations, integrating compensation systems and performance systems, executive compensation, and team based performance systems.

HR 634 Training and Development

CH 3

A critical part of maintaining an organization's workforce such that it is uniquely qualified to achieve the organization's short term and long term goals is to provide training and development opportunities at all levels of the workforce. This course will explore in depth the theories and best practices used in workforce training, skills development, and leadership development. Additionally, we will discuss how to use training and development as a retention tool for top performers in the organization.

HR 620 Personnel Psychology

3 CH

This course examines the application of psychological research, employment law, and ethical principles to human resource problems in organizations. It focuses on applications designed to make employees, and organizations, more effective and creating organizations that are satisfying places to work. Particular attention is given to hiring practices, including recruitment, screening, and selection, training and development, and performance evaluation.

PS 532 Job Analysis, Competency Modeling and Criterion Development

3 CH

This course covers the fundamental processes of job analysis and competency modeling. Students will learn how to conduct job analysis and competency modeling and how to use the results for designing personnel selection systems, performance appraisal instruments, 360 feedback, training, and career development.

Marketing 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.

MK 671 Marketing Analytics

3 CH

Prerequisites: MK 661 Marketing Management

Explores how companies assess marketing performance. It is a survey course covering a variety of return on investment metrics for marketing investments. The course introduces formulas and ratios used to gauge customer profitability, product portfolio mix as well as advertising and web spending effectiveness. Links between finance and marketing are pointed out.

MK 680 Applied Topics in Digital Marketing

3 CH

Prerequisites: MK 661 Marketing Management

This course covers in depth one digital marketing topic from an applied perspective. The topic is examined from a company's point of view with multiple examples from industry. Students work hands-on learning what practitioners do within the topic on a day-to-day basis. Topics rotate throughout trimesters.

MK 688 Capstone Thesis In Digital Marketing

By arrangement with Program Director

MK 689 Capstone Project in Digital Marketing

By arrangement with Program Director

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 students.

Accreditation

The Farrington College of Education is committed to meeting the highest regional and national standards for educator preparation. We are currently accredited by the Council for the Accreditation of Educator Preparation (CAEP). This accreditation covers initial and advanced certification programs based at the Fairfield and Griswold campus sites. These certification programs are also fully approved by the Connecticut State Department of Education. Moreover, our preparation programs in building-level leadership, secondary English, and secondary Spanish have received national recognition by their respective governing bodies, and our other programs are in process. In addition to educator certification programs, our College also offers a masters degree (the Master of Arts in Teaching) and Certificates of Advanced Study (CAS) in Leadership, Literacy, and Teaching. All of these degrees are approved by the Connecticut Office of Higher Education.

Conceptual Framework

According to the Council for the Accreditation of Educator Preparation, 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 Farrington College 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 our College. 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.

Horizons at SHU

JEFFREY RUMPF, M.S.
Director

Horizons at Sacred Heart University is an affiliate of Horizons National, an organization that provides academic and cultural support to underserved children in urban areas. Horizons at SHU serves children and youth from the City of Bridgeport with the purpose of narrowing the academic achievement gap between city and suburban students. The program's mission is to create a dynamic learning environment during the summer and on Saturdays during the school year. The children spend their time honing their literacy and math skills as well as enjoying cultural activities such as swimming, violin and guitar instruction, dance and gymnastics, gardening, science experimentation, martial arts and more.

Graduate Education Certificate Programs

Initial Teacher Certification: Elementary (005)

Initial Teacher Secondary: Biology (030)

Initial Teacher Secondary: Business (010)*

Initial Teacher Secondary: Chemistry (031)

Initial Teacher Secondary: English (015)

Initial Teacher Secondary: General Science (034)

Initial Teacher Secondary: Math (029)

Initial Teacher Secondary: Social Studies (026)

Initial Teacher Secondary: Spanish (023)

Intermediate Administrator Certification (092)

Remedial Reading and Language Arts Certification (102)

Reading and Language Arts Consultant Certification (097)

Adult TESOL Certification (088)

Sacred Heart University Certificate in Education Technology

*New students no longer being admitted; present candidates will be assisted through completion of their program

Graduate Education Degree Programs

Master of Arts in Teaching

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)

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 with the exception of applicants to the MAT Concentration in Adult TESOL.

Initial Certification Programs

Candidates must meet the following entrance requirements:

- Complete online graduation application form

- Meet with faculty advisor to complete a transcript review and preliminary plan of study. Candidates for initial certification programs must have a completed transcript review with a Farrington College of Education faculty advisor—demonstrating mastery of appropriate academic content material—prior to attending their first graduate course. An action plan to successfully remediate identified deficiencies must be completed

prior to beginning student teaching.

- 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 Farrington College of Education. Candidates for initial teacher certification programs must present scores from the relevant content area knowledge test (Praxis II or ACTFL) prior to attending their first graduate course. An action plan to successfully remediate identified deficiencies must be completed prior to beginning student teaching.

- Resume

- Applicant Statement of Understanding

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

- Present a clearly worded essay that explains reasons for wanting to enroll in the program and emphasizes 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 Department of Teacher Education.

- Present an undergraduate GPA of at least 2.75.

Master of Arts in Teaching (MAT)

Admission requirements for the MAT are the same as admission requirements to the initial teacher certification programs, with the following exceptions. For those who already hold teaching certification, upon presentation of the certificate, requirements for the Praxis I Exam are waived. For those who are not seeking teaching certification, an MAT-Only agreement must be signed; all

other requirements are the same as for initial certification.

Adult TESOL (088) and MAT

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

- 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

- 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.

- Present a clearly worded essay that explains reasons for wanting to enroll in the program and emphasizes 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.

- Submit a copy of resume.

Intermediate Administrator Certification (092) and CAS in Administration

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

- Resume

- Meet with faculty to complete a preliminary plan of study

- Applicant Statement of Understanding

- Hold or be eligible for a Connecticut teaching certificate

- Hold a master's degree from a regionally accredited 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

- Resume

- Meet with faculty to complete a preliminary plan of study

- Applicant Statement of Understanding

- 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 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 an accredited institution of higher education and have a minimum undergraduate cumulative GPA of 2.75. Graduate candidates who apply for entrance into the Intermediate Administrator Certification program must hold or be eligible for a Connecticut teaching certificate and hold a master's degree from an approved institution having achieved at least a 3.0 GPA. Candidates who apply for entrance into the Remedial Reading and Language Arts Certification program must hold or be eligible for a Connecticut teaching certificate.

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 Farrington College of Education 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 Farrington College 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 Dean of the College of Education after receipt of formal appeal. Such appeals should be based on the candidates' workload.

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 six 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 Dean of the College of Education in writing, include an official transcript of the courses completed and contain supporting documentation (e.g., catalog descriptions or syllabi).

Application for Degree Completion

All candidates for graduate degrees are required to complete an online application for graduation via 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 some of the 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 (1–6), and for the secondary grades (7–12) in the academic areas of English, history and social studies, mathematics, general science, biology, chemistry and Spanish. Course offerings in the Farrington College of Education may also provide certified teachers with the opportunity to obtain additional teaching endorsements.

REQUIRED COURSES

The graduate program for Teacher Certification requires the completion of 36 credits in professional studies, including a semester of student teaching. In a typical planned program of study, 21 credits of 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. Candidates for initial certification may need to fulfill additional course requirements in the appropriate academic content area.

ELEMENTARY CERTIFICATION COURSE REQUIREMENTS

Block I (9 Credits)

ED 101	ED 553	Educational Psychology (3 credits)
ED 152	ED 552	Education in the United States (3 credits)
ED 271	ED 578	Educational Technology (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 Farrington College of Education policies and interpretations of certification regulations are subject to change.

*Credits applicable to MAT degree for five-

year program candidates only

**Credits not applicable to MAT degree

SECONDARY CERTIFICATION COURSE REQUIREMENTS

Block I (9 credits)

ED 101 ED 553 Educational Psychology (3 credits)

ED 152 ED 552 Education in the United States (3 credits)

ED 271 ED 578 Educational Technololgy (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

Farrington College of Education policies and interpretations of certification regulations are subject to change.

ACADEMIC MAJOR FOR INITIAL CERTIFICATION

Elementary candidates must achieve an acceptable subject area major (not Education) as recommended by the Farrington College of Education transcript review. Secondary candidates must achieve a major in their endorsement (or present the equivalent coursework as defined by State statutes and the College of Education transcript review).

GENERAL EDUCATION REQUIREMENTS FOR INITIAL CERTIFICATION

All candidates must achieve 39 credits of general education courses including English, Math, Social Studies, Science, Fine Arts World Language. All candidates must present a 3-credit course in American history. Elementary candidates must achieve 6 credits of human growth and development coursework (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 FOR INITIAL CERTIFICATION

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 College 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.

ADULT TESOL 088 ENDORSEMENT

The Isabelle Farrington College of Education offers coursework leading to the Non-English Speaking Adults (088) Connecticut Endorsement. Candidates seeking this certification intend to teach adult English language learners. Completion of the Praxis I Pre-Professional Skills Tests is required.

Course Requirements for the 088 Endorsement

ED 569	Education of Special Needs Students (3 credits)
EDU 502	Adult TESOL Methodologies and Materials (3 credits)

Master of Arts in Teaching (MAT)

The MAT program is intended accommodate the educational goals for three sets of educators: The MAT for those who have already earned initial teacher certification, the MAT for those holding bachelors degrees who are also pursuing initial certification, and the MAT for SHU candidates who participate in the bachelors to masters degree Five Year Program.. The MAT program has the following four components that are designed to build on the applicant's prior academic and school experience.

CORE REQUIREMENTS (12 CREDITS)

The core requirements of the MAT degree focus on the broad foundation of knowledge and skills required of all effective educators. The three areas of study in the core are:

Foundations: A course in 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:

- Ideal School (3 credits)
- Master's thesis or project (3 credits)
- Special Projects in Education Technology (3 credits)
- Professional Seminar (3 credits)
- Advanced TESOL Clinical Experience (3 credits)

Intermediate Administrator Certification (O92)

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 with each course meeting on one Friday and four alternate Saturdays during the first year from September to June. At that point, after only 10 months, students would be eligible to take the Connecticut Administrator Test (CAT) and, if successful, could apply for the Intermediate 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 available at the Trumbull and Stamford locations. The application deadline for this Fall cohort program is March 1st.

The "Traditional" model is delivered according to each 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 at the Trumbull and Griswold locations. 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	Educational Law and Finance (3 credits)

Supervision and Evaluation (6 Credits)

EDL 635	Teacher Supervision, Evaluation, and Staff Development (3 credits)

EDL 696	Administrative Certification Program: 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 697	Administrative Internship II (3 credits)

CULMINATING SERIES (9 CREDITS)*

EDL 689	Review of Educational Leadership Literature (3 credits)
EDL 690	Research Seminar (3 credits)
EDL 691	Thesis Seminar (3 credits)

*Note: Courses in the culminating series must be taken in numerical order.

Certificate of Advanced Studies (CAS): Teaching (Sixth Year Degree)

The Isabelle Farrington College of Education offers a sixth year degree in advanced teaching. For program information please contact the Farrington College of Education.

Connecticut Literacy Specialist Program (CLSP)

102 AND 097 CERTIFICATION AND CERTIFICATE OF ADVANCED STUDIES (CAS) IN LITERACY

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), the Reading and Language Arts Consultant Certification (097), and the CAS in Literacy. The CLSP is a 36-credit program that is developed in collaboration with an advisor. Candidates applying for the CLSP must have a valid teaching certificate and have taken a course in special education. The CLSP accommodates part-time candidates who are currently teaching in a school system. The program is available to certified teachers with a Master's degree and a minimum of 30 months classroom experience as a teacher. Candidates are eligible to apply for state reading certification after the successful completion of program requirements and 30 months classroom teaching under a valid teaching certificate.

Tier I: Remedial Reading and Remedial Language Arts Teacher Certification (102)

The Remedial Reading Remedial Language Arts Certification (102) requires 21 credits of study. Candidates may complete these credits as part of a post-baccalaureate degree (MAT or CAS). To be recommended for certification, candidates must provide evidence of meeting 30 months of classroom experience as a teacher.

Tier II: Reading and Language Arts Consultant (097)

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.

CAS IN LITERACY

Candidates may complete their CAS (Sixth year degree) in the Connecticut Literacy Specialist Program with the addition of one more course (three credits) beyond the 33 credits of requirements listed above.

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 102 certification.

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: Prerequisite: 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**

**Indicates course required for 097 Certification and is available to CLSP students only.

Candidates may then select to complete their Sixth year degree in the Connecticut Literacy Specialist Program with the addition of three more credits in literacy for a total of 36 credits in all.

Sequence IV - 3 Credits

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 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 620	Utilizing Technology in Reading Instruction
EDR 690	Teaching Fellowship

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 and comprehension into a research-based literacy framework for beginning teachers. This course addresses

ACEI standards for reading, writing, and oral language and prepares the candidate for the CT Foundations of Literacy Exam.

ED 428 Secondary Curriculum Relisted under ED 451-458

3 CH*

Course is differentiated by subject-content area. Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary disciplines.

ED 429 Secondary Methods in the Content Areas Relisted under ED 461-468

3 CH*

Course is differentiated by subject-content area. Examines various methods of instruction applicable to all academic areas. Candidates plan and teach micro lessons in content areas, develop short- and long-range lesson plans and complete a subject specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction; process learning; and cooperative learning are discussed and practiced.

ED 430 Elementary Curriculum 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 451 Secondary Curriculum: Biology

3 CH*

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of biology curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary biology. A content-area specialist supports candidates in biology.

ED 452 Secondary Curriculum: Business

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of business curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary business. A content-area specialist supports candidates in business.

ED 453 Secondary Curriculum: Chemistry

3 CH*

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of chemistry curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary chemistry. A content-area specialist supports candidates in chemistry.

ED 454 Secondary Curriculum: English

3 CH*

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of English curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary English. A content-area specialist supports candidates in English.

ED 455 Secondary Curriculum: General Science

3 CH*

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of general science curriculum in the

secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary general science. A content-area specialist supports candidates in general science.

ED 456 Secondary Curriculum: Math

3 CH*

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of math curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary math. A content-area specialist supports candidates in math.

ED 457 Secondary Curriculum: Social Studies

3 CH*

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of social studies curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary social studies. A content-area specialist supports candidates in social studies.

ED 458 Secondary Curriculum: Spanish

3 CH*

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of Spanish curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary Spanish. A content-area specialist supports candidates in Spanish.

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 461 Secondary Methods in Biology

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on biology. Candidates plan and teach micro lessons in biology, 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. A content-area specialist supports candidates in biology.

ED 462 Secondary Methods in Business

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on business. Candidates plan and teach micro lessons in business, 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. A content-area specialist supports candidates in business.

ED 463 Secondary Methods in Chemistry

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on chemistry. Candidates plan and teach micro lessons in chemistry, 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. A content-area specialist supports candidates in chemistry.

ED 464 Secondary Methods in English

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on English. Candidates plan and teach micro lessons in English, 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. A content-area specialist supports candidates in English.

ED 465 Secondary Methods in General Science

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on general science. Candidates plan and teach micro lessons in general science, 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. A content-area specialist supports candidates in general science.

ED 466 Secondary Methods in Math

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on math. Candidates plan and teach micro lessons in math, 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. A content-area specialist supports candidates in math.

ED 467 Secondary Methods in Social Studies

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on social studies. Candidates plan and teach micro lessons in social studies, 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. A content-area specialist supports candidates in social studies.

ED 468 Secondary Methods in Spanish

3 CH*

Examines various methods of instruction applicable to all academic areas, with emphasis on Spanish. Candidates plan and teach micro lessons in Spanish, 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. A content-area specialist supports candidates in Spanish.

