

College of Education and Health Professions



COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

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

Michael J. Emery, Ed.D., *Associate Dean and Professor of Physical Therapy*

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:* SO 101 or 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 organized 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

Salome Brooks, P.T., MBA, MA, *Program Director*
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. Prerequisites as noted in parentheses.

HS 301 Spirituality in Health Care

NU 243 Cultural Issues in Health Care Delivery

NU 380 Community Health Nursing for RNs

NU 381 Community Health Nursing (NU 360)

PH 258 Medical Ethics

PH 382 Problems in Contemporary Philosophy

PS 251 Life Span Development (PS 101)

PS 274 Adult Development (PS 101)

PS 295 Health Psychology (PS 102)

PS 350/BI 205 Essentials of Neuroscience

RS 260 Bioethics: Religious Approaches (RS 101)

RS 281 Religion, Health, and Healing (RS 101)

SO 240 Studying Changing Human Populations (SO 110)

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 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. A service learning project is a required course activity. *Prerequisite:* Sophomore standing

HS 203 Frailty and Chronic Illness in Later Life

3 CR

This 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. *Prerequisite:* Sophomore standing.

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 the knowledge base necessary to work in allied health as well as opportunities to enhance their knowledge through practical experience and application.

Differential Tuition

Sacred Heart University has implemented a differential tuition for the Human Movement and Sports Science program. The cost of Athletic Training and Exercise Science education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of athletic training and exercise science education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for Human Movement and Sports Science students starting their Sophomore year.

All Human Movement and Sports Science students must maintain a minimum grade point average (GPA) of 2.5 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).

CPR Requirement

All Human Movement and Sports Science students are required to have current CPR for the Professional Rescuer certification when engaged in clinical rotations or clinical-related activities where patient interaction may occur. The Human Movement and Sports Science program offers the certification annually. Athletic Training students are required to have the certification by fall of the Sophomore year; Exercise Science students, prior to EX 365, Clinical 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 Education program has a competitive admissions process. The Athletic Training major enrollment is limited to 24 students per class. Students interested in pursuing Athletic Training at Sacred Heart University should consult with the Office of Admissions and the Athletic Training Education program for current admission criteria. Two routes of Athletic Training Education program admission are available, early acceptance as a high school senior and also as a first-year Sacred Heart University student.

Early acceptance into the undergraduate Athletic Training Education program is available for high school seniors. Early admission is based on several factors including: high school academic performance (3.0 cumulative GPA), completion of three to four years of science during high school, SAT (1050) or equivalent ACT scores, and an expressed interest in the Athletic Training Education program. For students who qualify, a seat will be reserved in the program and they will be designated as an Athletic Training major upon entry to the University. Additionally, to retain early acceptance status in the program, students must meet and maintain the following criteria as they move through their first year of study at Sacred Heart University:

- Complete the required Freshman prerequisites and meet or exceed a minimum GPA of 2.5, with no grade lower than a C in the science courses.

- Attend a preathletic advising session held once each semester.

Students who do not fulfill the above conditions will lose their reserved seat in the Athletic Training Education program; however, they may still apply on a competitive basis at the end of their first year. Preferential consideration for the majority of seats in the program is given to Sacred Heart University undergraduate applicants.

Students who do not meet the early admission criteria, or who decide to apply during their first year or who are transfer students should apply for available seats by completing the formal application for admission to the Athletic Training Education program. The application can be found on the program's website. Transfer students should inquire with the Athletic Training Education Program Director regarding their potential admission status before applying.

Acceptance into the Athletic Training Education program for students who have not been granted early acceptance is based on university or college scholarly achievement, overall GPA, science GPA, letters of recommendation, and a personal statement. Athletic Training Education program acceptance is also conditional upon meeting the program's technical and medical standards. The 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 Human Movement and Sports Science 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

Sacred Heart University's Athletic Training Education program is accredited by the Commission on Accreditation of Athletic Training Education. Accreditation status was granted 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 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, annual PPD verification and blood-borne pathogen training (or its equivalent) throughout the clinical experience. Students will not be able to participate in the clinical experience without current certification. Students are responsible for providing transportation to off-campus sites.

Beginning 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 prac-

tice 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 athletic training, 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.

All students are required to maintain current CPR for the Professional Rescuer certification (or its equivalent) and annual PPD verification throughout the clinical experience. Students will not be allowed to participate in the clinical experience without current certification. Students are responsible for providing transportation to off-campus sites.

