

College of Education and Health Professions



COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

Patricia W. Walker, Ed.D., *Dean and Professor of Medical Technology*

The College of Education and 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 Education and Health Professions is committed to providing an education built upon deep respect for the dignity of the human person, and a recognition of the responsibility of each individual to contribute to the building of a more just society. Specifically, the college strives to teach the skills

necessary for developing ethical responses to new and ever changing circumstances of a future filled with discoveries, technological advancements and social change.

The college provides opportunities for students to gain knowledge, experience, skills and values necessary to begin a first career; to advance in an existing career; and to prepare for new career challenges in response to the changing needs of society.

The college's cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship and clinical experiences. This collaboration also enriches the 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.

Discipline	Certification Courses	Associate's Degree	Bachelor's Degree	
			Major	Minor
Geriatric Health and Wellness				Yes
Human Movement and Sports Science				
Athletic Training			Yes	
Exercise Science			Yes	
Nursing				
First Professional Degree			Yes	
BSN Completion			Yes	
RN to BSN on the Web			Yes	
RN to MSN (BSN Component)			Yes	
Pre-Occupational Therapy				
Pre-Physical Therapy				
Teacher Education				
Elementary	Yes			
Secondary	Yes			

Health Sciences Curriculum

The Health Sciences curriculum is designed for students who want exposure to issues impacting health care delivery due to their interest in advancing their career in health care or to become better consumers of health services. Courses offered in the Health Sciences curriculum are interdisciplinary, drawing faculty from across the health professions departments of the college, and focus on health promotion for individuals and communities.

Faculty*

Patricia W. Walker, Ed.D., *Curriculum Coordinator*

Janet Betts, M.A.R.S.

Mary-Ellen Johnson, M.H.S.M., COTR/L

Course Descriptions

HS 300 Health Care Today **3 CR**

Examines contemporary health care issues and their impact on the role of health professionals and the delivery of care. Topics include health promotion, access, workforce, costs, and outcomes. *Prerequisites:* Introduction to Sociology SO 101 or Introduction to Psychology PS 101. Sophomore standing or above.

HS 301 Spirituality in Health Care **3 CR**

Explores the spiritual dimension of health care and the incorporation of spirituality into the caring relationship. The intersection of religion, spiritual practices, culture, diversity, life stages and health issues are examined. Other topics include the identification of one's personal spirituality, discussion of the ethical provision of spiritual care by the health care professional, importance of the consideration of spiritual care needs by the health care team, and the difference in the roles of the health care professional and pastoral care professional. *Prerequisite:* Sophomore standing.

Minor in Geriatric Health and Wellness

The minor in Geriatric Health and Wellness is designed for students who wish to gain specialized knowledge and skills in preparation for working with older adults. Students must have Sophomore status or above. The minor is designed for students who have an interest in pursuing careers in the health care or human service fields. The minor is sequenced to help students explore issues and factors that influence health status, functional status and quality of life for older adults, in a variety of settings. The course of study models and encourages interdisciplinary care-team interaction and evidence-based practice, with a focus on health promotion and wellness for older adults. The minor also draws significantly on coursework in the related social sciences and humanities for a broad perspective on the issues associated with aging. Students who complete the minor will engage in a variety of classroom learning experiences. In addition, students will engage in community-based, clinical-learning experiences that address the health promotion, health protection and rehabilitation needs of multicultural elders living in a variety of residential sites in the greater Bridgeport/Fairfield communities.

Faculty*

Michelle Lusardi, Ph.D., P.T., *Program Coordinator*

Michael Emery, Ed.D., P.T.

Linda Strong, Ed.D., R.N.

*Teaching the required courses. Respective faculty of the disciplines will teach the elective courses.

Course Requirements

The student must complete two required courses, and choose at least four related elective courses across a minimum of two related disciplines as outlined below. The required courses provide foundational knowledge and skills for working with

healthy, impaired and frail elders. The elective courses allow students to focus on at least two areas of interest in geriatrics or gerontology. Courses for the minor can be used to meet respective departmental and University requirements per existing policies.

Required Courses

HS 201 Health and Wellness in Later Life

HS 203 Chronic Illness and Frailty in Later Life

Electives

(four courses from at least two disciplines)

NU 243 Cultural Issues in Health Care Delivery

NU 380 Community Health Nursing for RNs

or

NU 381 Community Health Nursing

PS 295 Health Psychology

PS 251 Life Span Development

or

PS 274 Adult Development

RS 260 Bioethics

RS 275 Death

SO 200 Social Issues and Social Change

SO 213 Marriage and the Family

SO 233 Aging in America

SO 234 Sociology of Health and Health Care

Students may use other electives to meet this requirement with review and approval by program faculty

Course Descriptions

HS 201 Health and Wellness

in Later Life

3 CR

This service learning course is designed to guide the student interested in health promotion topics for elders through an experiential learning process using contemporary literature and films, as well as real-life applications of health promotion in local health and human service organizations. The student gains both an appreciation and

an understanding of the issues, service systems and resources pertinent to health promotion efforts for those in later life. *Prerequisite:* Sophomore standing

HS 203 Frailty and Chronic Illness in Later Life

3 CR

This service learning course is designed to introduce students interested in careers in health and human services to the various aspects of living with chronic illness or physical frailty as experienced by older adults and their families. The course includes a didactic component that focuses on the medical, functional, psychological, spiritual, and sociocultural issues associated with chronic illness and/or frailty, and uses the research literature as well as contemporary literature and films as resources. The course will meet both for on-site (classroom) discussion, and for online learning using the Blackboard system. The community-based service component of the course is an “adoptive grandparent” friendly visiting program with older adults who are living in assisted living or long-term care facilities near the campus. Students also explore the formal and informal support networks that impact on quality of life for frail or chronically ill older adults.

Human Movement and Sports Science

The Human Movement and Sports Science program is based on a solid liberal arts and science education designed to foster development of human values, effective interpersonal skills and a scientific foundation for the major area of study. The program consists of two distinct majors: Athletic Training and Exercise Science. The Athletic Training and Exercise Science majors are based on strong science-oriented core curriculum, providing students the necessary framework to build on during their professional coursework. Both majors consist of didactic and clinical components that provide students with not only the knowledge base necessary to work in allied health

professions, but also an opportunity to enhance their knowledge through practical experience and application.

All Human Movement and Sports Science students must maintain a minimum grade point average (GPA) of 2.3 and receive a C or better in all prerequisite and required courses. This undergraduate program leads to a Bachelor of Science (BS) degree in the specific areas of study (either Athletic Training or Exercise Science).

Athletic Training

The Athletic Training major is designed for those students interested in pursuing a career in athletic training. Students who complete the Athletic Training major will be eligible to sit for the Board of Certification (BOC) examination. Furthermore, students are prepared to pursue post-professional education in athletic training or other areas of allied health (i.e., physical therapy, exercise physiology, biomechanics, cardiac rehabilitation, occupational therapy, wellness, nutrition, etc.). Students interested in pursuing an undergraduate degree in Athletic Training and a professional graduate degree in Physical Therapy should contact the Department of Physical Therapy and Human Movement and Sports Science for additional information.