ED 471 Student Teaching Seminar: Biology

6 CH

Student teaching field experience in secondary biology in conjunction with a weekly student teaching seminar 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course.

ED 472 Student Teaching Seminar: Business

6 CH

Student teaching field experience in secondary business in conjunction with a weekly student teaching seminar 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course

ED 473 Student Teaching Seminar: Chemistry

6 CH

Student teaching field experience in secondary chemistry in conjunction with a weekly student teaching seminar is the culminating experience of the certification program. 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course.

ED 474 Student Teaching Seminar: English

6 CH

Student teaching field experience in secondary English in conjunction with a weekly student teaching seminar is the culminating experience of the certification program. 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course.

ED 475 Student Teaching Seminar: General Science

6 CH

Student teaching field experience in secondary general science in conjunction with a weekly student teaching seminar is the culminating experience of the certification program. 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course.

ED 476 Student Teaching Seminar: Math

6 CH

Student teaching field experience in secondary math in conjunction with a weekly student teaching seminar 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course.

ED 477 Student Teaching Seminar: Social Studies

6 CH

Student teaching field experience in secondary social studies in conjunction with a weekly student teaching seminar is the culminating experience of the certification program. 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course.

ED 478 Student Teaching Seminar: Spanish

6 CH

Student teaching field experience in secondary Spanish in conjunction with a weekly student teaching seminar is the culminating experience of the certification program. 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 non-interns. There is a lab fee attached.) Interns must register for the companion seminar course.

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 Relisted under ED 471-478

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

Participants develop online lessons for use in professional development training and P–12 classroom instruction. Methods of instructional design for online settings target the creation and selection of multimedia such as digital lectures, instructional videos, and simulations. Key skills for effective online instruction are explored including learner engagement, discussion management, collaboration, and community building. (Online Learning)

ED 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

This project-based seminar course introduces game theory and investigates the ways that individuals learn from interactive computer environments. The use of digital games in educational contexts is explored. Participants use Web 2.0 technologies, portable

applications, and Game Maker® software to design entry-level games that are aligned with the P-12 curriculum. No prior computer programming or art skills are required. (Online Learning)

ED 562 Computer Art and Desktop Publishing

3 CH

Introduces the methods for using Photoshop® along with portable applications for creating, editing, and integrating computer graphics and/or digital images into the P-12 curriculum. Personal marketing materials are also developed through the use of Web 2.0 technologies. No prior art experience is required. (Online Learning)

ED 565 Classroom Management: Elementary

3 CH

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. (Blended)

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. (Blended)

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 573 Professional Development: Phase I

3 CH

Candidates will create a field based Professional Development Plan, in which they interview a district's supervisor or other professional responsible for faculty development at the school level. They will participate in analyzing school performance data; reviewing the literature for establishing a research based intervention that will address a specific need. The candidate will construct a professional development plan

that is connected to improving both teaching and learning at the school level.

Schools are at various levels in the staff development process. The process may include the development of school or grade level data teams. Candidates will create an action plan and present it to the instructor utilizing a power point presentation. After receiving department and school approval of the Professional Development Plan student will move into the Phase II implementation process. This phase will require an additional semester of work.

ED 574 Professional Development: Phase II
3 CH

Candidates will implement the Professional Development Plan that was designed in the prerequisite course ED 573 through three phases: pre implementation, implementation, and post implementation. Candidates will coordinate and arrange for professionals, paraprofessionals, or community members to participate in their event. They will then reflect on performance based on feedback from the audience, instructor, and self-reflection. Reflection will be based on instructional design, instructional delivery, assessment, and integration of technology.

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 Educational Technology
3 CH

This graduate course emphasizes the integration of technological resources into primary and secondary classroom settings for the purpose of fostering student learning, creativity, and innovation. Legal issues along

with the methods for using technology to collect and analyze student data are introduced. A 3 hour field experience in a diverse P-12 educational setting is required. A PC with Microsoft Office® and Internet access is recommended. (Blended or Online Learning)

ED 588 Curriculum for the Talented 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

This graduate course provides participants with an in-depth study of the technological resources currently available for use in educational environments. Participants create inquiry-based learning activities for the classroom. A three-hour field experience is required in this course. (Blended Learning)

ED 597 Ideal School Project
3 CH

The Ideal School Project is offered to students as an option for completing the culminating requirement for the Master's degree (MAT). The purpose of the course is to provide venues for student to synthesize the content of the MAT program. Students will examine and critique theories, practices, and current issues related to effective design of the American school system and teaching practices therein. Students will read selected

books, journal articles, and research. Based on the readings, students will discuss, debate and analyze topics in depth, leading to the design of an ideal school. These activities will help students to prepare for a final examination in which student will be asked to incorporate what they have learned in other coursework as well as in this course.

ED 599 Educaton Seminar: Special Topics

3 CH

This course is designed to satisfy the MAT seminar requirement. Content of the seminar and its subtitle will vary. Recent and continuing topics appear below

Emerging Technologies:

This graduate course provides participants with opportunities to collaborate and reflect on the ways mobile technologies such as iPhones®, iPads®, and iPod Touches® can be used to enhance teaching and learning. Participants will explore these technologies through hands-on activities and the assessment of apps. Instructional materials are also created. (Blended Learning)

Learning to Learn

The seminar will examine the latest information on learning theories and how they may be applied to teaching and learning. Through a series of readings, class discussions and video footage participants will be engaged in an in depth study of the following topics: the many facets of learning, cognitive development including information regarding brain structure and function, inquiry centered learning, conceptual thinking and mapping; multiple intelligences and the appropriate uses of various kinds of formative and summative assessment models.

Interpersonal Skills for Teachers

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.

Legal Issues for Educators

This course is designed to help participants become aware of legal issues that affect schools, districts and individuals within a school setting. Most teachers are unaware of the legal precedents that drive school related decisions, and of the legal burdens implicit in educating and supervising students. 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.

Coaching and Facilitating Student Learning

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.

Public Education as Social Change Agent

Many question society's standards, and some claim that schools must play an important role in improving the moral climate. Students in this seminar address the critical issues facing our country and answer the following questions: What kind of society do I want to help create? How can schools and my discipline contribute to my vision of society? Students will also evaluate various approaches to values education.

Positive Psychology for the Classroom or Workplace

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 609 Multiple Intelligences: Classroom Application of Current Research

3 CH

Assists K–12 teachers in recognizing and nurturing the multiple intelligences of their students. Teachers develop strategies to incorporate the recognition and application of multiple intelligences into their classroom practice.

ED 623 Environmental Science for Elementary Teachers

3 CH

Designed for elementary school teachers, this course introduces the basic scientific principles underlying today's environmental issues. Air, water and land pollution are discussed.

ED 627 Societal Issues in Adolescence

3 CH

Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audiovisual materials, candidates gain practical insight and understanding of contemporary issues in adolescent life.

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 research course provides advanced practical experience in the implementation and evaluation of computer technology as it relates to administration, curriculum, and instruction. A field experience enables participants to conduct action research in a diverse P-12 classroom setting. Methods for data collection and analysis are introduced. Prerequisites: Completion of any two advanced-level SHU EdTech courses in addition to prior instructor permission. (Online Learning)

ED 657 Reflective Practitioner: Elementary

3 CH

This Seminar fulfills the culminating activity in the MAT program. Directed to candidates who will teach at the elementary school level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an engaging classroom environment, planning, and instructing for active learning, assessing and demonstrating professional responsibility. Candidates will explore

concepts coordinated with the Connecticut State Department of Education's Teacher Education and Mentoring program (TEAM).

ED 658 Reflective Practitioner: Secondary

3 CH

This Seminar fulfills the culminating activity in the MAT program. Directed to candidates who teach at the secondary level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an engaging classroom environment, planning and instructing for active learning, assessing and demonstrating professional responsibility. Candidates will explore concepts coordinated with the Connecticut State Department of Education's Teacher Education and Mentoring program (TEAM).

ED 661 Multimedia Design and Programming for Educators

3 CH

This course provides an overview of current best practices for using the Scratch® programming environment to create 21st century learning activities for a diverse elementary and secondary student population. A variety of instructional materials such as lessons, assessments, interactive stories, animations, games, music, and art are developed. No prior computer programming experience is required. (Online Learning)

ED 663 Instructional Software 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 content standards are emphasized. Legal issues relating to software licensing are discussed. Assistive technology software for students with special needs is introduced. (Online Learning)

ED 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 content standards are emphasized. Legal issues relating to software licensing are discussed. Assistive technology software for students with special needs is introduced. (Online Learning)

ED 686 Robotics

3 CH

This seminar course introduces methods for integrating robotics technologies into P-12 classroom settings. In collaborative groups, participants build and program an educational robot. Instructional materials and student assessments that connect robotics to content standards across the curriculum are developed. No prior computer programming experience is required. (Blended Learning)

ED 687 Matter 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 websites in elementary and secondary school settings. Participants use Google Sites® to develop an educational website that can be used for content delivery, student assessment, and home-school communication. Principles of website design

and management are introduced. No prior computer programming experience is required. (Online Learning)

EDUCATIONAL ADMINISTRATION PROGRAMS: 092 INTERMEDIATE ADMINISTRATIVE CERTIFICATION 6TH YEAR DEGREE IN ADMINISTRATION–CERTIFICATE OF ADVANCED STUDY (CAS)

EDL 605 Advanced Curriculum and Program Monitoring

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

3 CH

Focuses on the use and interpretation of educational assessment data, and the translation of those data into school improvement plans. Current trends and issues, the examination of multiple methods of assessment as well as methods of data systems and data analysis are examined. Statistical methods of for analyzing and tracking student assessment data, including trend analysis, are utilized. A working knowledge of the basic Microsoft office suite Word, Excel, and PowerPoint are very beneficial to one's successful participation, is needed.

EDL 635 Teacher Supervision, Evaluation and Staff Development

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

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

3 CH

Provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative Leadership theories are investigated, discussed, and applied within a case- study format . Students analyze schools as evolving social systems and, from a policy perspective, apply different decision-making models in responding to solutions of authentic educational problems.

EDL 655 Distinguished Lectures In Education

3 CH

Students have the opportunity to hear lectures delivered by distinguished guest lecturers each of whom has particular expertise in an area of school administration. Lecture topics include: the Urban

Principalship, Restructuring Schools, Data Analysis for Continuous School Improvement, Teacher Fair Dismissal, Technology and Vision Building, etc. Readings and assignments, are frequently presented in case- study format., are presented by each lecturer.

EDL 689 Review of Educational Leadership Literature

3 CH

EDL 689 is designed to provide candidates with the knowledge and skills required to conduct a systematic review of educational literature. Candidates will be taught how to perform each step of the review process and will then apply it to a topic of their choosing. Finally, candidates will gain a basic conceptual foundation to research philosophy, terminology, methods, and practices.

EDL 690 Educational Research Seminar)

3 CH

Prerequisite: EDL 689

This course is designed to increase student awareness and use of educational research techniques, specifically toward the improvement of teaching and learning. Students read and critique qualitative and quantitative educational literature. Multiple methods of research designs are examined and statistical techniques are introduced. Students identify an authentic school-related problem and develop their own action research proposals that will be implemented during EDL 691.

EDL 691 Thesis Seminar

3 CH

Prerequisite: EDL 690

A formal seminar is utilized to offer direction and advice to those students in the implementation phase of their action research study. Students then collect and analyze the resulting data, draw conclusions and complete their final thesis. EDL 690 and 691are considered the culmination of the Certificate of Advanced Studies program.

EDL 695 Technology and Information Management for Administration

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 696 Administrative Certification Program: Internship Part I

3 CH

120 internship hours.

The Administrative Internship requirement prepares future administrators with the opportunity to relate theory and practice in administration. Under the direct supervision of a practicing administrative mentor, the program is coordinated and supervised by a Sacred Heart University supervisor. This requirement is an essential component of the sixth year 092 program. The internship is normally arranged after teh a candidate has completed 18 6 credits of the program. EDL 6968 is prerequisite to EDL 697

EDL 697 Administrative Internship Part II

3 CH

120 internship hours.

The administrative internship requirement prepares future administrators by providing an opportunity to relate theory and practice in administration. Under the direct supervision of a practicing administrator mentor, the program is coordinated and supervised by a Sacred Heart University supervisor. This course is an essential component of the Sixth Year program. EDL 697 arranged after a candidate has completed EDL 696.

EDL 698 (50+ hours)

3 CH

Administrative Practicum

250 hours.

Prerequisite: successful completion of two EDL courses in the 092 certification program.

Students must undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a district/school-based project that addresses an identified need and propose and implements a school improvement plan. Further details will be available through the student's practicum advisor.

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.

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 foundations of reading and the integration of writing. 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 focuses on evidence-based methods of teaching reading and writing at the middle and secondary levels that will assist teachers in broadening their repertoire of strategies to increase student reading and writing achievement. Additionally, the course provides the participant with techniques for differentiating instruction for diverse learners in implementing a delivery system in the classroom that includes direct and explicit instruction and assessment of comprehension, of fluency, vocabulary, and word study skills through best practices. 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. (Available on Griswold campus only.)

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

3 CH * ^

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 538 Process Writing

3 CH

Candidates study the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional strategies are examined.

EDR 540 Advanced Diagnosis 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 throughout 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

3 CH

Designed to reflect the most current reading research in meeting the diverse needs of students who require intensive intervention,

this course begins with an emphasis on current legislation, and moves into a model for the implementation of best practices.

EDR 620 Utilizing Technology in Reading Instruction (Formerly ED 686)

3 CH

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 Advanced 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).

ADULT TESOL COURSES

EDU 502 Adult TESOL Methodologies and Materials

3 CH

This course reviews successful Adult ESL teaching methods. Students will prepare a portfolio of lessons and perform observations and practice teaching based on their portfolios. Students will learn how to teach grammar, reading, vocabulary, listening skills, business and academic writing and pronunciation.

EDU 503 Linguistics and Second Language Acquisition

3 CH

An inquiry into the processes by which second language is acquired: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in particular work or social situations. As part of this class, students complete practicum hours in which they observe and assist with the teaching of adult ESL students.

EDU 504 Adult TESOL Curriculum Design – offered online.

3 CH

This course enables students to design effective curriculum for diverse Adult ESL learners. The course integrates knowledge from many areas in the field of Applied Linguistics such as language acquisition research, teaching methods, assessment, language description and materials production. It combines sound research and theory with practice. The course includes case studies and opportunity for the student to develop and apply an integrated curriculum framework.

EDU 505 TESOL Assessment and Evaluation

3 CH

Candidates learn how to evaluate students' levels and needs, including methods of assessing the needs of organizations and businesses proposing to offer ESL classes for members or employees. Teachers will learn how to evaluate adult ESL students' progress using a variety of evaluation methods including formative, summative and portfolio assessments. Candidates will learn to evaluate ESL programs as a whole.

EDU 507 Advanced TESOL Clinical Experience

3 CH

Students implement what they have learned during ten hours of team student teaching at the English Language Institute at Sacred

Heart University or at another approved Adult TESOL program. Throughout the term, students attend four whole-class meetings with the instructor. In addition, the instructor provides each student with written feedback based on observations of student teaching. Satisfies culminating requirement for the MAT for persons with Adult TESOL concentration.

CERTIFICATE OF ADVANCED STUDIES (CAS): TEACHING (SIXTH YEAR DEGREE)

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.

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 with 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 elementary science programs: STC (Science and Technology for Children) and FOSS (Full Option Science System).