Human Movement and Sports Science Faculty

Wendy Bjerke, M.S., *Clinical Assistant Professor*
Beau Greer, Ph.D., HFI, CSCS, *Assistant Professor*

Matthew Moran, Ph.D., *Assistant Professor*
Gail Samdperil, M.A.T., ATC, LAT, *Director of Clinical Education*

Tim Speicher, M.S., ATC, LAT, CSCS, *Program Director and Clinical Associate Professor*

Human Movement and Sports Science Courses

HM 250 Exercise Physiology, with lab
HM 253 Pathophysiology and Pharmacology
HM 255 -Nutritional Aspects of Human Health and Performance
HM 260 Kinesiology, with lab
BI 131/-133 Human Anatomy and Physiology I, with lab
BI 132/-134 Human Anatomy and Physiology II, with lab
PY 100 Elements of Physics

Required Supporting Courses

BI 111/113 Concepts of Biology I, with lab
BI 112/114 Concepts of Biology II, with lab
CH 151-/153 General Chemistry I, with lab
CH 152-/154 General Chemistry II, with lab
MA 131 Statistics for Decision Making
PS 110 Introduction to Psychology
PS 295 Health Psychology

Athletic Training Professional Courses

AT 100 Principles of Athletic Training
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 239 Orthopedic Evaluation I, with lab
AT 240 Orthopedic Evaluation II, 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 Therapeutic Rehabilitation, with lab
 AT 375 Organization and Administration in Athletic Training

Exercise Science Professional Courses

EX 100 Introduction to Health and Fitness
 EX 320 Special Application of Exercise
 EX 358 Human Development and Exercise
 EX 362 Exercise Testing and Prescription, with lab
 EX 363 Developing Strength and Conditioning Programs, with lab
 EX 365 Clinical Exercise Science, with lab

Human Movement and Sports Science Course Descriptions

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

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 131/133 and 132/134

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 131/133 and 132/134

HM 255 Nutritional Aspects of Human Health and Performance 3 CR

Provides an examination of the six classes of nutri-

ents with strong emphasis on chronic disease prevention and improving athletic performance. Issues concerning dietary supplements, functional foods, and the ethics of food choices are also explored. *Prerequisites:* BI 131/133 and 132/134

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 131/133; *Corequisite:* BI 132/134

Athletic Training Course

Descriptions

AT 100 Principles of Athletic Training 3 CR

This course is an introduction to basic principles of the athletic training profession. Content includes history of the athletic training profession, sports medicine team concepts and applications, environmental influences, health assessment screenings, basic injury and illness assessment, management and treatment, protective equipment, strength and conditioning concepts, and health risks related to the physically active. Risk factors associated with blood-borne pathogens and common diseases that affect the active population are also addressed.

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 and topical anatomy. *Prerequisite:* AT 100, Athletic Training majors 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 instruc-

tor. Weekly maximum of 10 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. *Prerequisites:* AT 100, AT 239, and CPR for the Professional Rescuer

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, 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 maximum of 15 hours of practical experience required. *Prerequisites:* AT 125, AT 129, AT 240, and CPR for the Professional Rescuer

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 maximum of 15 hours of practical experience required. *Prerequisites:* AT 220, AT 241, and CPR for the Professional Rescuer

AT 239 Orthopedic Evaluation I, with Lab **4 CR**

Focuses on the evaluation process, management, and treatment of orthopedic and neuromuscular injuries of the lower extremity. Course content includes the evaluation process, medical terminology, nomenclature and documentation, basic prin-

ciples of goniometry and manual muscle testing, concepts of universal precautions, and OSHA standards and training. An overview of athletic training professional organizations and the role the athletic trainer plays in the health care system is also introduced. Lab portion of the class focuses on the skills needed to perform a comprehensive orthopedic evaluation. *Prerequisites:* BI 111/113, BI 112/114, and currently taking BI 131/133

AT 240 Orthopedic Evaluation II, with Lab **4 CR**

Focuses on the continued development of skills and knowledge needed for conducting comprehensive orthopedic evaluations. Course content includes the evaluation, management, and treatment of orthopedic and neuromuscular injuries to the upper extremity, head, and spine. Lab portion of the class focuses on the clinical skills needed to perform a comprehensive orthopedic evaluation of the upper extremity, head, and spine. *Prerequisites:* AT 239, BI 131/133, and currently taking BI 132/134

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, AT 342, and CPR for the Professional Rescuer

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 maximum of 20 hours of practical experience required. *Prerequisites:* AT 221, AT 342, and CPR for the Professional Rescuer

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 maximum of 20 hours of practical experience required. *Prerequisites:* AT 310, AT 322, and CPR for the Professional Rescuer

AT 342 Therapeutic Rehabilitation, 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. *Prerequisites:* HM 260, AT 241

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

This course presents an overview of administrative concepts and organization of an athletic training education program and facility in a variety of settings, including university, secondary school, and private clinic. *Prerequisites:* AT 241 and AT 220

Exercise Science Course Descriptions

EX 100 Introduction to Health and Fitness **3 CR**

Aspects of a healthy lifestyle including physical activity, nutrition, and public health are examined in addition to strategies to promote wellness.