The Athletic Training program has a separate competitive admissions process. Students interested in pursuing Athletic Training at Sacred Heart must apply and be accepted during the spring semester of the Freshman year or during the fall semester of the Sophomore year, prior to beginning any professional coursework. Acceptance into the Athletic Training program is based on scholarly achievement during first-year coursework, overall GPA, science GPA, letters of recommendation, and a personal statement. Acceptance is also conditional upon meeting technical and medical standards. The Athletic Training major enrollment is limited to 20 students per class.

The Athletic Training program requires the completion of a certificate of health following a physical examination by a physician. All students must show proof of vaccination, immunization and hepatitis B vaccine series or signed waiver, prior to beginning the program. In addition, athletic training students are required to meet physical and behavioral technical standards to successfully complete all program requirements. Complete written information on required technical standards can be obtained from the Human Movement and Sports Science–Athletic Training program director, the *HMSS Policy and Procedure Manual*, and the program website.

The opportunity to participate in intercollegiate athletics while pursuing a career of study in athletic training is available. However, it is the responsibility of the student to manage the time commitment of both endeavors. Students should discuss the time commitments for participation in this major and their specific sport with their major advisor and coach.

Program Accreditation

The Athletic Training program at Sacred Heart University was a CAAHEP accredited program. The Commission for Accreditation of Allied Health Education Programs (CAAHEP) granted accreditation status in October 2001. Effective July 1, 2006, the program will be CAAT accredited by the Joint Review Committee on Educational Programs in Athletic Training.

Clinical Education

Clinical education provides students the opportunity to apply classroom knowledge with clinical experience. All clinical experiences, traditional and non-traditional, are under the direct supervision of certified athletic trainers. Students are exposed to a variety of settings including high school, college and outpatient clinical activities. In addition, the clinical education program requires students to amass a minimum number of clinical

hours per semester, as outlined in the syllabi of each practicum course. All students are required to maintain current CPR for the Professional Rescuer certification (or its equivalent) throughout the clinical experience. Students will not be able to participate in the clinical experience without current certification. Students are responsible for providing transportation to off-campus sites.

During the professional phase of the program, beginning the second semester of the Sophomore year, students enroll in five sequential graded practicums for which they receive credit. These five practicum courses are didactic and clinical in nature and utilize a problem-based approach. Each practicum is designed to foster critical thinking and allows an opportunity for students to practice clinical skills they have been taught previously in the classroom. Small self-directed student groups are posed problem-based situations or cases requiring identification of pertinent strategies and clinical decisions to address the problem or case. The learning goals and new information discovered by the group during directed investigation of the problem, is researched by individuals of the group and then examined and processed by the entire group before presentation, discussion and evaluation. Facilitators (tutors) provide feedback to students regarding their decisions and guide students toward understanding the interconnections between their actions and the implications of their actions in the clinical environment.

Exercise Science

The Exercise Science (EX) major is designed for those students who are seeking a broad background in exercise and fitness. It can also serve as a foundation for graduate study in physical therapy, exercise physiology, biomechanics, cardiac rehabilitation, wellness and conditioning and nutrition. The didactic and clinical components allow students the opportunity to explore related areas of study, including exercise physiology,

strength and conditioning training, exercise prescription and fitness assessment. Graduates from the EX major are prepared to pursue either employment opportunities in health and fitness settings, or graduate school in those health professions noted above. No additional application process is required for students in the EX major.

Faculty

Wendy Bjerke, M.S. *Clinical Assistant Professor*

Carrie Silkman, M.S.Ed., ATC, *Coordinator of On-campus Clinical Education*

Gail Samdperil, M.A.T, ATC, *Clinical Assistant Professor, Director, Human Movement and Sports Science Program*

Tim Speicher, M.S., ATC, CSCS, *Clinical Assistant Professor*

Major in Human Movement and Sports Science

Human Movement and Sports Science Courses

HM 100 Prevention of Athletic Injuries and Illnesses

HM 250 Exercise Physiology, with lab

HM 253 Pathophysiology and Pharmacology

HM 255 Nutrition for Athletes

HM 260 Kinesiology, with lab

BI 131 Human Anatomy and Physiology I

BI 132 Human Anatomy and Physiology II

PY 100 Elements of Physics

Required Supporting Courses

CH 151/153 General Inorganic Chemistry I, with lab

CH 151/153 General Inorganic Chemistry II, with lab

BI 111/113 Concepts of Biology I, with lab

BI 112/114 Concepts of Biology II, with lab

MA 131 Statistics for Decision Making

PS 103 General Psychology for Pre-Profession

PS 295 Health Psychology

Athletic Training Professional Courses

- AT 125 Athletic Training Basic Skills
 AT 129 Athletic Training Clinical Practicum I
 AT 220 Athletic Training Clinical Practicum II
 AT 221 Athletic Training Clinical Practicum III
 AT 240 Evaluation and Management of Athletic Injuries, with lab
 AT 241 Therapeutic Modalities, with lab
 AT 310 Aspects of Clinical Medicine, with discussion
 AT 322 Athletic Training Clinical Practicum IV
 AT 323 Athletic Training Clinical Practicum V
 AT 342 Rehabilitation of Athletic Injuries, with lab
 AT 375 Organization and Administration in Athletic Training

Exercise Science Professional Courses

- EX 320 Special Application of Exercise
 EX 358 Human Development and Exercise
 EX 362 Physical Fitness Testing Methods, with lab
 EX 363 Developing Strength and Conditioning Programs, with lab
 EX 365 Methods and Procedures of Exercise Prescriptions, with lab

Human Movement and Sports Science Course Descriptions

*All students in the HMSS program must complete all major required courses

HM 100 Prevention of Athletic Injuries and Illnesses 3 CR

Emphasizing prevention of athletic injury, this introductory course includes content on environmental influences, preseason screening, protective equipment and health risks related to athletics. Also includes section on recognition of signif-

icant injury and development of documentation skills.

HM 250 Exercise Physiology 4 CR

Presents a workable knowledge of the body's response to physical activity. Exercise metabolism, cardiopulmonary function, adaptations to training and environmental factors are addressed as well as exercise training guidelines. Assessment, clinical skills, aerobic testing, strength and power testing, and flexibility testing are among lab activities. *Prerequisites:* BI 111/113 and BI 131/132

HM 253 Pathophysiology and Pharmacology 3 CR

A systematic study of the disease process and disorders commonly seen in an exercise setting. Emphasis is on the effect of disease symptoms, management, and pharmacological agents on physical activity. *Prerequisites:* BI 111/113 and BI 131/132

HM 255 Nutrition for Athletes 3 CR

This course examines the relationship between nutrition and exercise. It also explores nutrient and food energy needs of the physically active. *Prerequisites:* BI 111/113 and BI 131/132

HM 260 Kinesiology, with Lab 4 CR

Investigates basic mechanical and kinesiological principles and their functions, interrelationships, and involvement with the mechanics of human motion. *Prerequisites:* PY 100, BI 131 and corequisite: BI 132

Athletic Training Course Descriptions

AT 125 Athletic Training Basic Skills 1 CR

Course meets on a regular basis for formal competency development. Includes skill development in taping, wrapping and splinting techniques, therapeutic modalities, basic evaluation techniques, medical documentation, emergency care and top-

ical anatomy. *Prerequisite:* Athletic Training students only

**AT 129 Athletic Training
Clinical Practicum I 1 CR**

Specific content includes emergency procedures, heat and cold illnesses, environmental issues, and basic assessment and evaluation. Students also obtain clinical athletic training experience under the supervision and guidance of a clinical instructor. Weekly minimum of 8 hours of practical experience required. Only those clinical hours performed under a certified athletic trainer will be used toward meeting the course requirement. The nature of the didactic portion of this course is problem based.