College of Health Professions

PATRICIA WADE WALKER, ED.D., DEAN AND PROFESSOR OF MEDICAL TECHNOLOGY
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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 offers graduate level study in exercise science with 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. Students applying to this program include current University undergraduate students who are seeking graduate education in the area of exercise science and nutrition, and current practitioners who are pursuing graduate education as a matter of professional development and career advancement.

The MS in Exercise Science and Nutrition program is located within the Department of Physical Therapy and Human Movement Science, along with graduate programs in physical therapy and undergraduate programs in exercise science and athletic training.

Program Description

There are three major components of the graduate exercise science and nutrition curriculum: (1) core courses, (2) 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 38- 39 credits taken over 2 academic years (full- time model).

Program Goals

CORE OBJECTIVES

The MS in Exercise Science and Nutrition program will prepare graduates to:

* Demonstrate advanced knowledge in exercise physiology, human anatomy, performance/health-field specific research methodology, and nutrition as it relates to chronic disease prevention

* Appropriately prescribe post-orthopedic rehabilitation resistance training protocols

* Actively engage the professional literature so as to demonstrate current, best practice in these work settings.

* Contribute to research activities in clinical exercise settings, sport or clinical nutrition, and fitness/sport-related exercise programming

* Continue their education in the acquisition of a terminal degree (e.g., Ph.D., Ed.D.)

TRACK SPECIFIC OBJECTIVES

The MS in Exercise Science and Nutrition Performance Track will also prepare graduates to:

* Demonstrate advanced knowledge in strength and conditioning concepts, nutritional influences on training adaptation and performance, coaching methodology/philosophy, and biomechanics

* Participate in research activities investigating adaptations to training, testing methodologies, sports nutrition, injury reduction strategies, and biomechanics

The MS in Exercise Science and Nutrition Clinical Track will also prepare graduates to:

- Demonstrate advanced knowledge in clinical exercise testing and prescription for cardiac, pulmonary, cancer, diabetic, and osteoporotic rehabilitation settings, nutrition as it relates to weight management, and concepts in health behavior change

- Participate in clinical research activities with opportunities in cardiac and pulmonary rehabilitation, nutrition and fitness

Curriculum Design

MS - EXERCISE AND NUTRITION CURRICULUM MODEL		
COURSES		
Core	Clinical Track	Performance Track
Research Methods (4 credits)	Physical Activity and Behavioral Science (3 credits)	Applied Biomechanics (3 credits)
Advanced Applied Physiology I & II (1-4 credits each)	Advanced Clinical Testing and Rx I (3 credits)	Coaching Methods (3 credits)
Nutrition and Chronic Disease Prevention (3 credits)	Advanced Clinical Testing and Rx II (4 credits)	Advanced Concepts in Strength and Conditioning (4 credits)
Professional Seminar (2 credits)	Clinical Nutrition (3 credits)	Nutrition and Performance (3 credits)
Functional Anatomy (4 credits)	Thesis (6 credits) or Graduate Project (6 credits)	Thesis (6 credits) or Graduate Project (6 credits)
Healthcare in the U.S. (1 credit)		
Exercise Prescription for Endurance Athletes (1 credit)		
20 Credits	19 Credits	19 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, 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 (3-4 CR)

- Nutrition (3 CR)

- Physics (1 semester survey course or Physics I with lab) (4 CR) or

- Biomechanics (3-4 CR) - Performance Track Only

- Health/Exercise-specific Research Methods or Statistics (3 CR)

If applying with an unrelated major, student must also take an Exercise Prescription course or enroll in either EX 362 Exercise Testing and Prescription (Clinical track students) or EX 363 Developing Strength and Conditioning Programs (Performance track students) during their first semester.

Course Descriptions

EX 401 Advanced Applied Physiology I

3-4 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

1 CR

This course, part 2 of an in-depth overview of work physiology, includes muscle physiology, the endocrine system, environmental aspects of exercise, and continued discussion of the anthropometric, histologic, and biochemical adaptive response to physical training.

EX 403 Research Methods

4 CR

This course provides an introduction to the fundamental concepts of research design, measurement, statistical analysis, and scientific inquiry as these concepts apply to understanding and evaluating published research. Upon completion of this course, students should be able to make informed decisions about the relevance of published research to their own practice and research.

EX 404 Nutrition and Chronic Disease Prevention

3 CR

This graduate level course will investigate the dietary influences on prominent chronic diseases (e.g., cardiovascular disease, cancer, neurodegenerative diseases, osteoporosis). Additional emphases will be placed on understanding disease mechanisms, developing a wide spectrum of food knowledge in order to not provide rigid diets, functional foods, and analyzing various types and fundamental flaws of nutrition research.

EX 411 Professional Seminar

2 CR

This course addresses professionally oriented activities associated with presentation and publication that is peer reviewed or community oriented such as presenting at conferences and administering health related programming. This course collaborates with the Life and Sport Analysis Clinic/SHU Wellness program.

EX 412 Functional Anatomy

4 CR

This course provides a review of human anatomy and movements. Both computer-based simulations and the Cadaver Lab will be utilized.

EX 413 Healthcare in the U.S.

1 CR

This course provides an introduction to the U.S. healthcare system, orienting the student to its overall structure, functions, and processes. Strengths and weaknesses of the current healthcare environment will be discussed. The U.S. healthcare system will be compared to other health care systems around the world. Students will be encouraged to consider strategies for improving access to quality health care for all Americans.

EX 414 Exercise Prescription for Endurance Athletes

1 CR

This course covers advanced concepts in exercise prescription for endurance athletes. Consideration for special case athletes, such as the diabetic or overweight athlete, will also be explored.

EX 521 Advanced Clinical Testing and Prescription I

3 CR

Clinically and field-based assessment tests of neuromuscular fitness and function used

prior to exercise prescription and for use in outcomes data collection are reviewed. Physical assessment tests such as functional, assessments of activities of daily living, strength, power, and flexibility tests will be examined. Chronic disease-specific assessments involving analog scales and questionnaires will be practiced.

EX 522 Physical Activity and Behavioral Science

3 CR

Using an ecological approach, theories and studies relative to lifestyle and behavior modification are examined. Best practices for promoting physical activity in communities will be reviewed. Changing physical activity behavior among special populations (e.g., children, older adults, minority populations) will also be examined.

EX 523 Clinical Nutrition

3 CR

Focus includes theories and mechanisms of obesity as well as the efficacy of dietary treatments. Nutritional challenges related to special populations (e.g., children, elderly, pregnancy) and selected nutrient deficiencies will be addressed, as well as the efficacy and safety of herbal supplements.

EX 524 Advanced Clinical Testing and Prescription II

4 CR

Clinically and field-based assessment tests of cardiovascular fitness, pulmonary function, and metabolic or immune disorders used prior to exercise prescription and for use in outcomes data collection are reviewed. Clinical diagnostic tests such as EKG's, blood lipids, and stress tests will be examined as well chronic disease-specific assessments including analog scales and questionnaires.

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 Advanced Concepts in Strength and Conditioning

4 CR

This course examines advanced concepts, theory, controversies, and techniques utilized in strength and conditioning program design. Validity and reliability of common performance tests and training techniques will be explored. The laboratory portion of the course will include performance test administration as well as program design and technique instruction.

EX 534 Applied Biomechanics

3 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 and study design will be the end-product of the course. Receiving a grade in the course will be contingent upon submitting an IRB application.

EX 561 Thesis Completion

3 CR

Data collection and analysis will be performed, culminating in the Results and Discussion sections of the thesis.

EX 562 Clinical Graduate Project I

3 CR

The graduate project includes initiation or continuation of 500 clinical hours in a clinical exercise setting and preparation for track-specific certification exams. The supporting online course specifically addresses best practice via review of research, position stands, and anecdotal clinical experiences among students and faculty during the semester.

EX 563 Clinical Graduate Project II

3 CR

The continuation of the graduate project includes completion of clinical hours and continued preparation for track-specific certification exams. The supporting course provides an overview of the hospital environment and allied health professions and includes projects associated with attendance at a related professional meeting selected by the student.

EX 564 Performance Graduate Project I

3 CR

The graduate project includes initiation or continuation of 500 hours in a performance-oriented setting(s) and preparation for track-specific certification exams. The supporting course focuses on organization and administration issues within the context of an exercise facility. Facility and personnel management, safety issues, and finance will be discussed.

EX 565 Performance Graduate Project II

3 CR

The continuation of the graduate project includes completion of internship hours and continued preparation for track-specific certification exams. The supporting online course will provide continued exploration of periodization and strength/power/speed training program design. Students will explore current trends in strength and conditioning and gain experience through internships.

HEALTHCARE INFORMATICS

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Overview/Rationale

This interdisciplinary master's degree program is designed to prepare individuals for successful careers in the complex and dynamic field of healthcare information technology (HIT). Graduates of this Master's program will be well versed in the technical and professional knowledge, concepts, and skills required to excel in today's technologically-oriented healthcare world.

This program is designed for healthcare professionals (nurses, physicians, physician assistants, pharmacists, technologists, and others) currently working in an HIT setting and Information Technology (IT) professionals. Students will gain the knowledge and skills to make an impact through the use of HIT.

Program Objectives

The Healthcare Informatics program will prepare its graduates to:

- Emerge as leaders of healthcare teams by utilizing leadership skills that prioritize, strategize, manage, and advocate for solutions tailored to organizational needs.

- Effectively advocate for the use of technology in all healthcare settings.

- Engineer innovative solutions with positive and lasting effects on the future of healthcare information technology.

- Create a vision for technology's use and lead successful projects using best practice approaches.

- Have a positive impact on the quality and efficiency of healthcare delivery.

- Evaluate healthcare organizations' technology needs and formulate solutions within clinical, operational, and financial constraints.

- Synthesize at leadership and managerial levels the privacy, security, legal, ethical, and social challenges inherent to the HIT industry.

- Act as mediator among clinical, information technology, research, and administrative stakeholders in healthcare settings.

- Acquire practical knowledge and skills.

- Gain an understanding of how information technology, people, health, and the healthcare system interrelate.

- Learn how to use information technology and information management concepts and methods in healthcare delivery.

- Develop the capacity to facilitate communication among healthcare practitioners, administrators, and IT professionals—and recognize the needs and constraints of all sides.

- Collaborate and exchange ideas with other students from a variety of professional backgrounds.

Admissions Requirements

Students will apply through the Graduate Admissions Office of the University and are admitted to the MSHI Program upon review and recommendation of the Admissions Committee based on academic, course prerequisite and professional requirements listed below.

Admission criteria include:

- A bachelor's degree or its equivalent from an accredited institution and official transcripts from all institutions attended.

- A minimum of two years experience in

the fields of either healthcare, healthcare information technology, or information technology. This requirement may be waived by the Program Director if other relevant professional or academic experience is demonstrated.

- Minimum GPA of 3.0.

- A one-page personal statement describing career goals and reasons for interest in the program.

- Two letters of recommendation.

- Current curriculum vitae or resume, highlighting relevant experience.

- Personal interview.

- GRE scores are not required, but may be submitted as additional evidence of admissions eligibility.

Degree Requirements

A total of 36 credit hours of graduate coursework are necessary for completion of the program. Those who require the prerequisite courses will need up to three additional credit hours of foundational coursework.

Course Waiver Policy

Upon application, transcripts will be reviewed for possible course waivers. For students transferring from another accredited graduate program, the Program Director will review transcripts and make a determination of course equivalency. A maximum of six credits, plus the foundation courses, can be transferred.

Prerequisite/Foundations Waiver Policy

Students will be evaluated as to their knowledge and experience of information systems and the healthcare industry. Review

of transcripts from accredited institution(s) and curriculum vitae for relevant experience will determine whether the student can be waived from the program prerequisites.

Course Requirements

PREREQUISITE/FOUNDATIONS (3 CREDITS)

HINF 410	Information Technology Overview (3 credits)
HINF 412	Introduction to Healthcare Information &Technology (1-3 credits)
HINF 415	Convergence of Healthcare and Information Technology (3 credits)
HINF 420	Introduction to the Language and Culture of Healthcare (3 credits)

REQUIRED/CORE COURSES (27 CREDITS)

HINF 501	Foundations in Healthcare Informatics
HINF 502	Healthcare Industry and Policy
HINF 503	Effective Communications (required for in-person students)
HINF 504	Business of Healthcare Information Technology
HINF 505	Healthcare Operations (required for online students)
HINF 550	Workflow Design & Reengineering
HINF 551	Leading and Influencing with Integrity (WGB 612)
HINF 552	Evidence Based Practice & Clinical Decision Support
HINF 601	Healthcare information exchange
HINF 660	Capstone Project

ELECTIVE COURSES (9 CREDITS)

HINF 600	Special Topics in Healthcare Informatics
HINF 610	Electronic Health Records
HINF 611	Project Management
HINF 612	Emerging Technologies
HINF 613	Legal Aspects of Healthcare Information Technology
HINF 620	Healthcare Information Systems (NU 575)
HINF 621	Database Design (Oracle) (CS 603)
HINF 622	Information Analysis and System Design

Course Descriptions

HINF 410 Information Technology Overview

3 CR

An overview of technologies that support healthcare information systems. This includes system software, system analysis and design, data management, networks and data communication, information processing distribution schemes, information systems architecture, system standards, and security.

HINF 412 Introduction to Healthcare & Information Technology (3 credits)

1-3 CR

The student will be introduced to the use of information technology within healthcare settings.

HINF 415 Convergence of Healthcare and Information Technology

3 CR

Technology is transforming how healthcare is delivered and in the process bringing together disparate groups of people to work together collaboratively. This course will provide an overview of information technology including system analysis and design, data and network management, and information systems architecture and how each directly impacts clinical healthcare personnel. The students will also be introduced to the terminology, practices and processes found in clinical and business operations. Communication between direct patient care individuals and technology personnel will be explored and appropriate methods fostered.

HINF 420 Introduction to the Language and Culture of Healthcare

3 CR

Introduction to organization, economic, culture, policy, and terminology of healthcare for non-health professionals. This also introduces the students to fundamental terminology, practices and processes found in clinical and business operations

HINF 501 Foundations in Healthcare Informatics

3 CR

High level overview of Healthcare Informatics. Overviews of the following topics will be included: administrative and clinical software applications, healthcare systems acquisition, leadership skills, electronic health records, change management and organizational behavior, workflow design and reengineering, communications specific to the information systems leaders, healthcare information exchanges, and evidence based medicine. A high level look at the healthcare industry and recent government mandates will also be explored.

Prerequisite: Granted Permission.

HINF 502 Healthcare Industry and Policy

3 CR

An in-depth view of the major players such as hospital, insurance, government, pharmaceutical, and support vendors and information systems role will be discussed. Patient safety, medical error and healthcare quality improvement will be major topics. A portion of this class will deal with current

government healthcare policies and mandates (e.g., healthcare reform) and the complexities of application in the current healthcare information systems environment. The class will take an in depth look at the HIPAA regulations such as entity definitions, information disclosures, and privacy notices. Government mandates which affect privacy, security, and electronic health records will also be discussed.

HINF 503 Effective Communications

3 CR

In addition to a formal study of various forms of communications, this course will focus on developing oral and written communication skills needed to educate and influence organizational stakeholders and decision-makers to adopt healthcare information systems. Students will hone their communication skills via simulations, in-class presentations, and case studies. Various management methods via Skype, teleconference, and email will also be practiced.

HINF 504 Business of Healthcare Information Technology

3 CR

Introduces the student to the business of healthcare at both an industry and individual business level. Includes department design, management of capital and operating budgets, budget planning process, strategic planning, and concepts necessary for the preparation and interpretation of financial statements. Additionally, the vendor identification and selection process as well as contract management will be discussed as it pertains to the healthcare environment. Prerequisites: HINF 501 and HINF 502.