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

This course provides practical exercise science experience in a field setting serving special populations under direct supervision. Course includes a service-learning component in addition to a weekly seminar.

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. *Prerequisite:* HM 250

EX 362 Exercise Testing and Prescription, with Lab **4 CR**

This lab course explores various methods to evaluate musculoskeletal strength/endurance, cardiopulmonary endurance, flexibility and body composition with emphasis on assessment, screening, developing a test battery, and the creation of individualized exercise programs for healthy populations. The lab component is designed to refine students' clinical skills and provide an opportunity to use advanced techniques in exercise testing. *Prerequisite:* HM 250

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 Clinical Exercise Science, with Lab **4 CR**

Explores diagnostic testing, exercise prescription, and lifestyle modification in health and chronic disease rehabilitation. Primary and secondary prevention and treatment of heart, lung, immune, and metabolic diseases are also addressed. Lab component consists of a clinical rotation, which exposes students to cardiac and pulmonary rehabilitation centers, sports medicine clinics, corporate fitness centers, community fitness centers, and sports performance centers. *Prerequisites:* HM 250 and CPR for the Professional Rescuer

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

Anne M. Barker, EdD, RN, *Professor and Chair, Department of Nursing*

Audrey M. Beauvais, MSN, MBA, RNC, CCM, TNCC, *Instructor*

Susan Burger, PhD, RN, *Assistant Professor*

Susan M. De Nisco, DNP, MSN, APRN, *Clinical Assistant Professor*

Kimberly A. Foito, MSN, RN, *Instructor*

Kathleen S. Fries, PhD, MSN, RN, *Director, Undergraduate Nursing*

Patricia S. Kilcullen, EdD, MSN, APRN, *Assistant Professor*

Brenda L. Renzulli, MBA, RN, *Instructor*

Julie Stewart, DNP, APRN, *Assistant Professor*

Linda L. Strong, EdD, RN, *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 for entry into the nursing profession. At the conclusion of four years of study, students are eligible to take the National Certification Licensure Examination (NCLEX) developed by the National Council of State Boards of Nursing (NCSBN) in the United States. Qualified applicants are admitted into the University as pre-Nursing students and are guaranteed a seat as a sophomore Nursing student if they meet or exceed freshman prerequisite coursework and GPA requirements. During the following three years, nursing students participate in simulated laboratory learning and clinical experiences at a variety of health

related facilities in the area.

Upon successful completion of freshman prerequisite coursework with an overall GPA of 2.8 or higher and grades no lower than C in science courses, students enter the Nursing major in the fall semester of the sophomore year. The course sequence is outlined in the Plan of Study below. To receive a BS in Nursing, First Professional Degree Program students must successfully complete 122 credit hours, 54 of which are the Nursing major requirements. In addition, students must maintain the overall GPA and course grade requirements cited above. Students must also demonstrate safe and competent practice in all nursing clinical and laboratory settings while adhering to the published professional standards of conduct.

Plan of Study

Freshman Prerequisite Courses for Matriculation to the BS in Nursing Program	
Fall Freshman Year: 14 credits	Spring Freshman Year: 14 credits
EN 110 Academic Writing or CA 101 Effective Communication 3 CR	EN 110 Academic Writing or CA 101 Effective Communication 3 CR
PS 110 Introduction to Psychology 3 CR	CH 117 General, Organic and Biochemistry, An Overview 3 CR
IL 101 Introductory Information Literacy 1 CR	CH 119 General, Organic and Biochemistry Laboratory 1 CR
BI 126 Nursing Anatomy and Physiology I 3 CR	BI 128 Nursing Anatomy and Physiology II 3 CR
BI 127 Nursing Anatomy and Physiology I Laboratory 1 CR	BI 129 Nursing Anatomy and Physiology II Laboratory 1 CR
MA 105 Mathematical Applications for Health Sciences 3CR	HI CC 101 The Human Journey: Historical Paths to Civilization or EN CC 102: Literary Expressions of the Human Journey 3 CR