**AT 220 Athletic Training
Clinical Practicum II 2 CR**

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on lower extremity and spinal orthopedic assessment and treatment, taping and bracing, therapeutic modalities, biomechanical assessment and orthotic fabrication, assessment of pre-participation examinations. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly minimum of 15 hours of practical experience required. *Prerequisites:* AT 125, AT 129, and AT 240.

**AT 221 Athletic Training Clinical
Practicum III 2 CR**

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on upper extremity orthopedic assessment and treatment, taping and bracing, therapeutic modalities, and biomechanical assessment. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly minimum of 15 hours of

practical experience required. *Prerequisites:* AT 220 and AT 241

**AT 240 Evaluation and Management of
Athletic Injuries, with Lab 4 CR**

This course is designed to address systematic evaluation techniques and management of athletic injuries and illnesses. Students will learn evaluation techniques, and to recognize special problems of the lower and upper extremity, abdomen, and face. Also includes section on pathologies associated with the spine, medical terminology, and development of documentation skills. *Prerequisites:* BI 131 and currently taking BI 132

**AT 241 Therapeutic Modalities,
with Lab 4 CR**

Utilizing the injury-response cycle as a foundation for clinical decision making and a problem-solving approach to treatment planning, this course prepares students to investigate and analyze indications, contraindications, and set-up procedures for therapeutic agents, including pharmacological influences that aid the healing of injury, reduction of pain, and assistance in the rehabilitation process among the active population. *Prerequisites:* AT 129, AT 240, and PY 100

**AT 310 Aspects of Clinical Medicine,
with Discussion 4 CR**

This course introduces athletic training students to the etiology of normal and abnormal responses to injuries/illnesses and diseases and presents an opportunity for students to acquire the necessary evaluation skills needed to provide immediate treatment or referral. Discussions center on general medicine topics: etiology, pathology, clinical evaluation, medical management, and prognosis of common types of musculoskeletal, reproductive, cardiovascular, visceral and neurological injury and disease. Students will also participate in a general medicine clinical rotation. This course also utilizes allied health practitioners to deliver

specific course content pertinent to their professional field. *Prerequisites:* AT 221 and AT 342

AT 322 Athletic Training

Clinical Practicum IV

3 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on advanced orthopedic spine, head and neurological assessment, treatment and rehabilitation, taping and bracing, therapeutic modalities, research skills, case study development and professional development. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly minimum of 20 hours of practical experience required. *Prerequisites:* AT 221 and AT 342

AT 323 Athletic Training Clinical

Practicum V

3 CR

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on continued development of research skills and case study data interpretation and presentation, general medicine, nutrition, strength and conditioning, psychosocial issues, organization and administration and professional development. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly minimum of 20 hours of practical experience required. *Prerequisites:* AT 310 and AT 322

AT 342 Rehabilitation of Athletic Injuries, with Lab

4 CR

Explores foundational theories and techniques of various therapeutic approaches to rehabilitation through discussion, laboratory and lecture. Common surgical techniques and their implications on the rehabilitation process are examined. Students have opportunity to enhance their research and writing skills through a term paper assignment.

AT 375 Organization and Administration in Athletic Training

3 CR

This course presents an overview of administrative concepts and organization of an athletic training program and facility in a variety of settings, including university, secondary school, and private clinic. *Prerequisite:* Athletic Training students only

Exercise Science Course Descriptions

EX 320 Special Application of Exercise

3 CR

This course provides practical exercise science experience in a field setting under direct supervision. It presents a service-learning component in addition to a weekly seminar. *Prerequisites:* HM 250 and HM 260 or permission of instructor

EX 358 Human Development and Exercise

3 CR

Examines the theory and practice of selecting age-appropriate fitness promoting activities. The course also reviews the effects that growth and maturation have on physical performances. *Prerequisites:* HM 250 and HM 260

EX 362 Physical Fitness Testing Methods, with Lab

4 CR

This lab course explores various methods to assess musculoskeletal strength/endurance, cardiopulmonary endurance, flexibility, body composition as well as clinical assessment skills and use of exercise testing as a diagnostic tool. Emphasis is on assessment, screening, and developing a test battery leading to the creation of individualized exercise programs. The lab component includes participation in an exercise and wellness program and administering a community health screening. *Prerequisites:* HM 250 and HM 260

EX 363 Developing Strength and Conditioning Programs

4 CR

Reviews the scientific basis and practical concerns

related to the development of safe, effective strength, and conditioning programs. Emphasis is on both proper exercise technique/instruction and the creation of programs utilizing numerous systems and modalities. *Prerequisites:* HM 250 and HM 260

EX 365 Methods and Procedures of Exercise Prescription, with Lab 4 CR

Examines methods to formulate fitness programs for the apparently healthy and chronically diseased individual. Emphasizes modifying exercise programs for special populations including exercise for the purpose of rehabilitation. The lab component consists of a clinical rotation in exercise science. This rotation includes cardiac rehabilitation, pulmonary rehabilitation, corporate fitness and wellness, and orthopedic rehabilitation at local hospitals, corporations, and clinics.

Prerequisites: HM 250 and HM 260

Nursing

The Baccalaureate of Science in Nursing (BSN) degree is designed to meet a variety of educational needs beginning with the initial preparation necessary to enter the profession of nursing as well as faster professional growth and advancement for returning registered nurses (RNs).

Faculty

Dori Taylor Sullivan, Ph.D., R.N., C.N.A., CPHQ
Chair and Director of Nursing and Associate Professor

Anne M. Barker, Ed.D., R.N., *Associate Professor*

Audrey M. Beauvais, M.S.N., M.B.A., R.N.C., C.C.M., T.N.C.C., *Instructor*

Susan M. De Nisco, M.S.N., A.P.R.N., *Clinical Assistant Professor*

Kimberly A. Foito, M.S.N., R.N., *Instructor*

Kathleen S. Fries, M.S.N., R.N., *Director, Undergraduate Nursing*

Dottie S. Needham, D.N.S., A.P.R.N., *Associate Professor*

Brenda L. Renzulli, M.B.A., R.N., *Instructor*

Linda L. Strong, Ed.D., R.N., *Assistant Professor*

Major in Nursing

Two tracks are offered in the Nursing major: First Professional Degree program and Nursing Completion program for RNs who wish to achieve a BSN. The Nursing Completion program is offered either as a traditional, campus-based program or on the Web. The BSN programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site www.aacn.nche.edu. In addition, a 6-credit certificate in Home Health Care Management is available online. This certificate meets the current requirements for the position of Home Health Supervisor in Connecticut, for RNs who do not have a bachelor's degree.

