

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			Yes	
Athletic Training				
Exercise Science				
Nursing				
First Professional Degree			Yes	
BSN Completion			Yes	
RN to BSN on the Web			Yes	
Pre-Occupational Therapy				
Pre-Physical Therapy				
Teacher Education				
Elementary	Yes			
Secondary	Yes			

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 course work 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*

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

Michelle Lusardi, Ph.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 195 Health Psychology

PS 251 Life Span Development

PS 274 Adult Development

RS 260 Bioethics

RS 275 Death

SO 200 Social Issues and Social Change

SO 213 Marriage and the Family

SP 103 Spanish for the Professions

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 Chronic Illness and Frailty 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 and psychosocial issues associated with chronic illness and/or frailty, and uses research literature as well as contemporary literature and films as resources. The community-based service component of the course is an “adoptive-grandparent” friendly visiting program with older adults who are homebound, or living in assisted-living or long-term-care facilities. Students also explore the formal and informal support networks that impact on quality of life for frail or chronically ill older adults. *Prerequisite:* Sophomore standing

Human Movement and Sports Science

The Human Movement and Sports Science (HMSS) program is based on a solid liberal arts and sciences 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 tracks, an Athletic Training track and an Exercise Science track. The Athletic Training and Exercise Science tracks are based on strong science-oriented curriculums, providing students the necessary framework to build on during their professional course work. Both tracks consist of didactic and clinical components that provide students with a knowledge base necessary to work in the allied health professions, and 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 a 2.3 and receive a C or better in all pre-

requisite and required courses. This undergraduate program leads to a Bachelor of Science (BS) degree in the specific area of study and prepares professionals to identify and monitor functions of the body as they relate to sports, and to devise programs for participants in athletics geared toward prevention, conditioning and rehabilitation.

The Human Movement and Sports Science 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 clinical experience.

Athletic Training

The Athletic Training track is designed for students interested in pursuing a career in athletic training. Students who complete the Athletic Training track will be eligible to sit for the National Athletic Trainers’ Association Board of Certification (NATABOC) examination. Furthermore, students are prepared to pursue careers in athletic training or continue education in athletic training and/or other areas of allied health (i.e., physical therapy, exercise physiology, biomechanics, cardiac rehabilitation, wellness, nutrition). Students interested in pursuing a combined undergraduate degree in Human Movement and Sports Science—Athletic Training and a Masters in Physical Therapy should contact the Department of Physical Therapy and Human Movement and Sports Science for additional information.

The Athletic Training track has a separate competitive admissions process. Students interested in pursuing the Athletic Training track 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 track is based on scholarly achievement during first year coursework, overall GPA, science GPA, letters of

recommendation and a personal statement. The program is designed for 20 students; therefore, enrollment is limited.

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.

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.

Program Accreditation

The Athletic Training program at Sacred Heart University is a CAAHEP accredited program. The Commission for Accreditation of Allied Health Education Programs (CAAHEP) granted accreditation status in October 2001.

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 clinical settings including high school, clinical and collegiate populations. Students are responsible for providing transportation to off-campus sites. In addition, the program requires students to amass a minimum number of clinical hours per semester, as outlined in the syllabi of each practicum course.

The Human Movement and Sports Science program requires the completion of a Certificate of Health following a physical examination by a physician. All students must show proof of vacci-

nation, immunization, and hepatitis B vaccine series or signed waiver.

Exercise Science

The Exercise Science (EX) track 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 general related areas of study, including exercise physiology, strength and conditioning training, exercise prescription and fitness assessment. Graduates from the EX track 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 track.

Faculty

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

Edward Davis, M.A.T., A.T.C., *Clinical Instructor/Assistant Athletic Trainer*

Anh-Dung Nguyen, M.S., A.T.C., *Clinical Instructor/Assistant Athletic Trainer*

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

Tim Speicher, M.S., A.T.C., C.S.C.S., *Clinical Assistant Professor/Assistant Athletic Trainer*

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

HM 253 Pathophysiology and Pharmacology

HM 255 Nutrition for Athletes
 HM 260 Kinesiology
 BI 131 Human Anatomy and Physiology I
 BI 132 Human Anatomy and Physiology II
 PY 100 Elements of Physics
 PS 195 Health Psychology

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 101 General Psychology

Athletic Training Professional Courses

AT 125 Athletic Training BasicSkills
 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 and Lab
 AT 241 Therapeutic Modalities, with Lab
 AT 310 Aspects of Clinical Medicine
 AT 322 Athletic Training 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
 EX 363 Developing Strength and Conditioning Programs
 EX 365 Methods and Procedures of Exercise Prescriptions

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 significant injury and development of documentation skills. Prerequisite: BI 131 (or concurrently taking BI 131) or equivalent.