Additional Required Courses for the BS in Nursing	
Fall Sophomore Year: 16 credits	Spring Sophomore Year: 17 credits
NU 205 Foundations of Professional Nursing 3 CR	NU 215 Health Assessment 3 CR
BI 161 Introduction to Microbiology 3 CR	NU 210 Health & Wellness & Cultural Diversity 2 CR
BI 162 Introduction to Microbiology Laboratory 1 CR	NU 220 Pharmacology and Nursing Implications 3 CR
HI CC 101 The Human Journey: Historical Paths to Civilization or EN CC 102 Literary Expressions of the Human Journey 3 CR	PH 101 Introduction to Problems of Philosophy 3 CR
RS 101 Introduction to the Study of Religion 3 CR	PS 252 Child Development Psychology 3 CR
B1 Elective 3 CR	CC 103 Social Sciences: The Individual & Society or CC 103 Natural Sciences: Scientific Discovery & the Human Community 3 CR
Fall Junior Year: 14 credits	Spring Junior Year: 17 credits
NU 300 Psychiatric—Mental Health Nursing: 4 CR (2 credits theory, 2 credits clinical)	NU 340 Introduction to Adult Nursing 5 CR (2.5 credits theory, 2.5 credits clinical)
NU 330 Care of the Childbearing Family 4 CR (2 credits theory, 2 credits clinical)	NU 365 Evidence-Based Nursing Practice 3 CR
PH/RS CC 104 The Human Search for Truth, Justice, & the Common Good 3 CR	MA 131 Statistics for Decision Making 3 CR
NU 310 Pathophysiology 3 CR	SO 110 Sociological Imagination 3 CR
	B1 Elective 3 CR
Fall Senior Year: 16 credits	Spring Senior Year: 14 credits
NU 374 Concepts in Child Health Nursing 4 CR (2 credits theory, 2 credits clinical)	NU 381 Public Health Nursing 5 CR (2.5 credits theory, 2.5 credits clinical)
NU 360 Adult Nursing II 6 CR (2 credits theory, 4 credits clinical)	NU 390 Senior Synthesis Seminar 2 CR
RS 260 Bioethics Religious Approaches or PH 258 Medical Ethics 3 CR	NU 395 Transitions into Professional Nursing Practice 4 CR (4 credits clinical)
NU 370 Nursing Leadership 3 CR	Free Elective 3 CR

Program Competencies

Nursing

Caring

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

Collaboration

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

Communication

3. Use appropriate, accurate and effective communication processes.

Critical Thinking

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

Therapeutic Intervention

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

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 laboratories are equipped with sophisticated simulation mannequins and models, exam tables, hospital beds, computers, and a variety of audiovisual material. The laboratories are designed to promote critical thinking and skill proficiency for all major content areas of nursing practice. Under the direction of a full-time nurse, faculty members and nursing lab assistants assist students to practice and demonstrate competency in skills in a simulated clinical setting. In addition to scheduled class times, laboratories are open and staffed for students' individual practice during specified hours.

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 upper-division curriculum has been specially designed for RN students returning to finish their baccalaureate education. All Nursing courses and most non-Nursing courses are offered via web-based formats. Personal attention and interaction between the faculty and student are a major focus in the Nursing Department.

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: care management and public health nursing. 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-three 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. Online courses use the same curriculum and faculty as for on-campus offerings.

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 60% 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 126/127	Nursing Anatomy and Physiology I
BI 128/129	Nursing Anatomy and Physiology II
BI 161/162	Introduction to Microbiology
CH 117	General, Organic and Biochemistry, An Overview
CH 119	General, Organic and Biochemistry Lab
EN 110	Academic Writing ^a
PS 110	Introduction to Psychology
PS 252	Child Development Psychology
	or
PS 251	Life Span Development
SO 110	Sociological Imagination

Additional Required Courses for the BS in Nursing

CA 101	Effective Communication ^a
HICC 101	The Human Journey: Historical Paths to Civilizations
EN/CC 102	Literary Expressions of the Human Journey
CC 103	The Human Community: The Individual and Society or The Human Community and Scientific Discovery
CC 104	(PH or RS) The Human Search for Truth, Justice and the Common Good
MA 105	Math Applications for Health Sciences ^b
	or
MA 101	Modern College Mathematics
MA 131	Statistics for Decision Making
	or
SO 242	Statistics for Social Research
PH 101	Introduction to the Problems of Philosophy
RS 101	Introduction to the Study of Religion

RS 260	Bioethics
	or
PH 258	Medical Ethics
	Two electives from Area B-1 (Humanities)
	Free elective

Nursing Major Requirements—BSN

NU 200	Foundations of Professional Nursing ^d
NU 290	Validation of Prior Learning ^c [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 ^d
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.

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

^bUniversity placement exams are needed for MA 101 and MA 105. Math placement is arranged by calling the Mathematics Department at 203-371-7770.

^cAwarded following completion of the first clinical course.

^dThese 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

Nursing Education Certificate

The certificate in Nursing Education consists of a 10-credit course sequence covering educational theory and curriculum design and evaluation, culminating in a role practicum experience. The certificate will develop the student's knowledge and skills in education to apply to practice as a faculty member in schools of nursing or positions in edu-

cational departments in hospitals or other health care organizations. This certificate in Nursing Education can be awarded at either the baccalaureate or graduate level depending on the educational background of the student.