First Professional Degree Program

The BS in Nursing program provides a first professional degree in nursing for entry into the profession. At the conclusion of four years of study, students are eligible to take the Registered Nurse licensure examination (NCLEX). Nursing courses begin in the sophomore year after a freshman year of foundational science and other required courses. Matriculation into the Nursing major is competitive and may occur at several points. Highly qualified incoming freshmen may receive early acceptance into Nursing, thus assuring their space in the program. Other freshmen may apply for matriculation into Nursing during the spring semester of their freshman year. Applications are competitive and will also be dependent on the number of available spaces in the program. All those who enter the Nursing major in the fall semester of their sophomore year must have completed the following courses: EN 110, MA 105, BI 131, 132, CH 100, CH 125. Two additional courses are recommended: CA 101 and PS 103. Also, students must have achieved an overall GPA of at least 2.5 (with a 2.7 strongly preferred) in freshmen-year courses,

with no lower than a C in the science courses. Sacred Heart University freshmen who meet these requirements receive preferential consideration for any available spaces. To receive a BS in Nursing, the First Professional Degree student must complete 125 credit hours of study consisting of 69 credits in prescribed general education courses and 56 credits in the Nursing major, and maintain an overall GPA of 2.5 with no grade lower than a C in the sciences or nursing courses. Students must also demonstrate satisfactory skills in the clinical component of all Nursing courses and adherence to the published professional behavior standards.

Program Competencies Nursing

Critical Thinking

1. *Demonstrate critical thinking as evidenced by the ability to analyze, synthesize, evaluate and reflect.*

Caring

2. *Provide empathetic care that incorporates the dignity and worth of clients.*

Therapeutic Intervention

3. *Provide competent holistic care based on scientific principles to promote health and reduce illness.*

Collaboration

4. *Work collaboratively with others using a process grounded in respect and knowledge of others' roles.*

Communication

5. *Use appropriate, accurate and effective communication processes.*

Health and Illness

Clients

6. *Provide care to diverse clients across the lifespan.*

Health Care Needs

7. *Determine client needs through health*

assessment and use of standard data sources.

Health Care Goals

8. *Develop a plan of care based on client needs that is realistic, outcome oriented, cost-effective and mutually agreeable.*

Professionalism

Leadership

9. *Coordinate health care of individuals and groups utilizing principles of interdisciplinary models of care delivery and case management.*

Policy

10. *Incorporate basic knowledge of health care policy and systems to inform practice, advocate for clients and meet society's needs.*

Standards and Conduct

11. *Demonstrate accountability for competent practice guided by ethical, legal and professional standards*

Nursing Laboratory

The Nursing Learning Resources laboratories are equipped with exam tables, hospital beds, computers and a variety of audiovisual material. The laboratory is designed for courses in nursing practice fundamentals, health assessment, pharmacology and advanced medical surgical nursing. Under the direction of faculty and RN laboratory assistants, students practice and demonstrate competency in skills in a simulated clinical setting. Modern equipment and supplies are available for simulating clinical skills needed in both hospital and community settings. In addition to scheduled class times, the laboratory is open and staffed for students' individual practice during specified hours.

Prerequisite Courses for Matriculation to the BS in Nursing Program

BI 131 Human Anatomy and Physiology I
BI 132 Human Anatomy and Physiology II
CH 100 Principles of Chemistry
CA 101 Effective Communication
CH 125 Principles of Organic and Biochemistry
EN 110 Academic Writing
MA 105 Mathematical Applications for Health Sciences
PS 103 General Psychology for Pre-Professional Students

Additional Required Courses for the BS in Nursing

BI 161 Introduction to Microbiology
EN 101 Approaches to Literature
HI 101 Civilizations
HS 300 Health Care Today
or
Free elective
MA 131 Statistics for Decision Making
PH 101 Introduction to the Problems of Philosophy
PS 251 Life Span Development
RS 101 Introduction to the Study of Religion
RS 260 Bioethics: Religious Approaches
or
PH 258 Medical Ethics
SO 101 Sociology: An Introduction
Two electives from Area B-1 (Humanities)
Free elective

Nursing Major Requirements

NU 205 Foundations of Professional Practice
NU 215 Health Assessment
NU 260 Adult Nursing I
NU 300 Psychiatric—Mental Health Nursing
NU 330 Family and Child Health Nursing
NU 360 Adult Nursing II

NU 365 Nursing Research
NU 381 Community Health Nursing
NU 395 Nursing Care Management and Role Transition

Nursing Completion Program (RN to BSN)

The Registered Nurse to Bachelor of Science in Nursing program provides registered nurses who have graduated from accredited diploma or associate degree programs educational mobility in a program designed for the adult learner. No entrance exams are required for practicing, licensed nurses.

The RN to BSN program is student-friendly and tailored to meet the needs of adult learners. There are two courses in the curriculum with a practicum component: clinical leadership and community health. Students select preceptors and design learning objectives and strategies, with faculty approval, based on their personal learning needs and areas for growth. Students do not have to repeat previous clinical experiences. Required Nursing courses are upper-division courses and are designed specifically for RN students.

To receive a BS degree in Nursing, the RN must complete 124 credit hours of study: 67 credit hours in prescribed general education courses and 57 credit hours in the major with at least a 2.5 GPA. Thirty nursing credits are awarded through the Connecticut Nursing Education Articulation Plan. The professional major is built on a core of sciences, humanities, social sciences and mathematics courses. Prior to entry into the major, specific prerequisite courses must be completed at Sacred Heart University or another accredited college, or by college-level examinations (CLEP). Credit for prior learning is also an option for selected courses.

RN to BSN Online Program

The RN to BSN Online program is an alternative delivery model that allows students to study at

home or anywhere they have access to a computer. All the required Nursing courses and most of the non-Nursing courses are offered online. Students may elect a combination of traditional and online courses.

The online program uses the same curriculum and faculty as the on-campus program.

The RN to BSN online program is designed to enhance the nursing skills and knowledge of the registered nurse while providing an overview of today's changing health care system. Completion of the degree requires 27 credits in the Nursing major at the baccalaureate level, all of which may be online. In addition, 30 credits are awarded to the student for previous nursing coursework, based on a review of the student's resume, clinical experience and references, or through the Connecticut Articulation Program as applicable. Sacred Heart University does not require any testing to award these 30 credits.

Accelerated RN to MSN Program

This program is for registered nurses who have graduated from accredited diploma or associate degree programs in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate- and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN.

All required undergraduate nursing courses for this degree are available online, as are the graduate nursing core courses and nursing courses required for the MSN in Patient Care Services Administration track. Approximately half of the required courses for the MSN in Family Nurse Practitioner and 80% of the Clinical Nurse Leader courses are also available online. Please refer to the Sacred Heart University Graduate catalog for additional information.

Admission Requirements

The program is limited to academically strong students who have experience in nursing and demonstrate a commitment to nursing leadership and advanced practice. Students apply directly for the RN to MSN program. Students are granted provisional admission to the graduate program pending completion of their BSN requirements. Application materials must include:

- an undergraduate GPA of 3.0 or above,
- official transcripts,
- an application,
- two letters of recommendation,
- a resume, and
- statement of professional goals.

An interview with the graduate Nursing faculty is also required. Applicants must provide a copy of their Connecticut RN license or, for online students an RN license in their state of practice, and must carry liability insurance. One year of nursing experience is preferred.