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. A portion of the lab component includes service in the community related to exercise and its application to health, wellness, and chronic disease risk factor modification. 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: HM 250 and HM 260 or taking concurrently.

HM 255 Nutrition for Athletes 3 CR

Examines the relationship between nutrition and exercise. Also includes section on nutrient and food energy needs of the physically active. Prerequisite: BI 132.

HM 260 Kinesiology 3 CR

The study of 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, emergency care, topical anatomy. Prerequisite: Athletic Training students only.

AT 129 Athletic Training Clinical Practicum I 1 CR
Athletic Training students only or consent of program director. Specific content includes emergency procedures, taping and bracing, and basic assessment and evaluation. Students also obtain clinical athletic training experience under the supervision and guidance of a certified athletic trainer in an approved setting. Weekly minimum of 8 hours of practical experience required. The nature of the didactic portion of this course is problem based. Prerequisite: HM 100 or equivalent experience.

AT 220 Athletic Training Clinical Practicum II 2 CR
Athletic training experience under the supervision and guidance of a certified athletic trainer in an approved setting. Course meets on a regular basis for formal competency development. Specific content includes orthopedic assessments and treatments, emergency scenarios focusing on environmental elements, assessment of protective equipment and pre-participation examinations. Weekly minimum of 10 hours of practical experience required. The nature of the didactic portion of this course is problem based. Prerequisite: AT 129, Athletic Training student or consent of Athletic Training program director.

AT 221 Athletic Training Clinical Practicum III 2 CR

Continued athletic training experience under the supervision and guidance of a certified athletic trainer in an approved setting. Course meets on a regular basis for formal competency development. Specific content includes orthopedic assessments, modality treatments, orthotic fabrication, and strength and conditioning techniques. Weekly minimum of 10 hours of practical experience required. The nature of the didactic portion of this course is problem based. Prerequisite: AT 220, Athletic Training student or consent of Athletic Training program director.

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

Evaluation of sports-related injuries and illnesses. Immediate management of sports-related conditions. Prerequisites: BI 131, corequisite HM 100 and BI 132, Athletic Training students only or instructor consent.

AT 241 Therapeutic Modalities, with Lab 4 CR

Investigates and analyzes indications, contraindications, and setup procedures for therapeutic agents, including pharmacological influences, that aid the healing of injury, reduction of pain, and assistance in the rehabilitation process among the active population, utilizing the injury response cycle as a foundation for clinical decision making. A problem-solving approach to treatment planning and implementation is also utilized. Prerequisites: AT 240 and PY 100, Athletic Training students only or instructor consent.

AT 310 Aspects of Clinical Medicine 3 CR

Introduces the athletic training student to the etiology of normal and abnormal responses to athletic injuries/illnesses and diseases. Discussions center on general medicine topics: etiology, pathology, clinical evaluation, medical management, and prognosis of common types of muscu-

loskeletal, cardiovascular, visceral or neurological injury and disease. Also exposes athletic training students to other medical and allied health professionals. The course includes both lectures from a variety of health care professionals and case-based discussions. Prerequisite: AT 221 or consent of instructor.

**AT 322 Athletic Training
Clinical Practicum IV** 3 CR

Provides students with an athletic training experience under the direct supervision of a certified athletic trainer and guidance in associated professional areas. Course content includes advanced orthopedic assessment, research skills, general medicine and professional development. Weekly minimum of 15 hours of practical experience required. The nature of the didactic portion of this course is problem based. Prerequisite: AT 221, Athletic Training student or consent of instructor.

**AT 323 Athletic Training Clinical
Practicum V** 3 CR

Provides students with an athletic training experience under the direct supervision of a certified athletic trainer and guidance in associated professional areas. Course content includes continued development of research skills, general medicine, nutrition, organization and administration and professional development. Weekly minimum of 15 hours of practical experience required. The nature of the didactic portion of this course is problem based. Prerequisite: AT 322, Athletic Training student or consent of instructor.

**AT 342 Rehabilitation of Athletic Injuries,
with Lab** 4 CR

Analysis and application of the various therapeutic approaches to rehabilitation of athletic injuries. Prerequisite: AT 241, Athletic Training student or consent of instructor.