HINF 505 Healthcare Operations

3 CR

Health care organizations face numerous challenges, including rising costs, increasing complexity and quality issues, all while confronting an increase in demand for limited resources. This course examines

the operations of the entire healthcare organization and its management, including the role of strategic planning and governance, clinical and non-clinical support services, quality improvement, Environment-of-Care and facilities management, personnel and staffing, finance, information technology and marketing.

Prerequisite: HINF 501

HINF 550 Workflow Design & Reengineering

3 CR

Introduces process mapping and workflow management. The intricacies of observing, recording, analyzing and improving processes within the healthcare setting will be discussed and analyzed. Issues arising from the development, dissemination, implementation, and use of health information technologies (information systems, monitoring systems, etc.) on individuals and organizations will be explored. The concepts of usability, learnability, likeability, ergonomic and universal design of solutions will also be discussed in depth. Social and ethical issues will also be introduced.

Prerequisite: HINF 501.

HINF 551 Leading & Influencing with Integrity

3 CR

Leaders and managers at all levels in organizations must influence others to enable achievement of the organization's objectives. Leading and influencing with integrity requires understanding of one's self, other people, the situational and cultural context, as well as both current and future impacts of actions taken. Through course learning experiences students develop individual and organizational strategies to influence others, shape culture, manage change, negotiate, and facilitate employee engagement and performance so organizations can contribute to society in ways that are effective, responsible and sustainable. (course also known as WGB 612).

HINF 552 Evidence Based Practice & Clinical Decision Support

3 CR

Evidenced based practice (EBP) qualitative and quantitative methodologies will be analyzed within the scope of the healthcare industry. Topics include identification, interpretation, and evaluation of research information sources, research design, data collection, computer-based data analyses, privacy and protection of human subjects. Clinical Decision Support (CDS) technologies which provide tools for the healthcare providers' decision making will be examined and debated. Data warehouses will also be discussed as it relat4es to facilitating and optimizing the research methodologies.

HINF 600 Special Topics in Healthcare Informatics

3 CR

Designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course.

Prerequisite: Granted Permission

HINF 601 Healthcare Information Exchange

3 CR

Evaluation and management of health information between healthcare facilities, government agencies, and consumer health records (PHR) including issues, standards, technologies, and system configurations. Electronic health records will be covered conceptually to understand their impact on HIE's. Technical components (data exchanges, interoperability, data mining and warehouse) as well as policy issues will be discussed and debated. Exploration of the privacy and security aspects regarding electronic health information exchange.Examining current legal requirements driving policies and procedures as well as business and best practices regarding the creation, storage, processing, access, auditing, and utilization of clinical data. Prerequisites: HINF 502 and HINF 552.

HINF 660 Capstone Project

3 CR

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. The capstone project involves practical work and research in a major area of healthcare information systems through student-led projects. This course provides an opportunity to integrate knowledge gained in the classroom with a real-world problem. All projects require a weekly seminar and are guided by faculty members who serve as mentors. Projects may be completed on-site within a healthcare facility. Students who currently work in the healthcare industry may develop a capstone at their current place of employment with the approval of the employer. Capstone will be taken as one of the last two courses in the students' program of study, and after students have successfully completed the required core courses.

HINF 610 Electronic Health Records

3 CR

This course is designed to provide an understanding of specific skills required to collect and maintain electronic health data in our current technical and political environment. Examines overviews and issues specific to various types of hospital systems; methods used to interface between systems; and operational issues typical of hospital systems. The course also includes a study of controlled medical vocabularies typically used to define various types of health data as well as a survey of existing and evolving government driven standards and regulations.

Prerequisite: HINF 550.

HINF 611 Project Management

3 CR

Introduction to managing healthcare information projects, including the development of the project charter and

scope with emphasis on developing the competencies and skills required to successfully lead teams of technical, clinical and professional specialists through workflow and work process redesign activities within a healthcare organization or system. Topics also include project initiating, planning and development, project management tools, budgeting, human resource management, project monitoring and controlling and project closure. Advanced level skills in using PM methodologies to create realistic project plans, schedule tasks and resources effectively, appropriately communicate with all stakeholders and derive meaningful milestones deliverables to track and report progress for both simple and complex projects.

Prerequisite: HINF 50 and HINF 501.

HINF 612 Emerging Technologies

3 CR

The concepts and latest progress on emerging technologies such as health exchanges, biometrics, wireless, mobile, and web technologies will be discussed. Biomedical technologies will also be explored. Examines trends and drivers of innovation both generally and in healthcare and how emerging technologies are adapted and evaluated. Introduces how emerging technologies are applied to improve health records, computerized provider order entry (CPOE) systems, regional health information organizations, personal health records, telemedicine, new imaging systems, robotic surgery, pharmacogenomics, and national-level bio-surveillance.

Prerequisite: HIS 550

HINF 613 Legal Aspects of Healthcare Information Technology

This course explores the extent to which law can implement or facilitate sound healthcare policy. The course will cover the following major areas: employment and contract law, patient rights (e.g., provider disclosure), healthcare accountability (e.g., medical

error liability), and healthcare access (e.g., universal coverage). Particular attention will be paid to the balancing act between the patient's desires for available information over the internet with IT security that ensures patient privacy. Topics such as informed consent, electronic records over the internet, remote patient monitoring, and wireless technology privacy concerns will also be discussed.

Prerequisites: HINF 501 and HINF 502.

HINF 620 Healthcare Information Systems

3 CR

An introduction to health information systems as tools for decision making and communication in healthcare. This course builds on prior knowledge of systems theory and utilizes change theory and information processing theory to analyze, manage and evaluate healthcare information. Emphasis is also on the ability to utilize information systems in the delivery of patient care and the exploration of the variety of tools available to assist in the analysis of quality care. (course also known as NU 575)

HINF 621 Database Design (Oracle)

3 CR

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 (course also known as CS603).

Prerequisite: Granted Permission

HINF 622 Information Analysis and System Design

3 CR

Prerequisite: Information Technology Overview or equivalent course.

Discusses the design, analysis and

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

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 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.

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

Practice Based on the Arts and Sciences

- Integrate and synthesize nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.

Practice Using Leadership and Organization Skills in a Variety of Health Care Settings within the Health Care Systems

- Design and evaluate health care delivery systems to support cost effective, quality care outcomes across the care continuum based on the application of organizational and systems leadership.

Practice Based on Evidence

- Create, appraise integrate, translate and evaluate current best evidence to improve practice patterns and health care outcomes

Practice Utilizing Technology and Information

- Design, select, use, and evaluate health care information programs that monitor outcomes of care, care systems, and quality improvement measures

Practice and Policy

- Develop, evaluate, and provide leadership for health care policy that shapes health care reform financing, regulation, and delivery systems.

Practice as a Member of an Inter-Professional Team

- Lead interprofessional teams in the analysis of complex practice and organizational issues to create change in health care and complex healthcare delivery systems.

Practice to Prevent Disease and Promote Health

- Analyze and synthesize epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health at local and global levels.

- Demonstrate high levels of skills in health promotion and disease prevention strategies for individuals, populations, and systems to address health care disparities for vulnerable populations.

Practice Based on Professional Standards and Values

- Solve problems that affect health and health care delivery through mentorship and leadership

- Advocate for social justice, equity and ethical policies within all health care arenas

- Practice at the level of educational preparation

- Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

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 within the last 5 years

DEGREE REQUIREMENTS

DNP students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track the student pursues.

Prerequisite Courses

DNP applicants must have successfully completed a basic statistics course at the undergraduate or graduate level within the past 5 years. For students admitted without the pre-requisite statistics course a prerequisite 400 level statistics course will be completed by students admitted to the DNP program in the summer of admittance as determined by the program director. This graduate level statistics course is required prior to registering for NU 730. Students that have a Master's degree in a field other than nursing may be required to take an additional 6 credits of master's level nursing courses in order to achieve program competencies.

Required Doctor of Nursing Practice Core Courses

All DNP students are required to take the following:

NU 700	Theoretical Components of Nursing Science (3 credits)
NU 710	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. A minimum of 500 clinical practice residency hours will be used to collect and evaluate data on a specific population in a practice setting. Each student will identify a clinical practice mentor who will assist the student with the requirements of the practice dissertation.

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:

NU 741	Teaching Learning Principles and Curriculum Design in Nursing Education (3 credits)
NU 742	Leadership in Nursing Education (3 credits)

or

NU 616	Leading and Influencing with Integrity (3 credits)
NU 618	Social and Legal Responsibilities in Business (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 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 School of Nursing 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. Students will be prepared to pass the American Association of Colleges of Nursing, CNL Certification Examination. The major roles of the CNL are clinical care coordinators, outcome managers, patient advocates, educators, information managers and care team leaders. The Clinical Nurse Leader track may be done in an accelerated RN to MSN program as well.

Nursing Education

The Nursing Education track prepares nurses to assume leadership roles as vibrant faculty members in baccalaureate and associate degree programs, in staff development roles, 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.

PROGRAM FORMATS

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. Sacred Heart also offers a contracted MSN Onsite Program at selected Hospital/ Organization sites, which combines online and onsite classes at these sites. For the Family Nurse Practitioner track, students must come to campus for 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

Practice Based on the Arts and Sciences

- Analyze and integrate scientific evidence across disciplines to influence health care needs for diverse individuals, groups and communities.

Practice Using Leadership and Organization Skills in a Variety of Health Care Settings within the Health Care Systems

- Support safe, high quality, cost effective health care based on the application and evaluation of organizational and systems leadership models.

- Assume a leadership role to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.

Practice Based on Evidence

- Appraise integrate, and translate current evidence and clinical guidelines to improve practice and associated health outcomes for patient aggregates.

Practice Utilizing Technology and Information

- Analyze and evaluate clinical information management systems, outcome data and patient care technology to coordinate safe and effective care to optimize patient safety, cost effectiveness and health outcomes.

Practice and Policy

- Advocate for, analyze and integrate knowledge of healthcare policy, finance, and regulatory factors that influence health care delivery and nursing practice

Practice as a Member of an Inter-Professional Team

- Lead inter-professional patient centered health care teams by fostering open communication, mutual respect and shared decision-making.

Practice to Prevent Disease and Promote Health

- Analyze and integrate clinical prevention and population health concepts in the development of culturally relevant clinical prevention interventions and strategies to promote health.

Practice Based on Professional Standards and Values

- Advocate for the characteristics of professionalism including altruism, excellence, human dignity, integrity, social justice, autonomy, and respect.

Practice at the Level of Educational Preparation

- Integrate value based nursing care and skills with knowledge of biopsychosocial, public health and organizational sciences to practice competently.

ADMISSION REQUIREMENTS

Students are admitted to the MSN program upon review and recommendation by the admissions committee based on the academic, course prerequisite and professional requirements listed below.

Admission criteria include:

- 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

- Undergraduate statistics course required

- Undergraduate research course recommended

- Undergraduate 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 an undergraduate 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)
NU 603*	Principles of Health Care Research for Evidence Based Nursing Practice (3 credits)

Total: 9 or 12 credits dependent on track

* For FNP students, only

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 670, 671, 680, 681, 631, 690, 691 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

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 616	Leading and Influencing with Integrity (3 credits)
NU 618	Social/Legal Issues in Business (3 credits)
NU 670	Patient Care Services Administration Practicum (3 credits)
NU 671	Capstone: Patient Care Services (3 credits)

Role Practicum Hours: Minimum of 120

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 603	Principles of Health Care Research for Evidence Based Nursing Practice
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 566	Advanced Pathophysiology for Nurse Practitioners (3 credits)
NU 561	Primary Care I: Comprehensive Primary Care of the Adult (6 credits)

| NU 621 | Primary Care II: Advanced Primary Care of Families in Complex Systems (6 credits) |
| NU 631 | Primary Care III: Advanced Primary Care & Health Promotion of Special Populations (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 680	CNL Role Immersion Practicum (3 credits)
NU 681	Capstone: Clinical Nurse Leader (3 credits)

Role Immersion Hours: Total of 400 clinical hours across 6 courses

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 690	Nursing Education Role Practicum (3 credits)	
NU 691	Capstone - Nurse Educator (3 credits)	

Education Role Practicum Hours: Minimum of 120

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 3.0 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

- 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, Biology or Physics Elective (3 credits)

Academic Writing (3 credits)

9 Credits in Social and Behavioral Sciences: PS 110, SO 110, PS 252, Anthropology, Political Science or Economics

Total: 27 credits

Required Courses

FLO 125   The Art of Thinking

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 131   Statistics for Decision Making

PH 101   Introduction to the Problems of Philosophy (3 credits)

TRS 101   Introduction to the Study of Religion (3 credits)

TRS 340   Bioethics Religious Approaches (3 credits)

Humanities: Art, Music, History, Literature, Media Studies, Modern Foreign Language (6 credits)

Two Free Electives

Total: 40 credits

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. NU 401, 430, 431, and 433 must be taken before NU 376 or 387. Students are encouraged to review the University catalog for other policies and requirements related to timing of various course requirements, CLEP availability and timing, and credit for prior learning application procedures.

a) The University Common Core Courses CC 101 and CC 102 must be completed before the nursing research course.

b) Students who have completed and received SHU credit for an Academic Writing Course are exempt from Freshman Seminar.

c) MA 131 must be completed before the nursing research course.

d) The Validation of Prior Learning is awarded upon admission and validation of courses.

e) RN-MSN students take NU 401, 430, 431, 433 at the graduate level.

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 (30-33 credits)

NU 325   Health Assessment for RNs (3 credits)

NU 376   Care Mangement: Individuals and Families (4 credits)

NU 387   Populations and Global Health Nursing (5 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: 54 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 616	Leading and Influencing with Integrity (3 credits)
NU 618	Social/Legal Issues in Business (3 credits)
NU 670	Patient Care Services Administration Practicum (3 credits)
NU 671	Capstone: Patient Care Services (3 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 680	CNL Role Immersion Practicum (3 credits)
NU 681	Capstone: Clinical Nurse Leader (3 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 690	Nursing Education Role Practicum (3 credits)
NU 691	Capstone - Nurse Educator (3 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 for Nurse Practitioners (3 credits)
NU 552	Advanced Health Assessment for Nurse Practitioners (3 credits)
NU 566	Advanced Pathophysiology for Nurse Practitioners (3 credits)
NU 561	Primary Care I: Comprehensive Primary Care of the Adult (6 credits)
NU 621	Primary Care II: Advanced Primary Care of Families in Complex Systems (6 credits)
NU 631	Primary Care III: Advanced Primary Care & Health Promotion of Special Populations (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 will be emphasized. Students will be introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, students consider issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

NU 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 for the Nurse Practitioner

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 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 disablility 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 psychological 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 561 Primary Care I: Comprehensive Primary Care of the Adult

6 credits

Hybrid/Intensive On Campus one day per month/Online one week per month

The first of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to a systematic approach to understanding the delivery of primary health care to the well adult. Various principles of illness prevention and health maintenance are introduced, as well as methodologies used to diagnose and treat common primary care problems. Emphasis is on the consultation role component of the nurse practitioner as well as on the direct provision of primary care and health promotion

NU 556 Advanced Pathophysiology for the Nurse Practitioner

3 CH

This course assists FNP students to have a comprehensive understanding of the pathophysiological disease processes mostly commonly seen afflicting patients across the lifespan. Clinical pathology content addresses alterations in major body systems that are commonly found in primary care settings, as well as common testing used in the diagnostic process.

NU 575 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 588 Theoretical Basis of Teaching and Learning in Nursing Education

3 CH

This course covers research-based educational theory and evidence based teaching/learning strategies. The theories will be examined for their application in a variety of settings, level of education, and for the adult learner. It will introduce the impact of diversity and emphasis is placed on who the learner is and how he/she learns. External issues and trends impacting on nursing education will be explored including ethical/legal considerations in course curriculum design and implementation; virtual environments for teaching/learning and external issues and trends impacting on nursing education will be explored.