Students already enrolled at SHU or enrolling for a degree in the RN-BSN or RN-MSN program, and MSN students in any track can take the certificate courses as electives and additional credit in the degree programs.

Registered Nurses not enrolled at SHU with a BSN or MSN, and applicants without a degree in nursing can enroll.

Admission Requirements (For certificate-only applicants)^f

Applicant must apply for the certificate program through graduate admissions.

- The application fee is \$50.
- Courses cannot be audited or taken for Pass/Fail. Credit may later be applied to a degree if the student enrolls in a degree program within 5 years.
- Students must achieve a grade of C or better (undergraduate) or B or better (graduate) in the courses to be awarded the certificate. If certificate students later apply for a MSN, only grades of B or better will be applied to the degree.

^fStudents enrolled in degree programs will meet the admission and progression criteria for the degree.

Required Courses for the Nursing Education Certificate

NU 440 Nursing Education Role Practicum	4 CH
NU 488 Theoretical Basis of Teaching and Learning in Nursing Education	3 CH
NU 489 Curriculum Development and Evaluation in Nursing Education	3 CH

Course Descriptions

NU 205 Foundations of Professional Nursing 3 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 210 Health & Wellness & Cultural Diversity 2 CR

This course introduces the entering Nursing student to basic concepts, theories and methods of exploring the health, wellness and cultural diversity of individuals. Common factors that promote the health and wellness of individuals across the life span are explored. Cultural diversity expands this discussion to include the meaning and impact of culture on health and wellness through the exploration of cultural phenomenon such as perception toward time, communication, social organization and healing traditions. *Prerequisite:* NU 205

Course Objectives: By the end of this course the student will be able to

1. Define terminology relevant to course topics.
2. Describe common factors used to determine health status among different age groups.
3. Differentiate among the three levels of health promotion and use this knowledge to design fundamental health and wellness interventions for selected age groups.
4. Compare and contrast socio-cultural beliefs, values, and practices relevant to health care and health-seeking behaviors.
5. Recognize and discuss the influence of their own cultural beliefs and values on health, illness, and the process of providing and seeking health care.
6. Examine alternative health practices among persons of different ethnic, religions, and cultural backgrounds. [RTF annotation: }SHU: Can this be deleted as individual course objectives do not appear in other disciplines?

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:* NU 205

NU 220 Pharmacology and Nursing Implications 3 CR

This course focuses on the major actions of drugs on body systems with an emphasis on the role of the nurse to promote patient safety during all aspects of medication administration. Legal, ethical, and professional responsibilities related to medication administration and promotion of patients' health and wellness are also addressed. Correct drug calculation and safe medication

preparation and administration are discussed and practiced in the nursing simulation laboratory.
Prerequisite: NU 205

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 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 277 Pathophysiology 3 CR

This course is designed to examine alterations in

functions affecting individuals across the lifespan. Students explore pathophysiological concepts utilizing biology, microbiology, and physiological sciences as a basis for their approach. The scientific approach provides further understanding of the mechanisms associated with disease and the student will incorporate critical thinking skills with practical applications.

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 4 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 215

NU 310 Pathophysiology 3 CR

This course focuses on nursing actions and responsibilities to manage and provide care for clients who are experiencing acute or chronic physiologic health conditions. Reduction of risk potential, including complications from existing conditions are also be explored. Content builds on prior anatomy and physiology concepts learned in prerequisite coursework. *Prerequisite:* NU 215

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 Care of the Childbearing Family

4 CR

Focuses on the application of the elements of critical thinking to the care of women and families in their childbearing experiences. Culturally sensitive nursing practice embodies the care of women 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. *Prerequisite:* NU 215

NU 340 Introduction to Adult Nursing

5 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 coursework. 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 perioperative nursing care. *Prerequisite:* NU 310

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

6 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. *Prerequisite:* NU 340

NU 365 Evidence-Based Nursing Practice

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. *Prerequisite:* EN 110

NU 370 Nursing Leadership

3 CR

This clinical course focuses on leadership and management activities integral to the provision of health care for individuals, families and/or com-

munities. These activities require assessment, collaboration and evaluation. The ability to work and communicate with others is fundamental to these activities.

The transition to the role of the professional nurse is also explored. 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:* NU 340, NU 365

NU 374 Concepts in Child Health Nursing **4 CR**

Focuses on the application of the elements of critical thinking to the care of children and families in their 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 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. *Prerequisite:* NU 340

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 381 Public Health Nursing **5 CR**

This course focuses on the family and community as consumers of health services. Priorities and intervention strategies for health promotion, health protection and health restoration promoting optimal level of functioning of populations at risk are stressed. The effectiveness of nursing practice will be explored in relation to the problems, priorities, attitudes, culture and resources of populations along the lifespan with emphasis on aging populations in the community. Collaboration with community agencies/institutions and the health care delivery system result in health promotion activities that address current or emergent health needs of specific populations. *Prerequisite:* NU 360

Course Objectives: By the end of this course the student will be able to:

1. Analyze the philosophy, historical development, and current trends in community health nursing, and their impact on contemporary and future health and nursing practice.
2. Utilize family systems theory to promote the health of aging families in the community setting.