Prerequisite Courses to the Upper-Division Nursing Major

BI 131 Human Anatomy and Physiology I
 BI 132 Human Anatomy and Physiology II
 BI 161 Introduction to Microbiology
 CH 100 Principles of Chemistry
 EN 110 Academic Writing
 PS 101 General Psychology—Scientific Aspects
 PS 252 Child Development Psychology
 or
 PS 251 Life Span Development
 SO 101 Sociology: An Introduction

Additional Required Courses for the BS in Nursing

CA 101 Effective Communication^a
 EN 101 Approaches to Literature^b
 HI 101 Civilizations
 MA 105 Math Applications for Health Sciences^c
 or

MA 101 Modern College Mathematics^c
 MA 131 Statistics for Decision Making
 PH 101 Introduction to the Problems of
 Philosophy
 RS 101 Introduction to the Study of Religion
 RS 260 Bioethics
 or
 PH 258 Medical Ethics

Electives

Two electives from Area B-1 (Humanities), one free elective

Nursing Major Requirements— BSN

NU 200 Foundations of Professional Nursing^e
 NU 290 Validation of Prior Learning^d
 [30 undergraduate nursing credits]
 NU 250 Leadership and Management^e
 NU 320 Health Assessment for RNs
 NU 350 Clinical Leadership for RNs
 NU 365 Nursing Research^e
 NU 380 Community Health Nursing for RNs
 NU Elective (one course required)

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. Nursing 200, 250, 320 and 365 (or NU 401, 430, 431, and 433 for RN to MSN students) must be taken before NU 350 or 380. Nursing elective courses may be taken at any time. 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.

^eEN 110 and CA 101 must be taken before the last 30 credits as required by the English Department.

^bThe University requires two English courses. Check with your advisor about transfer of these courses to assure compliance with requirements.

^cUniversity placement exams are needed for MA 101 and MA 105. Math placement is arranged

by calling the Mathematics Department at 203-371-7770.

^dAwarded following completion of the first clinical course.

^eThese courses are taken at the graduate level (instead of NU 200, 250, 365, RN to MSN students take NU 401, 430, 431, 433).

Nursing Major Requirements— MSN

Please refer to the Graduate catalog for Nursing major requirements—MSN.

Certificate Program in Home Health Care Management for RNs—Online

The certificate program in Home Health Care Management is designed for nurses in management positions in home health agencies to meet the State of Connecticut's Department of Public Health (DPH) requirements. DPH requires nurses in managerial positions in home care who do not have a BSN to complete at least six credits in health care management or community health from an accredited college, university or school of nursing.

Admission Requirements

- Students must apply to the Department of Nursing for the certificate program and enroll as a Special Student at Sacred Heart University.
- There is a \$15 fee for processing the application.
- Students must take the course for credit, which may later be applied to the RN to BSN degree.

Required Courses

NU 250 Leadership and Management
 NU 382 Management of Home Health Care
 Agencies

Course Descriptions

NU 200 Foundations of Professional Nursing 3 CR

This course is designed as a bridge course to the Nursing major and as a forum to facilitate comparison between the scope of practice of the RN and the baccalaureate-prepared nurse. Exploration of the framework of this program occurs. Role behaviors of the baccalaureate practitioner are analyzed and applied. Critical thinking when communicating both verbally and in writing is emphasized. *Prerequisite:* Acceptance to the Nursing major

NU 205 Foundations of Professional Practice 6 CR

This course introduces the student to the profession of nursing. The student builds upon foundational knowledge from the liberal arts, sciences and humanities and applies this to the content and process of nursing. The metaparadigm of nursing is presented in conjunction with the University's mission and organizing framework. Students are introduced to the concepts of health and effective communication and demonstration of the teaching/learning process. Theories for nursing practice are introduced. Laboratory and clinical experiences are coordinated to offer the student practical experience with selected clients in providing basic nursing care in a professional, caring manner. Students will also incorporate principles of nutritional and pharmacological therapies, including medication administration and documentation, while providing supervised clinical care. Students will demonstrate effective use of available technologies to assess, monitor and evaluate patient care. *Prerequisite:* Acceptance to the Nursing major

NU 215 Health Assessment 3 CR

Introduces assessment parameters including interviewing, history taking, physical examination and functional assessment. Students formulate

nursing diagnoses based on the North American Nursing Diagnosis Association nomenclature. Adequate data collection and careful analysis for diagnostic and planning purposes are stressed. *Prerequisite:* Acceptance to the Nursing major

NU 220 Women's Health 3 CR

Builds on the historical perspective of women's health issues to address current needs and options in the present health care delivery system. Discussions focus on issues pertinent to a woman's physical, moral and emotional life cycle. Special emphasis is on feminist ideologies.

NU 243 Cultural Issues in Health Care Delivery 3 CR

Explores the various elements of culture and ethnicity that impact the provision of health care and the eventual acceptance of this care by individuals, families and communities. Issues such as time, communication, health beliefs, gender and values are discussed and compared to the beliefs and practices of American culture and the current method of delivering health care.

NU 250 Leadership and Management 3 CR

This course focuses on the development of the RN to BSN student in the role of leader/manager of a clinical practice discipline. The purpose is to provide the student with the basic concepts and theories needed for effective management of client care. These include management theory; human resource management; leadership; and the managerial role of planning, organizing, leading and evaluation. Application of theory to practice occurs through written and verbal evaluation methods. *Prerequisite:* Acceptance to the Nursing program

NU 260 Adult Nursing I 6 CR

The first of two adult nursing courses, this course emphasizes the nursing roles in health promotion, health restoration and health maintenance. Classroom and clinical learning experiences focus on integration of knowledge from previous course

work. Consistent with the organizing framework of the Nursing program, this course incorporates aspects of critical thinking into classroom and clinical learning experiences. Students have the opportunity to provide nursing care to clients with common health problems from young adulthood to older adults. Course content focuses on the common health problems of the population of clients, which include: urinary, intestinal, neurologic and musculoskeletal disorders; problems of metabolism, sensation and perception; and peri-operative nursing care. *Prerequisites:* NU 205 and NU 215

NU 270 The Nurse and the Law 3 CR

Examines the U.S. legal system and the law's impact on the practice of nursing and the provision of health care in the United States. Topics include the legal basis of nursing practice, theories of professional liability, confidentiality and informed consent.

NU 274 Care Management and Outcomes Assessment 3 CR

This nursing elective course will examine recent changes in the healthcare system that have led to dramatic changes in how and where care may be provided. The impact on patients and families, nurses and other health providers, and healthcare organizations will be explored in the context of the following key concepts: the evolving continuum of care, care/case management principles and practice, multidisciplinary evidence-based practice protocols, outcomes assessment and performance improvement, medical errors and patient safety, and financing and reimbursement.