NU 589 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 the faculty in program evaluation of the curriculum is explored

NU 599 Special Topics in Nursing

3 CH

Designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

NU 601 (NU 430) Principles of 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 603 Principles of Health Care Research for Evidence Based 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 will apply critical analysis to relevant research literature to appraise its usefulness and application. Use of statistical methods and concepts are reviewed and integrated throughout the course to promote understanding. Emphasis is placed on evaluating various types of research evidence for nursing practice. Ethical and legal implications of conducting research are also reviewed.

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 616 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 organizations can contribute to society in ways that are effective, responsible and sustainable.

NU 618 Social/Legal Issues in Business

3 CH

Sustainable organizational practices require managers to pay attention to the environmental and social impact of organizational strategies and actions. This course focuses on ethical and legal issues for organizations and individual manager's 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 include a survey of human resource law and the implications for practicing managers.

NU 621 Primary Care II: Advanced Primary Care of Families in Complex Systems

6 CH

The second of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to diagnose and treat common and complex primary care problems found in adult families and their members. Emphasis is on the leadership role component of the nurse practitioner as well as on the direct provision of primary care.

NU 631 Primary Care III: Advanced Primary Care & Health Promotion of Special Populations

9 CH

This final clinical course enables FNP students to learn those diagnostic and management skills necessary to be effective in the role of family nurse practitioner. Class content emphasizes problems commonly found in emerging and aging families. Emphasis is on pediatrics, women's health, and geriatrics. Implementation and synthesis of the role are addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities and collaborative relationships. Future trends in advanced nursing practice are explored. The application of advanced nursing practice theory into supervised clinical practice is included and emphasized.

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 670 Patient Care Service Administration Practicum

3 CH

NU 671 Capstone: Patient Care Services

3 CH

NU 670 and NU 671 are the last two courses in the nursing sequence for patient care services administration. Building on topics covered in Nursing 510 that were focused on the organization's microsystem (unit/department or service line), Nursing 670 and NU 671 will focus at the larger organization's macrosystem level. Students will apply and analyze the theories, competencies and concepts of previous courses in a designated role practicum experience using a preceptor. Further, students will examine the application of theories/evidence from scholarly readings and their application to practice through a (private) weekly journal entry with the professor that will be appropriately referenced. They will also sharing their reflections with other course participants through a weekly (public to the class only) seminar blog using appreciative inquiry to describe a significant learning on the strengths of their clinical site focused on the course objectives. 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 should be covered in course readings and integrated into (the) course assessments/project. In this course, students will design and implement a capstone project that is a culminating experience beyond the required course work. It represents the student's ability to formulate a project and implement it from start to finish using a combination of conceptual, technical and applied knowledge. The student will also perform an organizational assessment (macrosystem level) in two parts.

NU 680 Clinical Nurse Leader Role Practicum

3 CH

This is the first course in the nursing sequence for the clinical nurse leader role practicum providing the opportunity for in-depth analysis of the CNL role within various 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, evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

681 Capstone Clinical Nurse Leader

3 CH

This capstone course is the final in the nursing sequence for the clinical nurse leader role practicum providing 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, evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provide guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

NU 690 Nursing Education Role Practicum

3 CH

This is the first course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the two previous courses in a designated role practicum experience using

a preceptor. Through this experience the student will develop an evidence based teaching project. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area.

NU 691 Capstone: Nurse Educator

3 CH

This is the final course in the nursing sequence for the role immersion experience in nursing education. Students apply and analyze the theories, competencies, and concepts of the previous nurse educator courses in a designated role practicum experience using a preceptor. Through this experience the student will develop an evidence based teaching proposal. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area.

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 is designed for doctoral students to develop an understanding of advanced biostatistics and research design. Students will learn key concepts forming the basis of inferential statistics. They will also learn about commonly used statistical tests in the nursing and health care literature. Lastly, students will learn about quantitative research designs.

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 741 Teaching Learning Principles and Curriculum Design in Advanced Nursing Education

3 CH

The purpose of this course is to provide students the opportunities examine

research-based educational theory and evidence based teaching/learning strategies to design and implement instruction for diverse learners, and evaluate the quality and effectiveness of instruction. In addition, analysis and synthesis of theories and concepts related to curriculum development and evaluation in education are emphasized. A practicum experience is a required component of the course.

NU 742 Leadership in Advanced Nursing Education

3 CH

The purpose of this course is to engage the student in an analysis and synthesis of concepts and theories basic to the nurse educator in a leadership role in academia. Emphasis is on current issues and trends in nursing education, the role of the DNP nurse educator, knowledge necessary for success in a leadership role such as the accreditation process and the relationship between the school/department of nursing and state board of nursing. In addition, relevant topics such leadership theory, policy, legal and ethical issues will be discussed. A practicum experience is a required component of the course.

NU 750 Clinical Scholarship and Analytical Methods for Evidence-Based Practice

3 CH

This course will introduce the graduate student to doctoral nursing scholarship. Scholarship involves the translation and synthesis of research findings and their application into clinical or organizational practice – affecting and influencing specific outcomes. Scholarship includes the integration and dissemination of new knowledge. This course will prepare the doctoral student to evaluate the most current and highest levels of evidence. Evidence that is designed to improve clinical or organizational outcomes related to an identified topic of interest, and to translate the evidence into individual practice environments. This course will use analytic

methods to critically appraise the evidence from a variety of sources. Based on these analyses the doctoral student will be given the tools to evaluate a randomized control trial, a meta-analysis and a review of clinical practice guidelines. This course will review the dissemination of knowledge and will include discussion on grant application submission. This course will provide the foundation to support the doctor of nursing practice dissertation project.

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 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 practice dissertation advisor and clinical mentor students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will develop the DNP practice dissertation. Seminars will focus on guiding the student through all aspects of project design, implementation and evaluation. Critique and peer review will be a major focus of the seminars. A role transition colloquium will assist the student in preparing for expanded roles and self-reflection. Clinical residency experiences will be individually designed within the context of the focus of the student's track selection and scholarly interests.

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 course instructor and 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. Clinical residency experiences will be individually designed within the context of the focus of the student's track selection and scholarly interests. 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 the practice
dissertation project evaluation and
dissemination. Scholarly writing, grant
proposals and career development strategies
will be discussed. 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 practice 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 for candidates with an earned bachelor's degree in a field other than occupational therapy. The program prepares graduates for entry-level practice and to serve as dynamic leaders, responsive to the needs of the human and professional communities. Graduates will draw from diverse perspectives to collaboratively solve ethical and clinical problems and engage in occupation-based, family-centered practice and scholarship that is guided by the principles of occupation, compassionate service, occupational justice and the profession's core values and ethics. The full time, two-year program consists of four academic semesters plus two semesters (24 full time equivalent weeks) of supervised clinical fieldwork. Upon completion of the program, graduates are prepared for the national certification exam for occupational therapy administered by the National Board for Certification in Occupational Therapy (NBCOT) and for entry-level clinical practice.

WHAT MAKES OUR PROGRAM UNIQUE?

With 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, engage in collaborative scholarship, and support continual learning for members of our occupational therapy community.

The faculty of Sacred Heart University's Occupational Therapy Program believes that learning naturally emerges from interactions between students, faculty, and clients and engagement in learning pedagogies that actively reflect real practice. With these beliefs in mind, our program is structured to encourage and nurture active engagement, collaboration, and these interactions. The Program uses a wide variety of teaching-learning methods to accommodate the diverse learning styles of students, including seminars, laboratories, community-based projects, field visits, clinical fieldwork, small group and individual work, lectures, and problem-based learning. The primary pedagogical method for our program is Problem Based Learning (PBL) where small groups of students and a faculty facilitator work through a case to foster clinical reasoning. Problem based learning facilitates learning of educational content while simultaneously creating a forum for engaging in interactions and clinical decision-making typical of team-based 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

• We expect and ensure ethical behavior.

• We make decisions with integrity.

• We are respectful of others.

Responsive

• We are caring, attentive, and present in interactions with others.

• We value and engage in service to meet needs.

- We identify learning needs and share our knowledge and expertise.

Innovative

- We promote creativity, originality, and innovation.

- We use innovative strategies and new technologies to promote learning.

Dynamic

- We are actively engaged in learning and teaching.

- We accept and support change.

- We take initiative.

- We seek and consider diversity of opinion.

- We gather and use feedback to promote positive growth and change in ourselves and others.

Excellent

- We excel in our areas of practice.

- We seek to exceed standards of competence.

- We engage in evidence based practice and life-long learning.

- We support and encourage curiosity.

- We are globally focused.

- We are committed to our professional organizations.

Our curriculum design is portrayed by the circular tree of life, with its roots consisting of the foundational knowledge students need in order to become exemplary practitioners; its trunk symbolizing the teaching and learning processes that support and scaffolds knowledge 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, by graduation our students will:

- Practice in a safe, legal, and ethical manner.

- Respond to unmet needs in underserved communities through leadership, advocacy, or service.

- Identify areas for creativity and innovation in practice and scholarship.

- Demonstrate self-reflection.

- Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.

- Engage in professional activities.

PROGRAM ACCREDITATION

The Occupational Therapy program is fully accredited under the "Standards for an Accredited Educational Program for the Occupational Therapist–2006" by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The faculty have refined the curriculum to meet the newly revised, 2011 ACOTE Standards that went into effect July 31, 2013. For information about accreditation, contact ACOTE, c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-3449 ; phone: (301) 652-AOTA6611, ext. 2914; web address: www.acoteonline.org. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states,

including Connecticut, require licensure in order to practice; however, most initial state licenses are 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 and meet all enrollment criteria by the end of the summer prior to enrollment. Refer to the Health Sciences website for the 3 + 2 plan of study. Students must have earned a bachelor's degree and completed all prerequisite courses from a university accredited by a United States Department of Education recognized regional accrediting authority. All prerequisites must be successfully completed prior by the spring summer semester prior to fall enrollment. Students educated outside the USA will need to have their transcripts evaluated by World Education Services (www.wes.org) for equivalency and must meet University established scores for the TOEFL exam. Provisional acceptance may be offered to students requiring the spring and/or summer prior to enrollment to complete prerequisites or the baccalaureate degree. Applicants who are provisionally accepted are required to successfully complete the bachelor's degree and all required prerequisites; maintain a cumulative 3.0 GPA, maintain a 3.2 prerequisite GPA with no individual prerequisite grade below a C, and maintain a 3.0 prerequisite science prerequisite GPA, maintain a 3.2 prerequisite GPA with no individual prerequisite course grade below a "C," successfully complete all required prerequisite courses, and complete the baccalaureate degree as a condition of enrollment.

All applicants must have successfully completed prerequisite courses in Psychology, Statistics, Biology with a laboratory,, , and Human Anatomy and Physiology I with a lab, and one additional prerequisite with final course grades entered with the University's Registrar prior to the interview. Additional criteria include:

- Completion of the baccalaureate degree

- An 3.0 or better undergraduate GPA

- Successful completion of all prerequisite courses with a GPA of 3.2 or better with no individual prerequisite course grade below a "C".

- Science prerequisite GPA of 3.0 or better (Bio, A & P I and A & P II)

- Two letters of recommendation

- Essay/writing sample completed online with the application

- Official transcripts from all colleges and universities attended

- Relevant volunteer, observation, and or work experience in the health care field with specific knowledge of Occupational Therapy is highly recommended.

- Successful interview including the group PBL experience, with the Occupational Therapy Admissions Committee upon invitation

Students accepted provisionally are expected to maintain all GPA and admission requirements. 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

Internal Sacred Heart University students apply online at www.sacredheart.edu or through the Office of Graduate Admission's webpage. External students complete the

national occupational therapy common application online at www.OTCAS.org. Please refer to the Office of Graduate Admission's website for details on the internal Sacred Heart University and OTCAS application process.

Applications must include the following materials:

- A graduate admissions application form and supplemental prerequisite sheet;

- 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);

- Relevant volunteer, observation, and or work experience in the health care field with specific knowledge of Occupational Therapy is highly recommended

Application Deadlines for Fall Enrollment

- October 31 for early decision or the date published by the Office of Graduate Admissions

- December 15 for regular admission or the date published by the Office of Graduate Admissions

If applying through OTCAS, please allow two months for OTCAS to verify your application and send it to the Office of Graduate Admissions. OTCAS and Sacred Heart University will review applications only when they are complete and all required materials have been submitted.

Early Application Options

Early provisional Freshman Admission decision is for qualified freshman entering Sacred Heart University. Refer to Sacred Heart University's Undergraduate catalog for information on Freshman Admission requirements. Early decision is for qualified senior level students who have completed

prerequisite courses in Biology, Human Anatomy and Physiology I, Psychology, Statistics, and at least one additional prerequisite with grades entered with the University Registrar, prior to the interview, and, applicants who meet or exceed the Program's admission GPA requirements. Sacred Heart University and external students who have not completed these prerequisites should apply regular decision.

Option One: Entering Sacred Heart University Freshmen: Early Provisional Decision

Sacred Heart University Freshmen who meet Early Provisional Freshman Admission Decision criteria will have a seat reserved in the graduate Occupational Therapy program. Students who were admitted into the Occupational Therapy Program as freshman must meet all of the following criteria prior to beginning the professional graduate phase of the Occupational Therapy Program: contingent upon successful completion of all prerequisites course requirements with no individual prerequiste course grade below a C, successful completion of and an undergraduate major, maintenance of a 3.0 cumulative GPA throughout Sacred Heart University tenure, maintenance of a 3.0 science prerequisite GPA (Biology with lab, Human Anatomy and Physiology I with lab, and Human Anatomy and Physiology II with lab), and a maintenance of a 3.2 prerequisite GPA, with no prerequisite course grade below a "C", and completion of a graduate admission application by October 31st of their Senior year. Sacred Heart University undergraduates who were admitted into the Program as freshman who do not meet these criteria will lose their seat in the Occupational Therapy Program., and an interview with the Occupational Therapy Admissions Committee.

Freshman Admission Early Provisional Decision requirements for entering Sacred Heart University freshmen 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); and,

- SAT scores of 1050 1100 or higher;

- Rank in the top 30% of their high school class

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. All applicants must meet the Program's admission GPA requirements and must have successfully completed prerequisite courses in Psychology, Statistics, Biology with a laboratory, statistics, psychology, Human Anatomy and Physiology I with a lab, and one additional prerequisite with final course grades entered with the University's Registrar prior to the interview. The application deadline is October 31 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 3.2 or better with no prerequisite course grade below a "C", and,

- a 3.0 prerequisite science GPA (Biology, Human Anatomy I and Physiology I and Human Anatomy and Physiology II with laboratories);

- Interview with the Occupational Therapy Admission Committee, which includes participation in a group problem-based learning experience; and,

Applicants who meet the Early Program Decision criteria will have a seat in the Occupational Therapy program reserved contingent upon maintenance of all admission GPA requirements, 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, Fall Term 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 December 15 or the date published by Graduate Admissions for the incoming fall class. All applicants must have successfully completed prerequisite courses in Psychology, Statistics, Biology with a laboratory, statistics, psychology, Human Anatomy and Physiology I with a lab, and one additional prerequisite with final course grades entered with the University's Registrar prior to the interview.