3. Apply the nursing process to aging families, populations and communities to promote health, prevent disease by using culturally sensitive, supportive and restorative interventions.
4. Collaborate with others employing public health nursing principles and intervention strategies to address the actual or potential health problems of populations.
5. Discuss principles of epidemiology, environmental stewardship, and communicable disease control and emergency preparedness on local, state, national, and international health.
6. Use evidence to develop and implement nursing care for families and populations.
7. Analyze the scope of health services provided by community resources, and the community health nurse's role with these services to affect the health of populations.
8. Evaluate the impact of changing economic, social forces, cultural value systems, political systems, and social institutions on health providers and the healthcare system.
9. Practice according to established standards of practice and nursing code of ethics.
10. Effectively communicate, in writing, verbally, and through the use of various media with healthcare team members, clients, students, and faculty. [RTF annotation: }SHU: Can this be deleted as individual course objectives do not appear in other disciplines?

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 390 Senior Synthesis Seminar **2 CR**

This course prepares the student for the role of graduate registered nurse. Topics such as time management, malpractice, role development, life-long learning and interdisciplinary care are addressed in an informal class setting. Theoretical information is shared through student presentations, guest speakers, lecture, case studies and small group work. Students apply and synthesize previous course content, while demonstrating accountability to self, peers, and the program while preparing for the NCLEX exam. Students identify individual learning needs and develop a learning contract to meet deficiencies. Content mastery testing is utilized to prepare students for the NCLEX exam and also to calculate student grades for the course. *Prerequisites:* NU 360

NU 395 Transition into Professional Nursing Practice **4 CR**

This clinically based immersion experience supports objectives identified in the Senior Synthesis Seminar. Students demonstrate and utilize evidence-based research to support clinical decision-making or to question experiences they encounter during their clinical experience. Focus is on moving the student toward autonomous professional nursing practice within their clinical setting. Prior to graduation, students must identify, demonstrate and emulate the SHU nursing programs core competencies. *Prerequisites:* NU 360

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 440 (NU 640) Nursing Education Role Practicum 4 CR

This is the last course in the nursing sequence for the certificate in nursing education. Students apply and analyze the theories, competencies and concepts of the two previous courses in a designated role practicum experience using a preceptor. Students will be required to spend time with a preceptor in a College or staff development site. Further, the student applies theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area. *Prerequisite:* By permission

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.

NU 488 (NU 588) Theoretical Basis of Teaching and Learning in Nursing Education 3 CR

Explores research-based theories of education, teaching, and learning. Theories will be examined for their application in a variety of settings, levels of education, and for the adult learner. Emphasis is on who the learner is and how they learn. External issues and trends impacting on nursing education are explored.

NU 489 (NU 589) Curriculum Development and Evaluation in Nursing Education 3 CR

This course prepares the student to design and implement curriculum based on evidence-based teaching/learning theory. Focus is on the process of curriculum development for an individual course including course objectives, content, learning activities, delivery of the content, and student evaluation. The role of faculty in program evaluation of the curriculum is explored.

Pre-Occupational Therapy

The Pre-Occupational Therapy program in itself is not a major field of study at Sacred Heart University; rather, it consists of a series of required prerequisite courses for the Graduate program in Occupational Therapy at Sacred Heart University. To prepare for the Graduate Occupational Therapy program, students take the 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. Most of the prerequisite course requirements also fulfill core curriculum requirements for graduation.

The Occupational Therapy program is a graduate program, and requires an additional two calendar years of graduate coursework and fieldwork education experience beyond the baccalaureate degree to complete the Master of Science degree in Occupational Therapy.

Application to the graduate program in occupational therapy will occur during the senior year of undergraduate study with an early decision application option available to outstanding incoming Freshmen and Sacred Heart University Seniors who have successfully completed prerequisite coursework in Biology I with laboratory, Human Anatomy and Physiology I with laboratory, Statistics, Psychology, and at least one additional prerequisite course.

Program Accreditation

The Occupational Therapy Program is fully accredited under the “Standards for an Accredited Educational Program for the Occupational Therapist-2006” by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). For information about accreditation, contact ACOTE at AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone 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: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure. Some fieldwork sites require students to undergo criminal back-

ground and/or substance use checks as well.