**AT 375 Organization and Administration in
Athletic Training** 3 CR

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 student or consent of instructor.

**Exercise Science Course
Descriptions**

**EX 320 Special Application
of Exercise** 3 CR

Provides practical exercise science experience in a field setting under direct supervision. This course presents a service-learning component in addition to a weekly seminar. Prerequisites: HM 250 and HM 250 or instructor's consent.

**EX 358 Human Development
and Exercise** 3 CR

Examines the theory and practice of selecting age-appropriate fitness-promoting activities. Reviews the effects that growth and maturation have on physical performances. Prerequisites: HS 260 and HS 250.

**EX 362 Physical Fitness Testing
Methods** 3

A lab course exploring various methods to assess musculoskeletal strength/endurance, cardiopulmonary endurance, flexibility, body composition as well as clinical assessment skills and the 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 participating in an exercise and wellness program and administering a community health screening. Prerequisites: HS 260 and HS 250, may be taken concurrently with ES 358.

**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: HS 260 and HS 250.

EX 365 Methods and Procedures of Exercise Prescription **4 CR**

Examines methods to formulate fitness programs for the apparently healthy and chronically diseased individual. Emphasis is on 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. Prerequisite: EX 362.

Nursing

The Nursing program (BS) is designed to meet a variety of educational needs beginning with the initial preparation necessary to enter the profession of nursing through specialization at the master's degree level.

Faculty

Dori Taylor Sullivan, Ph.D., R.N.C., *Director and Associate Professor*

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

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

Kathleen S. Fries, M.S.N., R.N., *Instructor*

Michael R. Hargrave, M.B.A., M.S., R.N., *Instructor*

Carol A. Kravitz, M.S.N., A.P.R.N., *Clinical Associate Professor*

Cynthia O'Sullivan, M.S.N., R.N., *Instructor*

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

Constance E. Young, Ed.D., R.N., *Assistant Director Undergraduate Nursing and Associate Professor*

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 skills and demonstrate competency in these 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.

Major in Nursing

Two areas of concentration 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 via the Internet. The BSN programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC). For information, contact the NLNAC, 61 Broadway, 33rd Floor, New York, NY 10006; phone: 1-800-669-1659, ext. 153; fax: 212-812-0390; web site: www.nlnac.org.

First Professional Degree Program

The BS in Nursing program provides a first professional degree in nursing for entry into professional practice. At the conclusion of the four years of study, students are eligible to take the Registered Nurse licensure examination. Prior to entry into the Nursing major, students are admit-

ted to the University and during the first year of study take prerequisite science and social science courses. In the spring of Freshman year, students are evaluated for matriculation to the Nursing major, which begins in the Fall semester of the Sophomore year. At the time of evaluation, students must have a minimum GPA of 2.5 and must have completed all of the Freshman-year courses.

Matriculation into nursing is competitive and predominately based on scholarly achievement during the first year of coursework with SacredHeart University Freshmen given preferential consideration. To receive a baccalaureate degree in Nursing, the First Professional Degree student must complete 126 credit hours of study, 70 credit hours in prescribed general education courses, 56 credit hours in the major, and maintain an overall GPA of 2.5 with no grade lower than a C in the sciences or nursing courses.

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
 CH 125 Principles of Organic and Biochemistry
 EN 011 Introduction to Rhetoric
 EN 012 Rhetoric: The Research Paper
 FS 101 Freshman Seminar
 MA 105 Mathematical Applications for Health Sciences
 PS 101 General Psychology—Scientific Aspects

Additional Required Courses for the BS in Nursing

BI 161 Introduction to Microbiology
 CA 021 Effective Communication
 EN 101 Approaches to Literature
 HI 101 Civilizations
 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
 SO 101 Sociology: An Introduction
 Two electives from Area B-1 (Humanities)
 Free elective

Required Courses in the Nursing Major

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 a 2.5 GPA. Thirty nursing credits are awarded through an individualized process of review for crediting prior learning and experience, with acceptance of 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).

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 011 Introduction to Rhetoric
 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 021 Effective Communication^a
 EN 012 Rhetoric—The Research Paper^{a,b}
 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

Electives

Two Humanities courses, one from two areas

including Art; Music; History; Literature; Media Studies; Modern Foreign Languages; Free elective

Nursing Major Requirements

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

Courses in the Nursing major are generally taken in sequence with the exception of the Nursing elective, which can be taken at any time. NU 350 and 380 are the last 2 nursing courses taken.

^aEN 012 and CA 021 must be taken before the last 30 credits as required by the English Department.