Requirements for Regular Decision Options include all of the following:

- Successful completion of all prerequisite courses with a prerequisite GPA of 3.2 or better and no individual prerequisite course grade below a "C";

- Overall GPA of 3.0 or better;

- Prerequisite science GPA of 3.0 or better (Biology with lab, Human Anatomy I and Physiology I and Human Anatomy and Physiology II with laboratories);

- 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;

- Relevant volunteer, observation, and or work experience in the health care field with specific knowledge of Occupational Therapy is highly recommended;

- Interview with the Occupational Therapy Admissions Committee, which includes participation in a group problem-based learning experience;

- Essay/writing sample completed online with the application

Option 4: Open AdmissionsAdult 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 open admission 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 December 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: OT504: Therapeutic Use of Self; OT526: Topics in Mental Health; OT527: PBL in Mental Health; OT528: Clinical Lab in Mental Health; OT529: Level I FW and Seminar in Mental Health: OT 530: Groups; OT 542 Health, Prevention, and Well-being; OT564: Topics in Adults and Geriatrics; OT565 PBL in Adults and Geriatrics; OT566 Clinical Lab: Adult and Geriatrics; OT536: Level I FW and Seminar Adult and Geriatrics; OT545: Topics in Pediatrics and Adolescence; OT549 PBL in Pediatrics and Adolescence; OT547: Clinical Lab: Pediatrics and Adolescence; OT544 Capstone I; OT608 Capstone II; OT609 Portfolio; OT525 Health and Wellness a Personal Journey; OT691 Level II Fieldwork; and, OT693 Level II Fieldwork.

PREREQUISITE COURSES

Biology I with lab (4 credits)

Human Anatomy and Physiology I with lab (4 credits)*

Human Anatomy and Physiology II with lab (4 credits)*

A Psychology course (3 credits) Abnormal Psychology (3 credits)

Life Span Development or Developmental Psychology (Content must include the study of the entire life span, from birth to old age) (3–9 credits)

Sociology, or Anthropology, or Social Psychology, or Diversity/Multicultural studies (3 credits)

Statistics, or Psychological Statistics, or

Social Statistics, or Biostatistics (Content must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing) (3 credits)*

Only prerequisite course grades of C or better meet prerequisite requirements.

*Prerequisite courses in Statistics and Human Anatomy and Physiology I and II must have been completed within the past 10 years.

For all applicants:

RECOMMENDED ELECTIVES (which are of benefit once in the Occupational Therapy Program)
 Physics with lab

 Neuroscience, or Biology of Behavior, or Brain and Behavior

 Exercise Science Kinesiology

DEGREE REQUIREMENTS

The program is full time consisting of four academic trimesters followed by two trimesters of two, 12-week experiences of full time supervised clinical fieldwork. Course work during the academic trimesters is completed with full time classes. Classes are 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 with professional poster presentation and defense, are required for graduation. Level II fieldwork experiences must be successfully completed within 24 months of completion of coursework.

Note: A criminal background or felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure. Additionally, all graduate programs in occupational therapy requires the successful completion of level

I and level II supervised clinical fieldwork. experiences. The majority of clinical fieldwork sites require students to complete a criminal background check, fingerprinting, or drug testing prior to clinical education placements. Additionally, states may restrict or prohibit those with criminal backgrounds from obtaining a professional license and NBCOT may deem persons with criminal backgrounds as ineligible to sit for the NBCOT certification examination. Therefore, students with criminal backgrounds may not be able to obtain the required clinical education experience(s), thus failing to meet the Occupational Therapy Program's academic requirements. It is therefore the Program's policy that all admitted students planning to enroll must consent, submit to, and satisfactorily complete a criminal background check (CBC) within six (6) weeks of registration for courses as a condition of matriculation. Matriculation will not be final until the completion of the criminal background check with results deemed acceptable to the Program Director or Academic Fieldwork Coordinator. All expenses associated with the CBC, fingerprinting, and/or drug screening are the responsibility of the applicant/ student. Students, who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regard to the background check may be subject to disciplinary action up to, and including, refusal of matriculation or dismissal from the program.

Some fieldwork placements require fingerprinting and/or drug screening prior to beginning the fieldwork experience. Background checks, fingerprinting, and drug screenings are completed at the student's expense and the University and or the Occupational Therapy Program will have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or fieldwork. Please

see the Occupational Therapy Program's Student Manual for complete information on Criminal Background Checks and policy regarding adverse information in a CBC report. Students who are twice denied a fieldwork placement based on the results of a background check will be considered ineligible for placement and unable to complete the program and, therefore, will be dismissed from the program.

REQUIRED COURSES

Fall Semester, PY1

OT 501	Introduction to Occupational Therapy 3 CH
OT 546	Human Occupation and Activity Analysis 3 CH
OT 505	Health Policy and Law 2 CH
OT 504	Therapeutic Use of Self 2 CH
OT 523	Applied Functional Anatomy and Neuroscience 4 CH
OT 524	Human Conditions Across the Lifespan 3 CH
OT 525	Health and Wellness: Personal Journey .5 CH

Spring Semester, PY1

OT 503	Research I 2 CH
OT 526	Topics in Mental Health 3 CH
OT 527	PBL in Mental Health 3 CH
OT 528	Clinical Lab in Mental Health 5 CH
OT 529	Level I FW and Seminar in Mental Health .5 CH
OT 530	Groups 2 CH
OT 542	Health, Prevention, and Well-being 2 CH

Summer Semester, PY1

OT 531	Research II: Single Subject Design 2 CH
OT 543	Needs Assessment and Program Development 3 CH
OT 564	Topics in Adults and Geriatrics 2 CH

OT 565	PBL: Adults and Geriatrics 3 CH
OT 566	Clinical Lab: Adults and Geriatrics 5 CH
OT 536	Level I FW and Seminar: Adults and Geriatrics 1 CH
OT 544	Capstone I: Planning, Permissions, and Approval 1.5 CH

Fall Semester, PY2

OT 545	Topics in Pediatrics and Adolescence 2 CH
OT 547	Clinical Lab: Pediatrics and Adolescence 5 CH
OT 548	Level I FW and Seminar: Pediatrics and Adolescence 1 CH
OT 549	PBL: Pediatrics and Adolescence 3 CH
OT 607	Leadership and Management 3 CH
OT 608	Capstone II: Implementation 1.5 CH*

Spring Semester, PY2

OT 608	Capstone II: Implementation 1.5 CH *
OT 609	Portfolio 1 CH **
OT 691	Level II FW 4 CH

Summer Semester, PY2

OT 609	Portfolio 1 CH **
OT 693	Level II FW 4 CH

* PY2 fall or spring course registration is determined by the Capstone advisor.

** Students may register in either the PY2 SP or SU semester.

*Note: The Capstone project, professional poster presentation and defense, and completed portfolio are graduation requirements. Special mandatory presentations and events are scheduled between the two level II fieldwork

experiences and prior to the May graduation ceremony. All level I and II FW requirements must be completed within 24 months of completed coursework.

Course Descriptions

FALL SEMESTER PY1

OT 501 Introduction to Occupational Therapy as a Profession

3 CH

This course will introduce occupational therapy students to the foundations of professional practice. Students will develop a historical and philosophical perspective of the profession, explore what it means to be a professional, and understand the theories and models that guide occupational therapy practice. 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 student's future occupational therapy practice. Students will complete reflective self-assessments and analyze them to determine their own values, ethical stance, professional behaviors, knowledge, and skills necessary for developing a professional identity. Course formats will include seminars, discussions, in-class and online course activities.

OT 505 Health Policy and Law

2 CH

This course examines national and state health and education policies, legislation and laws that affect occupational therapy practice. Access, quality, and cost factors (classification and reimbursement) are examined in relation to service delivery models in health and education with a particular emphasis on policy and legislation affecting populations with needs and

conditions that fall within the domain of occupational therapy practice. Course delivery includes lecture, discussion, reading, web based resources, and classroom learning activities.

OT 523: Applied Functional Anatomy and Neuroanatomy

4 CH

This course examines the organization, development, and function of the nervous, musculoskeletal, cardiovascular, respiratory, immune and lymphatic systems of the human body as well as musculoskeletal assessment techniques commonly performed by occupational therapists in clinical practice. Course content will be delivered in the context of experiential labs, seminars, and self-directed learning.

OT 524: Human Conditions across the Life Span

3 CH

This course will explore the characteristics and implications of major categories of mental and physical health conditions that occupational therapist may encounter when working with clients across the life span. Students will be required to locate and interpret information from a variety of sources including textbooks, articles, and on-line resources.

OT 525 Health and Wellness: Personal Journey

.5 CH

This course consists of the personal pursuit of one's well-being: mind, body and spirit. Students will reflect on different dimensions of wellness, health literacy and the biological and environmental (physical and social) forces, both controllable and uncontrollable, that affect health and well-being.

OT 546 Human Occupation and Activity Analysis

3 CH

In this course students will explore the over-arching concept of occupational science and the importance of occupational balance to wellness and quality of life in individuals, families, and societies. The course formats include seminar, lecture, online discussion, and workshops.

SPRING SEMESTER PY1

OT 503 Research I: Introduction to Research

2 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 develop the ability to read and critique the research of occupational therapy and other professions. Course formats include seminar, lecture, and workshops.

OT 526 Topics in Mental Health

2 CH

This course will examine current psychosocial topics and trends, and the role of occupational therapy in mental health across the life span. The format of the course will be presentation, discussion, and collaborative work.

OT 527 Problem Based Learning in Mental Health

3 CH

This course will utilize Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis of the acquired knowledge for evidence- based practice in occupational therapy mental health. Students will practice clinical decision-making while applying their knowledge of the OT foundational theories and principles, as well as research- based evidence to the presented clinical cases. The format for this course will be small group PBL tutorials and independent small group work.

OT 528 Clinical Lab in Mental Health

5 CH

In this course students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands-on" learning experiences, while developing occupational therapy (OT) clinical and documentation skills for effective evaluation, intervention and discharge within the contexts of the daily lives of mental health OT, while maintaining professional behaviors and team collaboration. Course format will be laboratory with hands-on techniques demonstration, practice and discussion.

OT 529 Level I FW and Seminar: Mental Health

.5 CH

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 be one day per week and the setting will align with academic content. The format for this course will be seminar and supervised clinical fieldwork.

OT 530 Groups

2 CH

Students will study the elements of groups to understand how they operate and how occupational therapists utilize groups for assessment and intervention within particular frames of reference and theoretical models. The format of the course includes lecture, online material, discussions, and experiential learning activities.

OT 542 Health, Prevention and Well-being

2 CH

Students will develop a deep understanding of health and wellness and explore the evidence regarding how physical, mental, and spiritual health are critical to a person's overall health, well-being, disease prevention, and ability to participate meaningfully in

their daily occupations. Prerequisite OT 525 Health and Wellness: A Personal Journey.

SUMMER SEMESTER PY1

OT 531 Research II

2 CH

Research II will apply concepts and content learned in Introduction to Research to actual research activities using single subject research design. Students will engage in a review of the literature and will develop a proposal for a study using single subject research design. Class formats will include lectures, discussions, workshops, and online activities.

OT 543 Needs Assessment and Program Development

3 CH

Students complete a needs assessment and develop a community-based program for a real or virtual community site of their choosing subject to instructor approval. This experience is designed to give students the proactive entrepreneurial skills needed to identify and work in community. The course will also examine the theoretical models of community-based practice and health promotion including consultation and prevention.

OT 564 Topics in Adults and Geriatrics

2 CH

This course will examine current topics and trends, and occupational therapy's role when working with adult and geriatric populations. Students will actively engage in discussion and debate about occupational therapy's impact on adult and geriatric client factors. The format of the course will be presentation, discussion, and collaborative work.

OT 565 Problem Based Learning: Adults and Geriatrics

3 CH

This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in occupational therapy with the adult and geriatric populations. Students will learn to consider the diversity within these age groups in relation to physical, social, and cognitive factors, and life-style, and investigate the multidisciplinary and contextual support systems available to enable occupational performance. The format for this course will be PBL.

OT 566 Clinical Lab: Adults and Geriatrics

5 CH

In this lab format course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands on" learning experiences. The focus will be on developing the basic knowledge, and clinical and documentation skills of occupational therapy for effective evaluation, intervention and discharge within the contexts of the daily lives of adult and geriatric clients while maintaining professional behaviors and team collaboration. Course format will include classroom and community experiences.

OT 536 Level I Fieldwork and Seminar: Adults and Geriatrics

1 CH

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 be one day per week and the setting will align with academic content. The format for this course will be seminar and supervised clinical fieldwork.

OT 544 Capstone I: Planning, Permissions, and Approvals

1.5 CH

Students will learn the content, skills, and processes necessary to plan and implement their Capstone projects. Capstone projects will be completed in OT 608 Capstone II. Each small Capstone group will work under the mentorship of a faculty advisor. Course formats include lecture, discussion, and regularly scheduled Capstone team and mentoring meetings with the Capstone advisor. Prerequisites OT 543 Needs Assessment and Program Development and OT 531 Research II.

FALL SEMESTER PY2

OT 545 Topics in Pediatrics Adolescence

2 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 early adulthood. The format for this course will be presentation, discussion, and collaborative work.

OT 547 Clinical Lab: Pediatrics and Adolescence

5 CH

In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self-directed learning and critical thinking skills during "hands on" learning experiences within the contexts of the daily lives of families of infants and children through early adulthood while maintaining professional behaviors and team collaboration. Course format will be laboratory with hands on activities and discussion.

OT 548 Level I FW and Seminar: Pediatrics & Adolescence

1 CH

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 be one day per week and the setting will align with academic content. The format for this course will be seminar and supervised clinical fieldwork in a pediatric or adolescent setting.

OT 549 Problem Based Learning: Pediatrics and Adolescence

5 CH

This course will utilize Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in pediatric occupational therapy. 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 small PBL tutorials and independent small group work.

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. Theories including aspects such as leadership and management will be examined in detail, including leadership theories, budgeting, marketing and strategic planning.

SPRING SEMESTER PY2

OT 608 Capstone II: Implementation

1.5 CH

The Capstone II course is the culminating project during which students integrate and apply the knowledge, skills, and professional values they have learned throughout the

program. Students will work in small groups with a faculty mentor to implement and complete their projects culminating in a professional poster presentation and defense to faculty and peers as a requirement for graduation. Course formats include regularly scheduled Capstone team and mentoring meetings, independent work, and work in the field. Prerequisite OT 544 Capstone I: Planning, Permissions, and Approvals. PY2 fall or spring course registration is determined by the Capstone advisor.

OT 609 Portfolio

1 CH

Students will build a portfolio that documents learning in a variety of content areas, as well as in professional behaviors, and clinical reasoning skills. Portfolio provides students with an opportunity to prepare for fieldwork, the NBCOT exam, and eventual clinical practice and employment. Students may register in either the PY2 SP or SU semester.

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. Fieldwork locations are arranged in collaboration with the Academic Fieldwork Coordinator and the student.

SUMMER SEMESTER PY2

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. Fieldwork locations are arranged in collaboration with the Academic Fieldwork Coordinator and the student.

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 self-directed, ongoing learning, competency in clinical practice, a commitment to the application of professional skills and knowledge in service to others. The program's curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient problems that students study, discuss and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students, and supports the use of peers in learning and problem solving. Clinical education includes part-time, integrated experiences in each of the academic semesters, and full-time clinical education in the 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.

EXPECTED STUDENT OUTCOMES

- The graduate of the Program in Physical Therapy at Sacred Heart University is prepared to:
- Practice in a safe manner that minimizes risk to patients, self and others.

- Demonstrate professional behavior in all situations.
- Practice in a manner consistent with established legal and professional standards and ethical guidelines.
- Communicate in ways that are congruent with situational needs.
- Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
- Participate in self-assessment to improve clinical and professional performance.
- Apply current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
- Determine with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional.
- Perform a physical therapy patient examination using evidenced-based tests.
- Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
- Determine a diagnosis and prognosis that guides future patient management.
- Establish a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
- Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
- Produce quality documentation in a timely manner to support the delivery of physical therapy services.
- Collect and analyze data from selected outcome measures in a manner that supports accurate analysis of individual

patient and group outcomes.