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, Ed.D., OTR/L, *Chair and Director of the Occupational Therapy Program and Clinical Associate Professor*

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

Margo Gross, Ed.D., OTR/L, MFT, LMT, *Assistant Professor*

Mary-Ellen Johnson, M.A.H.S.M., OTR/L, *Clinical Assistant Professor*

Elissa Miller, OTD, OTR/L, *Assistant Professor*

Heather Miller-Kuhaneck, M.S., OTR/L, *Clinical Assistant Professor*

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.

**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

Pre-Physical Therapy preparation is a three- or four-year course of study leading to graduate study in Physical Therapy at Sacred Heart University. Pre-Physical Therapy preparation can be done

using any undergraduate major, but can only be accomplished in three years if a major in Biology, Exercise Science, or Psychology is selected. Students should declare their undergraduate major no later than the end of the Freshman year. Regardless of undergraduate major, students must successfully complete the physical therapy prerequisite coursework described below. Only grades of C or better will be considered as prerequisites.

The professional phase of the graduate Physical Therapy is an additional three years. Application to the professional phase occurs at the end of the Pre-Physical Therapy preparation and the undergraduate major. For details, see the graduate admissions process. Admission to the professional phase is on a competitive basis.

Faculty

Gary P. Austin, P.T., Ph.D., *Associate Professor*
Salome Books, P.T., M.B.A., M.A., *Academic Coordinator of Clinical Education, Clinical Assistant Professor*

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

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

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

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

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

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

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

Requirements

The Pre-Physical Therapy preparation provides the necessary prerequisites for the Doctor of Physical Therapy program. Students also complete required undergraduate coursework for their selected major, and required and elective core courses required by the University for a Bachelor

of Science or Bachelor of Arts degree.

Required Physical Therapy Prerequisite 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 133 Human Anatomy and Physiology I and Laboratory

BI 132/BI 134 Human Anatomy and Physiology II and Laboratory

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 (non-calculus based) and Laboratories Psychology (two courses)

Teacher Preparation and Initial Certification

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, candidate teaching and supervision, are designed to assist candidates in broadening their knowledge of theory, pedagogy, various instructional approaches and the ability to engage in

active inquiry. Fieldwork and candidate teaching are specially designed to help candidates experience the interrelationship between theory and practice.

There are two routes by which a candidate can achieve recommendation for initial teacher certification through planned programs at Sacred Heart University: the Five-year program and the Post-Baccalaureate program.

Five-Year Program

Sacred Heart undergraduates apply for admission to the education program in their Sophomore year, begin taking professional education courses in the Junior year, complete seven Education courses prior to satisfying the BA/BS requirements, and complete the initial certification requirements—along with the requirements for the Master of Arts in teaching degree during their fifth year. During the fifth year, candidates also serve as interns in public schools for 180 days. This internship includes a benefit equal to the tuition cost of 33 graduate credits. The clinical requirement of student teaching is accomplished during 50 of those internship days. For students in the five-year program only, the 400-level methods or curriculum courses are also applied to the requirements of the MAT degree. Candidates in this program complete total of 60 credits of professional education.

Post-Baccalaureate Program

Candidates seeking teacher certification may elect to participate in the planned program leading to recommendation for initial certification after they have completed the bachelor's degree. Sacred Heart undergraduates choosing this route apply for admission to the graduate school during fall of their Senior year and can begin Education coursework in the late Spring semester following undergraduate commencement. Candidates may elect to concurrently work on requirements for the Master of Arts in teaching degree. Internship opportuni-

ties are also available the full program (including certification and MAT requirements), which requires 48 credits of graduate work and typically can be completed within two years. Specific details of the Post-Baccalaureate program are provided in the Graduate school catalog.

Faculty

Toni Bruciati Ph.D., *Assistant Professor, Coordinator of Ed Tech*

Richard Carmelich, Ph.D., *Assistant Professor*

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

Susan Dinocenti, Ph.D., *Assistant Professor*

Maureen Fitzpatrick Ph.D., *Assistant Professor*

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

Mike Giarratano, A.B.D., *Clinical Assistant Professor*

Edward Hendricks, A.B.D., *Clinical Assistant Professor*

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 School of Education*

Paul Massey, M.A., C.A.S. *Assistant Professor*

Sondra Melzer, Ph.D., *Assistant Professor*

Edward T. Murray, Ph.D., *Associate Professor, Director of MAT*

Gerald Neipp, Ed.D., *Assistant Professor*

Terry Neu, Ph.D., *Assistant Professor*

Gail Nordmoe, Ed.D., *Assistant Professor*

Stephen Rubin, Ph.D., *Associate Professor, Director of Educational Leadership and Management*

Cima Sedigh, Ed.D., *Associate Professor*

Karen Waters, A.B.D., *Assistant Professor*

Mission

Guided by the University and College mission statements, the Faculty of the Isabelle Farrington School 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.