NU 299 Special Topics in Nursing 3 CR

Designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

NU 300 Psychiatric—Mental Health Nursing 6 CR

Introduces students to the practice of mental health nursing for individuals, families and groups with commonly occurring mental health disorders. Course content stresses the interpersonal process, nurse self-understanding and current mental health practice. Commonly occurring mental health disorders such as addictive behaviors, personality disorders, schizophrenia and mood disorders are presented. Stresses critical thinking in relation to the provision of care to clients with mental health needs. *Prerequisites:* NU 205, NU 215 and NU 260

NU 320 Health Assessment for RNs 3 CR

Focuses on comprehensive health assessment for RN students. Adequate data collection and analysis for diagnostic and nursing plans are stressed. Students use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association nomenclature. *Prerequisite:* Acceptance to the Nursing major

NU 330 Family and Child Health Nursing 9 CR

Focuses on the application of the elements of critical thinking to the care of women, children and families in their childbearing and child-rearing experiences. Incorporating content from the liberal arts, sciences and humanities, students explore the roles of the nurse in relation to current research, issues, concepts and trends in family and child health. Culturally sensitive nursing practice embodies the care of women, children and families who range from healthy to at-risk states along the continuum of their growth and development. Nursing interventions are supportive, restorative and promotive in nature, and include principles of effective communication and teaching. Clinical experiences provide students with opportunities to apply their critical thinking and

knowledge base from family and child nursing to a variety of healthy to at-risk situations, and across a variety of settings. *Prerequisites:* NU 205, NU 215, NU 260 and NU 300

NU 350 Clinical Leadership for RNs 6 CR

This course seeks to synthesize the philosophy and organizational themes of the Nursing program through reading, reflective writings and discussion on individual goal-directed experiences focused on clinical leadership. Areas covered include the skills of leadership, system of care and practices of leadership. Focus is on case management and the leadership activities and interventions required to be effective in the clinical environment of the new millennium. The skills of leadership are interrelated with practice and require a positive sense of self in conjunction with judgment based on experience and research. *Prerequisites:* Permission of instructor one semester in advance of enrollment; NU 200, NU 250, NU 320, NU 365, or NU 401, NU 430, NU 431, NU 433

NU 360 Adult Nursing II 9 CR

The second in the two-course sequence of adult nursing, this course emphasizes the nursing roles for the supportive, promotive and restorative functions of nursing practice, and continues to incorporate critical thinking into learning experiences. Students have the opportunity to provide individualized nursing care that includes the psychosocial and cultural aspects of care to adults with complex health problems, including the critically ill. *Prerequisites:* Sophomore and Junior level 3 courses

NU 365 Nursing Research 3 CR

This course prepares nursing students to critically evaluate research for its application to the practice of professional nursing. The course reviews quantitative and qualitative methodologies. The ethical and policy agendas that influence research are considered throughout the course. *Prerequisites:* EN 012, MA 131

NU 380 Community Health Nursing for RNs 6 CR

Focuses on family and community as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to nursing of families and the community are identified. Effectiveness of nursing practice is explored in relation to the problems, priorities, attitudes, culture and resources of the individual, family and community. *Prerequisites:* Permission of instructor one semester in advance of enrollment; NU 200, NU 250, NU 320 and NU 365, or NU 401, NU 430, NU 431, NU 433

NU 381 Community Health Nursing 6 CR

Focuses on the family and community as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to the nursing of families, aggregates and the community are identified. Priorities and intervention strategies for health promotion, health protection and health restoration for families, aggregates and communities are stressed. In collaboration with other health disciplines, First Professional Degree students learn to develop intervention plans jointly with community-based clients. *Prerequisite:* Last-semester Seniors only

NU 382 Management of Home Health Care Agencies 3 CR

This course takes basic management concepts and applies them specifically to home care. Content includes financing home care including Medicare, Medicaid and private insurance; State and Federal regulations; accreditation regulations including quality improvement concepts of case management; trends and issues in home care; legal and ethical consideration in home care, and community resources. This course is only offered online.

NU 383 Alternative Healing Modalities 3 CR

Examines holistic forms of health care that can add to the effectiveness of traditional allopathic care, including energy systems, art and imagery and meditation.

NU 395 Nursing Care Management and Role Transition 8 CR

This 8-credit clinical course focuses on leadership and management activities integral to the provision of health care for individuals, families and/or communities. These activities require assessment, collaboration and evaluation. The ability to work and communicate with others is fundamental to these activities.

Additionally the course explores the transition to the role of the professional nurse. Themes of the course are health care as a system, professionalism and the role of the nurse in the provision of cost-effective quality care. Concepts and theories of leadership and management are integrated. Students analyze the health care delivery system and its relationship to the practice of nursing

Clinical experiences offer the opportunity to participate in aspects of the health care system that influence many patients. These activities may include, but are not limited to, quality outcome evaluation, planning for change, research assessing the cost of health care delivery, ethical deliberation, determining ways to enhance the work environment of employees, identification of ways to do the work, carrying a caseload of patients, developing a comprehensive individual patient care plan and participation in the use of information systems. *Prerequisites:* Last-semester Seniors only

NU 401 (NU 501) Impact of History and Policy on Nursing and Health Care 3 CH

The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of

nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

NU 430 (NU 601) Principles of Health Care Research for Contemporary Nursing Practice 3 CH

This course, the first of two research seminars, reviews nursing and health care research literature according to criteria. Course content focuses on the development of a researchable problem, integrative literature review and research design. Content, related to quantitative, qualitative and evaluative methods, is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.

NU 431 (NU 602) Evidence-Based Practice for Quality Care 3 CH

Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative and quantitative methods of data collection and analysis. Content areas of substance include both data collection methods and analysis using computer software. Graduate students complete the methods section of the thesis prospectus during this semester.

NU 433 (NU 530) Theory and Professional Roles for Contemporary Nursing Practice 3 CH

Focuses on ethical dimensions of clinical and administrative practice in nursing. Broad philosophical issues that have direct impact on health care are explored. Beginning with a reflection of one's own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles and the ethical decision-making process. Because reflection, dialogue and critical thinking are essential to understanding ethical practices, the majority of the classes use a seminar format.

NU 450 (NU 550) Family and Community Context for Health Care 3 CH

This course, the first within the Family and Primary Care sequence, addresses selected family, primary care and community theories within the context of advanced practice nursing. 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. Emphasis is on family and community assessment strategies and the impact of various primary-care-oriented health problems on family roles and functions. Relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities.

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.

Pre-Occupational Therapy

The Pre-Occupational Therapy program consists of a series of required courses that are prerequisite courses for the Graduate Program in Occupational Therapy at Sacred Heart University. Pre-Occupational Therapy is in itself not a major field of study at Sacred Heart University. To prepare for the Graduate Occupational Therapy Program, students take the required prerequisite course requirements while completing an undergraduate major leading to a traditional Bachelor of Arts or Bachelor of Science degree. Students may select any major field of study they wish and students must declare an undergraduate major by the beginning of their sophomore year. Most of the program course requirements also fulfill core

curriculum requirements for graduation. The Occupational Therapy program is a graduate program, and requires an additional two years of graduate coursework and fieldwork education experience beyond the baccalaureate degree for the completion of a Master of Science degree in Occupational Therapy. Application to the graduate program in occupational therapy will occur during the junior or senior year of undergraduate study with an early decision application option available to outstanding incoming Freshmen.

Program Accreditation

The Occupational Therapy Program is fully accredited under the “Standards for an Accredited Educational Program for the Occupational Therapist-1998” by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). For information about accreditation, contact ACOTE at AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone number (301) 652-2682; web address www.aota.org. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Note that a felony conviction may affect a graduate’s ability to sit for NBCOT certification examination and/or attain state licensure, and that most fieldwork education sites require criminal background checks.

Students are admitted to the program on a competitive basis. Admission is based on successful completion of admission requirements, including completion of a baccalaureate degree in a field

other than occupational therapy, and completion of all prerequisite courses by the end of the spring semester prior to enrollment. If students require the summer prior to enrollment to complete prerequisites, any acceptance for admission into the program will be provisional to successful completion of the prerequisite coursework. See the Sacred Heart University Graduate Catalog or contact the Office of Graduate Admissions for admission criteria, further information about the program and an application.