- Participate in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.

- Direct and supervise personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.

- Present an inservice or case presentation on a topic relevant to the clinical setting.

- Utilize effective self-assessment skills to provide input to the clinical instructor regarding strategies to strengthen clinical performance

ADMISSION REQUIREMENTS

Students entering the program must have completed an undergraduate degree in the discipline of their choice. In the case of Sacred Heart University undergraduates, undergraduate study in biology, exercise science, or psychology may be completed in three years, followed by three yearsof 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/BI 112	Concepts in Biology I & II (6 credits)	
BI 113/BI 114	Concepts in Biology Laboratory I & (2 credits)	
BI 131/BI 132	Human Anatomy & Physiology I & II (6 credits)	
BI 133/BI 134	Human Anatomy & Physiology Laboratory I & II (2 credits)	
CH 151/CH152	General Chemistry I & II (6 credits)	
CH 153/CH 154	General Chemistry Laboratory I & II (2 credits)	
MA 131	Statistics for Decision Making (3 credits)	
MA 140	Precalculus (or above) (4 credits)	
PY 111/112	General Physics I & II (6 credits)	
PY 113/PY 114	General Physics Laboratory I & II (2 credits)	

Two psychology electives (6 credits)

Total: 45 credits

Required Courses

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 500 clinical facilities representing a wide range of practice settings, located predominantly in the northeastern United States, but include sites across the country. Each site must have a formal contractual relationship with the University that includes a description of the responsibilities associated with clinical education. The University supervises the student's clinical education experience through communication with the clinical instructor on site, written student

performance evaluations and on-site visits as 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 2004, and reaffirmed again in 2014. In 2003, both agencies approved transition of the program to the Doctor of Physical Therapy (DPT) degree. The program was recognized in these accreditation proceedings for several strengths, including the high quality of its curriculum, the exceptional qualifications of its faculty and 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 2014 with the next CAPTE accreditation review occurring in 2023.

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 tutorialbased 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 agerelated 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 - 19 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 technologybased 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 (3-4 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.

SPEECH-LANGUAGE PATHOLOGY

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JILL DOUGLASS, PH.D., CCC-SLP
Assistant Prof.

CIARA LEYDON, PH.D., CCC-SLP
Assoc. Prof.

ELLEN MASSUCCI, M.S. CCC-SLP
Clinical Instructor
Coordinator of Educational Placements

Master of Science in Speech-Language Pathology

The SLP Graduate Program at SHU is designed to prepare students to meet all requirements of the Certificate of Clinical Competence in Speech-Language Pathology set out by the Council for Clinical Certification in Audiology and Speech-Language Pathology, for Connecticut Licensure as a Speech-Language Pathologist from the Connecticut Department of Public Health, and for Connecticut State Department of Education Certification as a School Speech-Language Pathologist. Students who wish to practice as Speech-Language Pathologists will need to complete undergraduate prerequisites, including 25 hours of observation of Speech-Language Pathology practice, then complete a Master's degree in SLP. Graduate study in SLP requires two calendar years, including 1-2 summers of graduate level coursework and 400 hours of supervised clinical practicum, all of which will be provided as part of SHU's graduate program.

SHU's graduate SLP program has two tracks:

- 2 year track for students with prerequisite course work in Communication Disorders

- 3 year track for students without prerequisite course work in Communication Disorders

PROGRAM ACCREDITATION

SHU's graduate program in SLP has been licensed by the State of Connecticut Department of Higher Education and has been awarded Candidacy, the first stage of Accreditation awarded by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech, Language and Hearing Association (ASHA). This status is awarded to new programs that demonstrate compliance with the Standards for Accreditation as outlined in CAA's Standards Compliance Continuum, for an initial period of five years. It allows the program to matriculate and graduate students who, upon successful completion of the program, will be eligible for national certification and state licensure as Speech-Language Pathologists.

WHAT MAKES SHU'S SLP PROGRAM UNIQUE?

SHU's SLP graduate program is the only one in Connecticut in which SLP students have the opportunity to study and work with physical therapy, occupational therapy, nursing and education students, providing unique inter-professional pre-service training experiences. In addition, SHU's SLP program utilizes an innovative model of clinical education, in which students work in

real field settings from their first semester, under the supervision of SHU clinical faculty. Unlike most SLP programs, which use on-campus clinics for initial clinical experiences, SHU's model enables students to learn in authentic work environments throughout their educational program. Finally, SHU offers three areas of optional focused study, which can be achieved by matriculating for one additional semester following the Master's Program. Choosing one of these focused study electives will prepare students for practice in 1) autism spectrum disorders, 2) language and literacy for English Language learners, or 3) medical settings.

EXPECTED STUDENT OUTCOMES

Graduates of SHU's SLP program will:

- Demonstrate knowledge of basic biological, physical, and social sciences, and statistics

- Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

- Demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

- Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

  1. fluency
  2. articulation
  3. voice and resonance,
  4. receptive and expressive language in speaking, listening, reading, writing
  5. hearing
  6. swallowing

  7. cognitive aspects of communication
  8. social aspects of communication
  9. augmentative and alternative communication modalities

- Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders

- Demonstrate knowledge of standards of ethical conduct

- Demonstrate knowledge of the integration of research principles into evidence-based clinical practice, of contemporary professional issues, and of professional credentialing

- Demonstrate skills in oral and written communication sufficient for professional practice

- Demonstrate skills in evaluation, intervention and interaction with people with communication disorders and their families

- Successfully complete a minimum of 400 clock hours of supervised clinical experience (including 25 observation hours) in the practice of Speech-Language Pathology.

ADMISSIONS REQUIREMENTS: ALL STUDENTS

To be admitted to SHU's graduate program in SLP, all students must:

- Successfully complete all required prerequisites for the appropriate track by the end of the summer prior to enrollment in a graduate program.

- Hold a Bachelor of Science or Arts degree from an accredited college or university.

- Have a 3.0 cumulative and 3.3 prerequisite GPA with no individual prerequisite course grade below a C.

It is also strongly recommended that all students applying for the SLP program complete two courses in Education, as required by the State of Connecticut for certification as a school SLP, e.g.,

- ED 152/552 Education in the US
- ED 205/569 Education of Children with Special Needs

Other admissions requirements for all students include:

- Applications submitted online through www.CSDCAS.org by external 2-year track applicants OR
- Applications submitted through graduate admissions at www.sacredheart.edu by current SHU students and 3-year track applicants
- Two letters of recommendation from academic sources (e.g., former professor)
- Official transcripts from all colleges and universities attended.

Please Note: ALL prior schools' transcripts MUST be submitted for review, regardless of whether or not transferred courses appear on the current school transcript.

- Admissions essay describing interest in the field of Speech-Language Pathology
- Nonrefundable $60 application fee

 Applicants will be invited for interviews at the discretion of the SLP Department once applications are completely reviewed.

ADMISSIONS REQUIREMENTS: 2-YEAR TRACK

In addition to the requirements already listed for all students, applicants to the 2 year track must provide documentation of:

- Bachelor of Science or Arts degree with an overall GPA of at least 3.0.
- Twenty-five hours of observation of Speech-Language Pathology practice by an ASHA certified SLP documented

on SHU form (available from Admissions Office, or the equivalent form from another accredited college or university)

- Successful completion of the following courses or their equivalents with no grade below C and a GPA of at least 3.3:

Biological Sciences 3 CR (e.g., BI 111 or BI 030)

Physical Sciences 3 CR (e.g., PY 100 or CH 030)

Statistics 3 CR (e.g., MA 131)

Social/Behavioral Sciences 6 CR (e.g., PS 110, PS 252)

SLP 200	Introduction to Communication Disorders
SLP 210	Phonetics
SLP 300	Anatomy and Physiology of Speech and Swallowing
SLP 310	Introduction to Audiology and Hearing Science
SLP 320	Speech Science
SLP 330	Development of Language
SLP 340	Neurological Bases of Communication and Swallowing
SLP 350	Introduction to Clinical Methods and Observation

ADMISSIONS REQUIREMENTS: 3-YEAR TRACK

In addition to the requirements already listed for all students, applicants to the 3-year track must provide documentation of:

- Bachelor of Science or Arts degree with an overall GPA of at least 3.0.
- Successful completion of the following courses or their equivalents with no grade below C and a GPA of at least 3.3:

Biological Sciences 3 CR

Physical Sciences 3 CR

Statistics 3 CR

Social/Behavioral Sciences 6 CR

No more than 6 credits of SLP courses

required for the 2-year track may be taken prior to applying for the 3-year track.

No more than one SLP pre-requisite course may be repeated by any applicant (2- or 3-year tracks).

CLINICAL EDUCATION

Graduate students will enroll for at least four credits of clinical education each term. Students will be assigned to a clinical practicum setting or settings each term, and will spend between 4 to 40 hours per week at each setting, depending upon the number of credits associated with the placement and the placement of the practicum in the program. Each practicum assignment will be accompanied by a Clinical Seminar, in which students will learn clinical skills, discuss cases, and engage in clinical learning activities. During the first year of the clinical program, students will be placed in field settings in groups, accompanied by a supervisor from SHU. During the first two semesters, more advanced students (for example, those who completed practica experiences as an undergraduate) may be assigned a one-on-one experience with a clinician at a field site, at the discretion of the Director of Clinical Education. Field placements later in the program will involve assignment of each student to a clinician at the field site. The typical sequence of clinical practica, is given below, however, individual placements will be made on the basis of availability and student interest.

Clinical Practicum Sequence

Fall Semester I

- Speech, language and hearing screening
- Placements 2-3 half-days/week at educational settings

Spring Semester I

- Placement at rehabilitation centers and skilled nursing facilities 2-3 half days/week

Late Spring, Summer Semester A & B

- Specialty "boot camps;" 2-4 week intensive, inter-professional programs for clients with aphasia, TBI, dysfluency, etc.
- School and preschool language stimulation and literacy placements
- Eight-week adult medical externship

Fall/Spring Semester II

- Student teaching
- Field placement in medical setting or specialty pediatric/educational setting

Optional Summer II

Three-day/week placement in autism, English Language Learner/literacy, or medical SLP setting, complemented by advanced coursework in specialty area, leading to 12 credit focused study option.

DEGREE REQUIREMENTS

All students will need to have successfully completed the following undergraduate foundation coursework prior to matriculation in a graduate program in SLP:

- Biological Sciences - 3 CH
- Physical Sciences - 3 CH
- Statistics - 3 CH
- Social/Behavioral Sciences - 6 CH

Both 2- and 3-year tracks of the SHU SLP program are offered on a full-time basis only to allow for professional socialization, clinical placements, and the integration of clinical and academic work. The programs lead to national certification and state licensure as a Speech-Language Pathologist. All students must complete all academic and clinical coursework required for their track with no grade below B-, and successfully complete 400 hours of supervised clinical practicum, with no grade lower than B-.

Preclinical Coursework (to be completed at the undergraduate level for students on the

2-year track and in the first year of graduate study for students on the 3-year track)

SLP 200/400	Introduction to Communication Disorders
SLP210/ 410	Phonetics
SLP300/ 411	Anatomy and Physiology of Speech and Swallowing
SLP310/ 412	Introduction to Audiology and Hearing Science
SLP 320/420	Speech Science
SLP330/ 430	Development of Language
SLP 340/440	Neurological Bases of Communication and Swallowing
SLP 350/450	Introduction to Clinical Methods and Observation

It is also strongly recommended that all students applying for the SLP program complete two courses in Education, as required by the State of Connecticut for certification as a school SLP, such as

| ED 152/552 | Education in the US |
| ED 205/569 | Education of Children with Special Needs |

Required Graduate Coursework (to be taken in five semesters by students on 2-year track, and following successful completion of preclinical coursework by students in 3-year track)

The following is the typical sequence of graduate coursework for the two clinical years of the graduate program in SLP:

SLP 500	Speech Sound Disorders
SLP 510	Language Disorders in Children 0-5
SLP 540	Adult Neurogenic Disorders I
SLP 501	Practicum Seminar I
SLP 502	Clinical Practicum I (Speech and Hearing Screening/ Diagnostics)

Total Credits: 14

Spring Semester 1

SLP 530	Language and Literacy Disorders in School-Aged Children and Adolescents
SLP 585	Voice and Velopharyngeal Disorders
SLP 550	Dysphagia
SLP 503	Practicum Seminar II
SLP 504	Clinical Practicum II (Preschool Speech/Language Disorders)

Total Credits: 14

Summer Semester 1

SLP 570	Introduction to Research and Evidence-Based Practice (EBP)
SLP 520	Aural Rehabilitation
SLP 505	Practicum Seminar III
SLP 506	Clinical Practicum III (Medical Settings)

Total Credits: 11 (13)

Fall Semester II

SLP 580	Dysfluency
SLP 560	Adult Neurogenic Disorders II
SLP 600	Autism, AAC, and Severe Disorders of Communication
SLP 507	Practicum Seminar IV
SLP 508	Practicum IV: Specialty Placement or Student Teaching

Total Credits: 14

Spring Semester II

SLP 601	Practicum Seminar V
SLP 602	Practicum V: Student Teaching or Medical Externship
SLP 610	Elective: Special Topics in Communication Disorders I
SLP 690	Capstone project

Total Credits: 13 (16)

Elective Summer Semester II*

SLP 699   Special Topics in Communication Disorders II

SLP 509   Specialty Practicum V

Total Credits: (9)

Total Program Credits: 66-80

* Elective second summer coursework may be taken to complete focused study option.

Course Descriptions

PRECLINICAL COURSES TO BE COMPLETED BY STUDENTS IN 3-YEAR TRACK ONLY, DURING FIRST YEAR OF GRADUATE STUDY:

SLP 400 Introduction to Communication Disorders

3 CH

This course provides a general introduction to normal and disordered speech, language, and hearing in children and adults. This course considers normal development of communication behavior, the nature of communication disorders, and reviews the various conditions associated with communication disorders. Ethical standards for the practice of Speech-Language Pathology, contemporary professional issues, and information regarding certification, specialty recognition, licensure and professional credentials in Speech-Language Pathology will be presented. Lecture format.

SLP 410 Phonetics

3 CH

Students will be introduced to the acoustic and articulatory properties of the sound systems of human languages. The International Phonetic Alphabet will be presented, and students will learn to record speech in broad phonemic transcription.

Variations among regional and cultural US dialects, as well as notation and practice of narrow phonetic transcription will be introduced. The implications of cultural and linguistic differences on speech production will be discussed. Lab/lecture format.

SLP 411 Anatomy and Physiology of Speech and Swallowing

3 CH

Students will become familiar with the anatomical and physiological bases of human communication and swallowing, including the support structures of the respiratory, articulatory phonatory, and swallowing systems, and the identification and function of muscles in these systems. Lab/lecture format.

SLP 412 Introduction to Audiology and Hearing Science

3 CH

This course presents an introduction to the psychophysics of sound, and practice of audiology. It covers the anatomy, physiology and common pathologies of the auditory system, impact of hearing loss, types and characteristics of hearing loss, conventional procedures used to assess hearing, interpretation of audiological test findings, and criteria for initiating audiological referrals. Issues of ethics, professional practice, licensing, and credentials for audiology practice will be reviewed. Lab/lecture format.

SLP 420 Speech Science

3 CH

Prerequisite: SLP 210/410 Phonetics; SLP 300/411 Anatomy and Physiology of Speech and Swallowing. This course presents an introduction to the physics and psychology of human speech production and perception. It covers basic acoustics, the glottal sound source, resonance and acoustics of the vocal tracts, acoustic features of vowels, consonants, and suprasegmentals of speech, as well as the physics and biomechanics of

phonation, articulation, and resonance and the instruments, applications, and programs used to assess speech production. Principles and models of speech perception, with special emphasis on categorical perception, will also be discussed. Lab/lecture format.