^bThe University requires three 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.

RN to BSN on the Web Program

The RN to BSN on the Web 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 web-based program uses the same curriculum and faculty as the on-campus program.

The RN to BSN on the Web 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 course work, 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, such as the NLN mobility profiles, to award these 30 credits.

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:* Completion of the prerequisite courses to the upper-division 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 prac-

tical 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 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 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:* NU 200

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. The nursing laboratory is used.

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, and NU 365

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 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, and permission of advisor for RNs prior to NU 350 and NU 380

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

NU 281 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.

NU 395 Nursing Care Management and Role Transition 9 CR

This 9-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

Pre-Occupational Therapy

The Pre-Occupational Therapy program consists of a series of required course 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. 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 prerequisite 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 application process available to outstanding incoming Freshmen.

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 c/o 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 will be 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, state licenses are usually based on the results of the NBCOT Certification Examination.

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, *Director and Assistant Professor*

Jennifer Cosgrove M.S., OTR/L, *Academic Fieldwork Education Coordinator and Assistant Professor*

Amy Darragh Ph.D., OTR/L, *Assistant Professor*

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

Sheila Lesensky, M.Ed., OTR/L, *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 occupational therapy and or health care is highly recommended.

Prerequisite Course Requirements

Students must take the following prerequisite course 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	3-9 credits
(Must include the study of the entire life-span, from birth to old age)	
Sociology	3 credits
Statistics	3 credits
(Must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing)	
Interpersonal Communication or Group Dynamics	3 credits
Diversity or Multicultural Studies	3 credits
Ethics, Bioethics or Medical Ethics	3 credits

Recommended Electives

Physics with lab	4 credits
Neuroscience	4 credits

Pre-Physical Therapy

The Pre-Physical Therapy program is a three-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 with an early application process available to outstanding students. Admission to the professional phase is on a competitive basis. In addition to following a Pre-Physical Therapy course of study, stu-

dents must also declare an undergraduate major by the beginning of their Sophomore year. Students complete this major area of study as part of their undergraduate course work.

Faculty

Gary P. Austin, Ph.D., P.T., *Assistant Professor*

Salome Books, M.B.A., P.T., *Academic Coordinator of Clinical Education, Assistant Professor*

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

Toni Bruciati M.A., *Instructor, Coordinator of Ed Tech*

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

Karen Christensen, Ed.D., *Assistant Professor, Director of Lisbon Campus*

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

Beverly D. Fein, M.S., P.T., *Academic Coordinator of Clinical Education, Assistant Professor*

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

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

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

Jeanne Marcato Ed.D., *Assistant Professor*

Requirements

The Pre-Physical Therapy course of study provides the necessary prerequisites for the Master of Science in 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 course work, 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 M.A., *Instructor, Coordinator of Ed Tech*

Daniel S. Christianson, Ed.D., *Assistant Professor*

Karen Christensen, Ed.D., *Assistant Professor, Director of Lisbon Campus*

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

Jane Gangi, Ph.D., *Associate 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., *Associate Professor, Acting Chair of Education*

Jeanne Marcato Ed.D., *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*

Stephen Rubin, Ph.D., *Associate Professor*

Cima Sedigh, A.B.D., *Assistant 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 grades one to six of an elementary school; and the Secondary School 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 (Computer-Based Test) 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 and Secondary School Courses

Students are required to take the core courses, the certification courses in their program and additional University-approved credits.

Core Courses

ED 101 Educational Psychology
 ED 152 Education in the United States
 ED 205 Education of Special-Needs Students
 ED 207 Classroom Management
 ED 229 Multicultural Education
 ED 271 Introduction to Computers in Education

Specific Certification Courses

Elementary

ED 221 Elementary Curriculum and Methods: Reading, Writing and Language Arts
 ED 222 Elementary Curriculum and Methods: Mathematics and Science
 ED 223 Elementary Curriculum and Methods: Social Studies and Health
 ED 387 Children's Literature
 ED 391 Student Teaching Seminar: Elementary School

Secondary

ED 262 Secondary Curriculum
 ED 264 Secondary Methods
 ED 272 Societal Issues in Adolescence
 ED 342 Teaching Reading and Writing in the Content Areas

ED 395 Student Teaching: Secondary School

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

Introduces the historical, philosophical and sociological foundations underlying the development and organization of education in the United States.

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 Teaching Reading and**Writing in the Content Areas 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 children's literature to cultivate interest in books and develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included.

**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.