Faculty

Jody Bortone M.A., OTR/L, *Chair and Director of the Occupational Therapy Program and Assistant Professor*

Lenore Frost, MAOM, OTR/L, CHT, *Clinical Assistant Professor and Academic Fieldwork Education Coordinator*

Mary-Ellen Johnson, M.A.H.S.M., OTR/L, *Instructor*

Heather Miller-Kuhaneck M.S., OTR/L, BCP, *Instructor*

Requirements

The Pre-Occupational Therapy course of study includes the necessary prerequisite courses, and completion of a Bachelor of Arts or a Bachelor of Science degree in a field other than occupational therapy. Volunteer experience in or observation of occupational therapy practice is highly recommended.

Prerequisite Course Requirements

Students must take the following prerequisite courses while fulfilling requirements for their major field of study in earning a traditional Bachelor of Arts or Bachelor of Science degree.

- Biology I with lab 4 credits
- Human Anatomy and Physiology I and II with lab 8 credits *
- Psychology 3 credits
- Abnormal Psychology 3 credits

- Life Span Development or Developmental Psychology (Must include the entire life-span, from birth to old age) 3-9 credits
- Sociology 3 credits
- Statistics (Must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing) 3 credits *
- Interpersonal Communication, Group Dynamics or Family Dynamics 3 credits
- Diversity or Multicultural Studies (advanced language with documented fluency in that language, or, one semester or the equivalent of AmeriCorps or Peace Corps experience is also acceptable) 3 credits **
- Ethics, or Bioethics, or Medical Ethics 3 credits **

* Must have been taken within the past 10 years.
 ** For adult student applicants; may be taken concurrently with the program but must be completed before beginning the second Level II Fieldwork experience.

Recommended Electives

- Physics with lab 4 credits
- Neuroscience 3-4 credits

Pre-Physical Therapy

The Pre-Physical Therapy program is a three-year or four-year course of study leading to graduate study in Physical Therapy at Sacred Heart University. The professional phase is an additional three years. Application to the professional phase occurs at the end of the Pre-Physical Therapy course of study. Admission to the professional phase is on a competitive basis. In addition to following a Pre-Physical Therapy course of study, students must also declare an undergraduate major by the end of the Freshman year. Students complete this major area of study as part of their undergraduate coursework.

Faculty

Gary P. Austin, Ph.D., P.T., *Associate Professor*
 Salome Books, M.B.A., P.T., *Academic Coordina-*

tor of Clinical Education, Assistant Professor

Donna M. Bowers, P.T., M.P.H., P.C.S., *Clinical Assistant Professor*

David A. Cameron, M.S., P.T., A.T.C., O.S.C., *Clinical Assistant Professor*

Kevin Chui, Ph.D., P.T., *Assistant Professor*

Michael J. Emery, Ed.D., P.T., *Associate Professor and Chairman*

Beverly D. Fein, Ed.D., P.T., *Academic Coordinator of Clinical Education, Associate Professor*

Pamela K. Levangie, D.Sc., P.T., *Professor*

Michelle M. Lusardi, Ph.D., P.T., *Associate Professor*

Requirements

The Pre-Physical Therapy course of study provides the necessary prerequisites for the Doctor of Physical Therapy program. Students also complete required and elective core courses required by the University for a Bachelor of Science or Bachelor of Arts degree.

Required Courses

BI 111/BI 112 Concepts in Biology I/Concepts in Biology II

BI 113/BI 114 Concepts in Biology I

Laboratory/Concepts in Biology II Laboratory

BI 131/BI 132 Human Anatomy and Physiology I/Human Anatomy and Physiology II

CH 151/CH 152 General Chemistry I/General Chemistry II

CH 153/CH 154 General Chemistry Laboratory I/General Chemistry Laboratory II

MA 131 Statistics for Decision Making

MA 140 Precalculus

PY 111/PY 112 General Physics I/General Physics II (noncalculus based) and laboratories

Psychology (two courses)

Teacher Education

The Teacher Education program offers a professional curriculum approved by the state of Connecticut

for certification as elementary and secondary schoolteachers. Prospective teachers must major in an academic discipline, in addition to completing the teaching certification sequence. Thus, the teacher-graduate not only enters the job market with more than one skill but also possesses a solid academic background and a high level of professional competence.

Teacher Education programs focus on the personal growth of the teacher, the enhancement of a positive self-image, and the social and emotional qualities conducive to teacher effectiveness. The components of the program, such as coursework, fieldwork, student teaching and supervision, are designed to assist students in broadening their knowledge of theory, pedagogy, various instructional approaches and the ability to engage in active inquiry. Fieldwork and student teaching are specially designed to help students experience the interrelationship between theory and practice.

Faculty

Toni Bruciati Ph.D., *Instructor, Coordinator of Ed Tech*

Karen Christensen, Ph.D., *Associate Professor, Director of Griswold Campus*

Maureen Fitzpatrick Ed.D., *Assistant Professor*

Thomas Forget, Ph.D., *Associate Professor, Vice President for Academic Affairs*

Mike Giarratono, M.S., *Clinical Assistant Professor*

Edward Hendricks, M.A., *Instructor*

Velma Heller, Ed.D., *Assistant Professor*

Edward Joyner, Ed.D., *Associate Professor*

Abdul Latif, Ph.D., *Assistant Professor*

Lois A. Libby, Ph.D., *Associate Professor*

Maria Lizano-DiMare Ed.D., *Assistant Professor*

Karl M. Lorenz, Ed.D., *Clinical Assistant*

Professor, Director of Teacher Certification Programs

Edward W. Malin, Ph.D., *Professor, Chair of Education*

Paul Massey, M.A., C.A.S. *Assistant Professor*
Sondra Melzer, Ph.D., *Assistant Professor*
Edward T. Murray, Ph.D., *Associate Professor*
Gerald Neipp, Ed.D., *Assistant Professor*
Terry Neu, Ph.D., *Assistant Professor*
Gail Nordmoe, Ed.D., *Assistant Professor*
Anthony A. Pittman, Ph.D., *Assistant Professor*
Stephen Rubin, Ph.D., *Associate Professor*
Cima Sedigh, Ed.D., *Assistant Professor*
Dorothy Vásquez-Levy, Ph.D., *Associate Professor*

Education Mission Statement

Guided by the University and College of Education and Health Professions mission statements, the Faculty of Education at Sacred Heart University engage in “preparing men and women to live in and make their contributions to the human community.” Our primary purpose is to develop the capacities, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills and dispositions to facilitate the learning of *all* children.

Teacher candidates in Sacred Heart University’s Department of Education programs demonstrate the following ability-based learning outcomes:

Multicultural/Global Perspectives. Candidates possess the knowledge, skills and attitudes to effectively teach diverse populations and to differentiate instruction based on what they discover about each child, including special needs and gifted children, and children from different cultural and ethnic backgrounds.

Communication. Candidates acquire effective communication skills and styles, written and oral, to create and maintain an educational climate that promotes the learning of all students. This includes integrating emerging technologies and strategies across the curriculum.

Higher Order Thinking Skills. Candidates engage in intellectual pursuits, demonstrating the ability

to analyze, synthesize, apply and expand their knowledge base. Further, they demonstrate reflective practice, continually assessing their own and their students’ learning using multiple modes of assessment and self-reflection.