Vision

Teacher candidates in Sacred Heart University’s School 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.

Conceptual Framework

The National Council for the Accreditation of Teacher Education states that “the conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work in P–12 schools.” The School of Education at Sacred Heart University actively uses its conceptual framework to develop, implement, monitor, and assess its programs and to articulate and evaluate candidates’ competencies in content mastery, skill development, the integration of technology and appreciation of diversity; and the development of dispositions in which the intellect and heart are focused on a greater good in teaching, leadership, and serving others. The overarching theme of our conceptual framework is “promoting a culture of excellence in a changing world” and it is based on our belief that a culture of excellence is promoted when four underlying principles are met: the educational practitioner possesses a comprehensive, integrated and context-dependent professional knowledge base; the educational practitioner effectively utilizes natural and acquired personal and professional skills; the educational practitioner cultivates and consistently demonstrates professional dispositions and commitments; the educational practitioner is responsive to cultural and technological influences that affect change in the educational environment. We further contend that to be an educator committed to promoting a culture of excellence, the candidate must demonstrate proficiency in each of the five domains of professional excellence—context, content, learner, pedagogy, and educator—identified by the School of Education. Our system of assessing the learning

outcomes of our candidates is based on these five domains.

Application Process

Undergraduate candidates should apply for admission to the five-year program early in the fall of their sophomore year and anticipate beginning professional education course work in their junior year. Applicants who are more advanced in their studies may be recommended to apply directly to the graduate school. All applications are managed through the Graduate Admissions office.

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. 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. Sacred Heart University adheres to all state regulations regarding teacher preparation programs.

Therefore, the candidate must meet the following state-mandated entrance requirements:

- Pass the Praxis I Exam or qualify for waiver by meeting the following alternative testing requirement: A waiver may be granted to candidates furnishing official proof of achieving high scores on the SAT, ACT or PAA tests. Complete information and test registration materials may be obtained from the School of Education.
- Present an essay demonstrating a command of the English language, explaining reasons for wanting to enroll in the program and emphasizing experience relevant to teaching.
- Present at least two letters of recommendation

from people able to testify to the candidate's suitability as a prospective teacher.

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

Certification Requirements

Candidates admitted to the elementary or secondary school certification program must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially ordered blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before entering student teaching. Candidates must complete the courses with an average grade of "B" or better.

Elementary Certification Course Requirements

UG No. Course Title

Block I (9 Credits)

- ED 101 Educational Psychology
- ED 152 Education in the United States
- ED 271 Introduction to Computers in Education (or an advanced computer technology course)

Block II (12 Credits)

- ED 205 Education of Special Needs Students
- ED 229 Multicultural Education
- ED 430 Elementary Curriculum and Methods: Social Studies and Health*
- ED 207 Classroom Management

Block III (9 Credits)

- ED 387 Children's Literature
- ED 413 Elementary Curriculum and Methods: Reading, Writing and Language Arts*
- ED 459 Elementary Curriculum and Methods: Mathematics and Science*

Student Teaching (6 Credits)

ED 491 Student Teaching Seminar: Elementary School**

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

* Credits applicable to MAT degree for Five-year program candidates only.

** Credits not applicable to MAT degree.

Secondary Certification Course Requirements

UG No. GR No. Course Title

Block I (9 Credits)

ED 101 Educational Psychology

ED 152 Education in the United States

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

Block II (12 Credits)

ED 205 Education of Special-Needs Students

ED 229 Multicultural Education

ED 272 Societal Issues in Adolescence

ED 207 Classroom Management

Block III (9 Credits)

ED 428 Secondary Curriculum*

ED 429 Secondary Methods in the Content Areas*

EDR 510 Content Area Reading Instruction (7–12)

Student Teaching (6 Credits)

ED 495 Student Teaching Seminar: Secondary School**

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

* Credits applicable to MAT degree for Five-year program candidates only.

** Credits not applicable to MAT degree.

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 School of Education at 203-371-7800.

Course Descriptions

ED 101 Educational Psychology 3 CR

Course considers the application of psychological principles to educational theory and practice. Candidates explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced and consistent themes and concepts 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. Candidates learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

ED 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

Candidates 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 CR

This course is designed to foster understanding of ethnicities through literature and storytelling. Candidates attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help candidates 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. Candidates develop subject-specific curriculums appropriate to secondary disciplines.

ED 264 Secondary Methods 3 CR

Examines various methods of instruction applicable to all academic areas. Candidates 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 coop-

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

ED 342 Content Area Reading Instruction (7–12) 3 CR

Examines fundamental principles of teaching reading and writing in middle and secondary schools. Candidates 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, candidates learn strategies for developing positive attitudes toward reading and writing as lifetime skills.