SLP 430 The Development of Language

3 CH

Prerequisite: PS 252 Child Development Psychology OR HS 310 Lifespan Development OR EX 320 Pediatric Exercise Science

This course will introduce students to the social, biological, perceptual, and cognitive bases of language. A range of theories of language acquisition will be presented and the impact of nature and nurture on children's development will be discussed. The typical sequence of language acquisition in the areas of phonology, semantics, syntax and pragmatics will be presented. The relations between oral language development and the acquisition of literacy will be emphasized. Dialectical variations in language development and second language learning will be highlighted. Lecture/discussion format.

SLP 440 Neurological Bases of Communication and Swallowing.

3 CH

Prerequisite: SLP 411 Anatomy and Physiology of Speech and Swallowing

This course describes the development and anatomy and physiology of the neurological system that underlies communication and swallowing and is a prerequisite for further study in medical speech, language and swallowing disorders. Lab/lecture format.

SLP 450 Clinical Methods and Observation

3 CH

Prerequisite or co-requisite: SLP 200 Introduction to Communication Disorders

This course will orient students to clinical practicum, including the scope of assessment and intervention across the life span. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of Speech-Language Pathology in educational and medical settings will be presented. As part of this course, students will complete 25 hours of intensive observations in various educational and medical settings. Lecture/discussion format.

COURSES TO BE COMPLETED BY ALL GRADUATE STUDENTS:

SLP 500 Speech Sound Disorders

3 CH

Prerequisites: SLP 210/410 Phonetics, SLP 330/430 The Development of Language

The purpose of this course is to provide advanced study of disordered speech-sound production including functional articulation disorders, phonological processing, and developmental apraxia of speech. Methods of assessment of articulation and phonological production, as well as a range of approaches to improving speech sound accuracy and intelligibility will be presented. Relations of phonological development to literacy will be emphasized. The impact of a range of genetic, motor, and cognitive disorder on speech sound production will be addressed. The impact of cultural and linguistic differences on speech sound development and disorders will be highlighted. 3 credits; problem-based learning format.

SLP 510 Language Disorders in Children Birth-Five

3 CH

Prerequisite: SLP 330/430 The Development of Language

This course provides advanced theoretical and clinical information regarding the development, assessment and treatment of spoken phonological, morphological, semantic, syntactic and pragmatic disorders in infants, toddlers, and preschoolers. The impact of a range of medical conditions on communicative development will be

presented. Differences in approaches to infants/toddlers vs. preschoolers will be highlighted. The impact of cultural and linguistic differences will be discussed. Lecture/seminar format.

SLP 520 Aural Rehabilitation

3 CH

Prerequisite: SLP 310/412 Introduction to Audiology and Hearing Science

The purpose of this course is to provide information regarding students who are deaf or hard of hearing in the educational setting, and current methods used to identify and to treat hearing loss in the pediatric population. Topics to be covered include the identification and diagnosis of childhood hearing loss, pediatric aural rehabilitation technologies and strategies, and the impact of cochlear implants on communication and learning. Lecture format.

SLP 530 Language and Literacy Disorders in School-aged Children and Adolescents

3 CH

Prerequisite: SLP 330/430 The Development of Language

This course presents a detailed description of the development of reading, writing and spelling, and their relation to oral language development. Assessment and intervention of language and literacy problems in school-aged children and adolescents, including response-to-intervention methods, the use of oral language activities to promote literacy, and classroom collaboration as an intervention context will be discussed. The impact of a range of communication disorders on academic achievement, with special emphasis on students with cultural and linguistic difference will be highlighted. Connecticut State Dep't. of Education Common Core Curriculum Standards in English/Language Arts will be reviewed. Problem-based learning format.

SLP 540 Adult Neurogenic Disorders I

3 CH

Prerequisite SLP 340/440 Neurological Bases of Communication and Swallowing.

Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis and treatment of adult neurogenic language disorders including aphasia and motor speech disorders will be addressed. The impact of cultural and linguistic differences will be highlighted. Lecture/seminar format.

SLP 550 Dysphagia

3 CH

Prerequisites: SLP 300/411 Anatomy and Physiology of Speech, Swallowing,and Hearing; SLP 320/420 Speech Science; SLP 340/440 Neurological Bases of Communication and Swallowing

The course will review normal anatomy and physiology of swallowing as well as pediatric neurodevelopment. Etiologies of dysphagia in pediatric and adult populations will be presented, including the role of respiratory and digestive systems and abnormalities in each that may cause dysphagia. Specific information on ways to evaluate and manage adults and infants with dysphagia will be stressed. Emphasis will be placed on current research as it relates to each of these areas. Oral motor assessment for speech and swallowing will also be presented. Lecture/seminar format.

SLP 560 Adult Neurogenic Disorders II

3 CH

Prerequisites: SLP 300/411 Anatomy and Physiology of Speech, Swallowing, and Hearing; SLP 320/420 Speech Science; SLP 340/440 Neurological Bases of Communication and Swallowing

This course continues the study of adult neurogenic language disorders, focusing on traumatic brain injury and cognitive communication disorders. Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis,

recovery, differential diagnosis and treatment will be addressed. Ethical issues in the treatment of neurogenic disorders will be discussed. Problem-based learning format.

SLP 570 Introduction to Research & Evidence Based Practice

3 CH

Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation

This course introduces students to the research process, including group and single subject designs, writing research objectives, the critical analysis of research articles, research ethics, and the translation of research findings to practice. Standards of evidence-based practice, and the evaluation of intervention programs for evidence of their efficacy will be emphasized. Lecture/seminar format.

SLP 580 Dysfluency

3 CH

Prerequisites: SLP 210/410 Phonetics; SLP 320/420 Speech Science

This course aims to provide the knowledge and clinical skills necessary for Speech-Language Pathology practice in the area of fluency disorders. Course content will include the genetic, behavioral, affective, and cognitive components involved in the development of dysfluency; differential diagnosis among stuttering, cluttering, and neurogenic fluency disorders; assessment protocols for fluency disorders in children, youth, and adults; age-appropriate treatment approaches for individuals who stutter, and an understanding of the impact cultural and linguistic differences as well as the effects of dysfluency upon human communication. Lecture/seminar format.

SLP 585 Voice and Velopharyngeal Disorders

3 CH

Prerequisites: SLP 300/411 Anatomy and Physiology of Speech, Swallowing, and Hearing; SLP 320/420 Speech Science

This course presents the anatomy, physiology, and embryology of the head and neck involved in the onset, development and maintenance of disorders of the voice as well as structural malformations of the palate and velopharynx in children and adults. Assessment procedures for speech, resonance, and velopharyngeal dysfunction are illustrated with case studies, and no-tech, low-tech, and high-tech treatment procedures are covered in detail. Consideration will be given to laryngectomee rehabilitation with emphasis on surgical voice restoration. Lecture/laboratory format.

SLP 600 Autism, AAC and Severe Disabilities

3 CH

Prerequisites: SLP 510 Language Disorders in Children Birth to Five; SLP 530 Language and Literacy Disorders in School-Aged Children

This course addresses the assessment and treatment of severe disorders affecting communication, including autism, cerebral palsy, and genetic syndromes, with and without intellectual disability. The use of range assistive technologies, including voice output communication aids and handheld computer applications will be emphasized. The impact of cultural and linguistic diversity on these disorders will be highlighted. Relations to literacy will be emphasized. Lecture/seminar format.

SLP 610/699 Special Topics in Communication Disorders

3-6 CH

Prerequisites: SLP 650 Introduction to Research & Evidence Based Practice

This elective course will cover various topics in communication sciences and disorders that will allow students to develop a specialty practice area. Areas of specialty practice may include autism spectrum disorders, medical speech/language pathology, or assistive technology. Seminar format.

SLP 501 Practicum Seminar I

Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 310/412 Introduction to Audiology and Hearing Science; Co-requisite SLP 502 Clinical Practicum I

This practicum seminar will accompany students first semester of clinical practicum experience. The seminar will focus on methods and instruments for screening and assessment, including standardized norm-referenced testing, criterion referenced tests, dynamic assessment and language sampling using a computerized program. Behavior management and counseling techniques will be introduced. 1 credit; seminar format.

SLP 502 Clinical Practicum I: Speech and Hearing Screening/Diagnostics

4 CH

Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 310/412 Introduction to Audiology and Hearing Science; Co-requisite SLP 501 Practicum Seminar I

This course will provide supervised clinical experience in hearing and speech-language screening, as well as basic diagnostic procedures. This course has a field work format. Students will obtain approximately 40 clock hours of supervised child and adult assessment experience. Field work format.

SLP 503 Practicum Seminar II

1 CH

Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 500 Language Disorders in Children Birth-Five; SLP 500 Speech Sound Disorders; Co-requisite SLP 504 Clinical Practicum II

This practicum seminar will emphasize the assessment and treatment issues of early speech and language development. Evidence-based intervention methods for this developmental level will be discussed. Advanced behavior management techniques will be presented. Seminar format.

SLP 504 Clinical Practicum II: (Preschool Speech/Language Disorders)

4 CH

Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 500 Language Disorders in Children Birth-Five; SLP 500 Speech Sound Disorders; Co-requisite SLP 503 Practicum Seminar II

This course will provide supervised clinical experience in the assessment and treatment of speech and language disorders in young children. This course has a field work format. Students will obtain approximately 40 clock hours of supervised child assessment and intervention experience. Field work format.

SLP 505 Practicum Seminar III

1 CH

This practicum seminar is designed to introduce students to principles and practices in medical speech-language pathology. Topics include specialized roles of the speech/language pathologist in the medical setting, medical record keeping systems, regulations, and terminology. Students will learn to read a medical chart and identify pertinent information for the diagnosis and management, complete written documentation of a patient's diagnosis, progress and discharge plan, and discuss modifications of diagnostic/management procedures for specialized populations i.e. infants/children, tracheotomized patients. Seminar format.

SLP 506 Clinical Practicum III

4 CH

Prerequisites: SLP 540 Adult Neurogenic Disorders I, SLP 550 Dysphagia; Co-Requisite:

This course will provide supervised clinical experience in the assessment and treatment of speech, language, and swallowing disorders in medical settings. Students will obtain approximately 48 clock hours of supervised experience in assessment and intervention with adults and children. This course has a field work format. Field work format.

SLP 507 Practicum Seminar IV

1 CH

Prerequisite: Practicum Seminar III; Clinical Practicum III; Corequisite: Clinical Practicum IV

This seminar will address clinical and professional issues in Speech-Language Pathology relating to adult clients, including ethical considerations, reimbursement issues, family-centered practice, and cultural and linguistic differences. Seminar format

SLP 508 Clinical Practicum IV

4 CH

Prerequisite: Practicum Seminar III; Clinical Practicum III; Corequisite: Practicum Seminar IV

Students will participate in supervised clinical practice in the assessment and remediation of speech and language disorders with adolescents and adults, using flexible formats including group-based interventions, support groups, and virtual practice. The course will provide approximately 48 clock hours of supervised clinical practice. Field work format.

SLP 509 Specialty Practicum VI

3 CH

Prerequisites: Special Topics in Communication Disorders; Co-Requisite: Topics in Communication Disorders II

Candidates complete a supervised clinical experience working in an educational, medical or clinical setting, focusing on the specialty area. Fieldwork format.

SLP 601 Practicum Seminar V

1 CH

Prerequisite: SLP 530 Language and Literacy Disorders in School-Aged Children; Co-Requisite: SLP 602 Clinical Externship

This practicum seminar is designed to accompany students' externship in a school setting. Topics covered include IDEA and NCLB regulations, particularly as they apply to speech-language pathology; the construction of individualized educational plans; and regulations regarding mandated services to special needs students and their families. Principles of interdisciplinary collaboration, progress monitoring, curriculum-based assessment and intervention, scientific research-based intervention (SRBI) and connections between SLP services and the mainstream curriculum will be discussed. Seminar format.

SLP 602 Clinical Externship

9 CH

Prerequisite: SLP 530 Language and Literacy Disorders in School-Aged Children; Co-Requisite: Practicum Seminar V

This course provides placement with a cooperating SLP in a full-time school setting and fulfills CT requirements for student teaching in Speech-Language Pathology for Teacher Certification. This course has an externship format and will provide approximately 240 supervised clock hours of assessment and intervention for child speech and language disorders. Externship format.

SLP 690 Capstone Project

3 CH

Students will participate in a seminar aimed at guiding them through a project in which they select a clinical case from their experience, identify a relevant intervention for this case, and research the evidence base for the intervention. They will then prepare a detailed, written report of the evidence for the intervention in which they discuss their evaluation of the level of evidence -- both external and internal -- available for the practice, describe additional research needed to increase the level of evidence, and discuss what their review would lead them to do about their original client and others with similar strengths and needs. Students will give "Grand Rounds" oral presentations of their findings and submit a written account of their research in the format of a scholarly paper. Seminar format.

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) andfollow signs for Route 25 (bear left when the connector splits). Just after the split, get off at Exit 7. (Merritt Pkwy/Route 127 Trumbull). Bear right, following signs for Route 127 (White Plains Road). At the end of the exit ramp, turn left onto White Plains Road.**

From Merritt Parkway SOUTHBOUND (passenger vehicles only)

Take Exit 50 (Route 127/White Plains Road). At end of ramp bear right onto White Plains Road.**

**Stay in the left lane for about 1 mile on White Plains Road and turn left at the traffic light (fire station on the right) onto Reservoir Avenue. Follow Reservoir Avenue (go under Parkway bridge) and turn right onto

Lindeman Drive.

At the stop sign at the end of Lindeman Drive, turn right onto Oakview Drive. The road dead- ends. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

From Merritt Parkway NORTHBOUND (passenger vehicles only)

Take Exit 48 (Main Street). At end of ramp turn right onto Main Street. At second traffic light, turn left onto Old Town Road. At third stop sign, turn left onto Oakview Drive (beginning of office park area). At top of hill, Oakview will dead-end. Turn left into Sacred Heart University's parking lot. Visitor parking is on the right.

Stamford Campus
12 OMEGA DRIVE, STAMFORD, CT 06907

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only)

Exit 36. Turn right. Go 2 miles; take a right at the light onto Camp Street.At the next light turn left onto Hope Street. Entrance to River Bend Park is on the left past the Springdale train station. Follow signs to first office building on right.

From Connecticut Turnpike (I-95) NORTH OR SOUTH (all vehicles)

Exit 9. Follow Route 106/Courtland Avenue to Glenbrook Road; turn left. At second light turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend entrance, on right just before the Springdale train station. Follow signs to first building on right.

Stamford Graduate Center
at Landmark Square
3 LANDMARK SQUARE
STAMFORD, CT 06901

From Connecticut Turnpike (I-95) SOUTH

Exit 8 (Elm St.). Turn right onto Elm St., Elm St. becomes Grove St. Turn left onto Broad Street. Turn left onto Landmark Square

From Connecticut Turnpike (I-95) NORTH

Exit 8 (Atlantic St.). Turn left onto Atlantic St. Turn right onto Broad St. Take first right onto Landmark Square

Cambridge Campus
7 CAMBRIDGE DRIVE,
TRUMBULL, CT 06611

From Merritt Parkway (Route 15) NORTH OR SOUTH (passenger vehicles only)

Exit 48. Take left from Southbound direction or right from Northbound onto Main Street (Route 111). Take left onto Old Town Road. At third stop sign, go straight on to Cambridge Drive. Proceed to first building on the left.

Directory

Administration

Patricia Wade Walker, Ed.D.
Dean, College of Health Professions

Office of the President

John J. Petillo, Ph.D.
President

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