Collegiality and Collaboration. Candidates become involved collaboratively in teaching, research and service efforts to improve the human condition, locally, nationally and internationally.

Aesthetic and Artistic Sensibilities. Candidates cultivate their talents, imagination and creativity for embracing a holistic approach to teaching.

Teacher Certification Programs

The Education Department offers two teacher certification programs: the Elementary School program prepares teachers of children in kindergarten to grade six of an elementary school; and the Secondary School (7–12) program prepares teachers of an academic subject in a secondary school setting.

Sacred Heart University strictly follows all state regulations regarding teacher preparation programs. Therefore, the student must meet the following state-mandated entrance requirements:

- Pass the Praxis I Exam or qualify for waiver by meeting the following alternative testing requirement: *A waiver may be granted to students 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 Education Department.
- Present an essay demonstrating a command of the English language, explaining reasons for wanting to enroll in the program and emphasizing experience relevant to teaching.
- Present at least two letters of recommendation from people able to testify to the student’s suitability as a prospective teacher.

- Be interviewed by members of the faculty of the Education Department.
- Maintain a GPA of at least 2.75.

The elementary and secondary school certification programs require the completion of 36 credits in the professional education sequence. Additional University-approved credits are also required in each of the programs.

Elementary Certification Course Requirements

Students admitted to the elementary school certification program after January 1, 2004, 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 and reflect the competencies of the Connecticut Common Core of Teaching (CCCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.

Note: Students admitted to the certification program before January 1, 2004, are not required to complete the courses presented below. Instead, they are required to complete the courses listed on their plans of study.

Students must complete the courses in their program with an average grade of “B” or better.

UG No. GR No. COURSE TITLE

Block I (9 Credits)

ED 101 ED 553 Educational Psychology
 ED 152 ED 552 Education in the United States
 ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course)
 or
 ED 207 ED 566 Classroom Management (For Interns only)

Block II (12 Credits)

ED 205 ED 569 Education of Special Needs Students
 ED 229 ED 523 Multicultural Education
 ED 223 ED 430 Elementary Curriculum & Methods: Social Studies & Health*
 ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course)
 or
 ED 207 ED 566 Classroom Management

Block III (9 Credits)

ED 387 EDR 560 Children’s Literature
 ED 221 ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts*
 ED 222 ED 459 Elementary Curriculum & Methods: Mathematics & Science*
 Student Teaching (6 Credits)
 ED 391 ED 491 Student Teaching Seminar: Elementary School*

General and Course Requirements and SHU Education Department policies and interpretations of certification regulations are subject to change.

* Credits not applicable to MAT degree

Secondary Certification Course Requirements

Students admitted to the secondary school certification program after January 1, 2004, 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 and reflect the competencies of the Connecticut Common Core of Teaching (CCCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.

Note: Students admitted to the certification program before January 1, 2004, are not required to complete the courses presented below. Instead, they are required to complete the courses listed on their plans of study.

Students must complete the courses in their program with an average grade of “B” or better.

UG No. GR No. COURSE TITLE

Block I (9 Credits)

ED 101 ED 553 Educational Psychology

ED 152 ED 552 Education in the United States

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course)

or

ED 207 ED 566 Classroom Management (For Interns only)

Block II (12 Credits)

ED 205 ED 569 Education of Special Needs Students

ED 229 ED 523 Multicultural Education

ED 272 ED 627 Societal Issues in Adolescence

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course)

or

ED 207 ED 566 Classroom Management

Block III (9 Credits)

ED 262 ED 428 Secondary Curriculum*

ED 264 ED 429 Secondary Methods in the Content Areas*

ED 342 EDR 510 Content Area Reading Instruction (7–12)*

Student Teaching (6 Credits)

ED 395 ED 495 Student Teaching Seminar: Secondary School*

General and Course Requirements and SHU Education Department policies and interpretations of certification regulations are subject to change.

*Credits not applicable to MAT degree.

For further specifics about the Teacher Education program or about advanced teaching degrees and certification programs for those who have already earned a bachelor’s degree, contact the faculty of the Education Department at 203-371-7800.

Course Descriptions

ED 101 Educational Psychology 3 CR

Course considers the application of psychological principles to educational theory and practice. Students explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced and consistent themes and concepts identified.

ED 152 Education in the United States 3 CR

Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

ED 205 Education of Special-Needs Students 3 CR

Focuses on identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Exceptionalities studied include all areas identified by national and state mandates.

ED 207 Classroom Management 3 CR

Presents teaching strategies for discipline and management in the classroom. Students learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

ED 221 Elementary Curriculum and Methods: Reading, Writing and Language Arts 3 CR

Methodology in the areas of reading instruction

and language arts. Field experience is an integral part of this course.

ED 222 Elementary Curriculum and

Methods: Mathematics and Science 3 CR

Students learn the basic concepts, scope and sequence of instruction and current methodology in elementary mathematics and science. Attention is given to lesson planning and unit planning/skill development utilizing application of current research in effective mathematics and science instruction. Emphasis is placed on students as learners and the role of teacher as facilitator of math and science investigation.

ED 223 Elementary Curriculum and

Methods: Social Studies and Health 3 CR

Examines the scope and sequence of curriculum as well as content and methods of instruction in elementary grades. Special attention is focused on lesson and unit planning and skill development in the subject areas.

ED 229 Multicultural Education 3 CH

This course is designed to foster understanding of ethnicities through literature and storytelling. Students 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 service-learning requirement.

ED 262 Secondary Curriculum 3 CR

Explores national and state curriculum standards for grades 7 to 12. Philosophical, psychological and practical implementation of curriculums in the secondary classroom is emphasized. Students develop subject-specific curriculums appropriate to secondary disciplines.

ED 264 Secondary Methods 3 CR

Examines various methods of instruction applicable to all academic areas. Students plan and teach microlessons 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 271 Introduction to Computers

in Education 3 CR

Investigates the use of computers in the classroom and how to operate an instructional computer (programming not included). Commercial software is demonstrated and criteria for the evaluation of educational software discussed.

ED 272 Societal Issues in

Adolescence 3 CR

Focuses on the practical acquisition and application of knowledge of substance abuse prevention education and promotion of wellness.

ED 342 Content Area Reading

Instruction (7–12) 3 CR

Examines fundamental principles of teaching reading and writing in middle and secondary schools. Students learn to effectively integrate reading and writing skills in subject-specific content areas; create classroom writing workshops, and thematic units; and utilize subject-specific trade books. In addition, students learn strategies for developing positive attitudes toward reading and writing as lifetime skills.

ED 385 Observation and Case

Studies of Learners 3 CR

In-depth, field-based study of individual learners forms the basis for understanding learning styles, applications of teaching methods, elements of curriculum development and processes of classroom management.

ED 387 Children’s Literature **3 CR**

Examines a variety of genres of children’s literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children’s books are included. Multicultural literature and the dramatic arts are emphasized.

**ED 391 Student Teaching Seminar:
Elementary School**

6 CR

**ED 395 Student Teaching Seminar:
Secondary School**

6 CR

The seminar, which meets weekly in conjunction with the full-time student teaching assignment, focuses on the teaching-learning process as it is being experienced in the student teaching setting. Related issues such as teacher competencies, evaluation, supervision and self-assessment, curriculum planning, implementation, evaluation and situational topics are explored.