

College of Education and Health Professions



COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

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The College of Education and Health Professions offers high-quality graduate and undergraduate programs that provide an opportunity for students to gain experience, skills, and values required to enter their first careers; to advance in existing careers; and/or make career changes. In cooperation with partners in the community, the college combines academic, internship and clinical experiences, which serve to foster a sense of service in students while enriching the educational and health care endeavors of the community.

All professional programs within the college are accredited or approved by the appropriate government agency. The programs' commitment to excellence can be measured by the quality of the faculty, students, resources, and outcomes.

Education

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Mission

Guided by the University and College of Education and Health Professions 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, tal-

ents 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 candidates. 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 candidates' 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 identified by the School of Education. The five domains are: context, content, learner, pedagogy, and educator. Our system of assessing the learning outcomes of our candidates is based on these five domains.

Graduate Education Degree or Certificate Programs

- Graduate Teacher Certification: Elementary and Secondary
- Master of Arts in Teaching (M.A.T.)
- Intermediate Administrator Certification
- Remedial Reading and Language Arts Certification
- Certificate of Advanced Studies (C.A.S.): Administration (Sixth Year)
- Certificate of Advanced Studies (C.A.S.): Teaching (Sixth Year)
- Certificate of Advanced Studies (C.A.S.): Literary Specialist (Sixth Year)
- MAT concentration in Pastoral and Catholic School Administration*
- Graduate Certificate in Pastoral and Catholic School Administration*
- Sacred Heart University Certificate in Education Technology

*The programs in Catholic School Administration are on moratorium. Presently enrolled candidates will be supported through the completion of their programs but new applications will not be accepted

Application Requirements Advanced Degree Programs (MAT, CAS in Administration, CAS in Literacy, and CAS in Teaching)

All applicants to graduate programs in Education must meet the same admissions standards as certification candidates, unless they hold a current teacher’s certificate.

Initial Certification Programs

Candidates must meet the following state-mandated entrance requirements:

- Pass the Praxis I Exam or qualify for waiver by meeting the following alternative testing requirement: A waiver may be granted to candidates furnishing official proof of

achieving high scores on the SAT, ACT or PAA tests. Complete information and test registration materials may be obtained from the School of Education.

- 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.
- Present an undergraduate GPA of at least 2.75.

Intermediate Administrator Certification (092) (and CAS in Administration)

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

- Hold or be eligible for a Connecticut teaching certificate.
- Hold a master's degree from an approved institution with a minimum GPA of 3.0.
- Have completed five years of teaching experience before applying for certification.
- Have completed a course in special education (at least 36 hours).
- Complete a case study essay.

Remedial Reading and Language Arts Certificate (102) (and CAS in Literacy)

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

- Hold or be eligible for a Connecticut teaching certificate.
- Hold a master's degree from an approved institution with a minimum GPA of 3.0.
- Have completed five years of teaching experience before applying for certification.
- Have completed a course in special education (at least 36 hours).

All candidates for teacher certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation.

GPA Guidelines

Candidates applying to a graduate teacher certification program must hold a bachelor's degree from a higher education institution accredited by a regional association of colleges and schools recognized by the U.S. Secretary of Education and recognized as accredited by the Connecticut State Department of Education or a Connecticut higher education institution accredited by the Connecticut Board of Governors of Higher Education, and have at the minimum an undergraduate cumulative GPA of 2.75.

Graduate candidates who apply for entrance into the Intermediate Administrator Certification program or the Remedial Reading and Language Arts Certification program must hold or be eligible for a Connecticut teaching certificate and hold a master's degree from an approved institution having achieved at least a 3.0 GPA.

GPA Waiver

Graduate candidates who apply for admission to a certification program, but who do not qualify because their undergraduate cumulative average falls below 2.75, may ask for consideration under the School of Education's GPA Waiver Policy.

To qualify for consideration for GPA waiver, candidates must submit materials (transcripts, letters of recommendation, personal statements of extenuating circumstances and other relevant information) to the GPA Waiver Committee. The committee may then recommend to the chair:

- waiving the 2.75 GPA requirement;
- rejecting the request; or
- inviting the candidate to take a specified number of undergraduate courses as described below.

Candidates who choose to take additional coursework must demonstrate “B” level achievement in the courses, and upon completion of the courses, reapply for a waiver. The waiver policy on additional coursework is as follows:

- All courses required for achieving an acceptable standing for a GPA waiver must be from the following disciplines: English literature, history, mathematics, social sciences, natural sciences, linguistics, philosophy and religious studies. All courses must be taken at the junior level or higher.
- Courses selected for fulfilling the cognate area requirement must be approved in writing on the GPA Waiver Course Approval Form before the courses are taken. Copies should be given to the candidate and placed in the candidate’s file.
- All courses required for achieving acceptable standing for the GPA waiver must be taken at accredited four-year colleges and universities.
- To achieve acceptable standing and further consideration for a waiver, the candidate must earn a minimum grade point average of 3.0 or better.

Registration Limits

The graduate Education program offers courses in a variety of term lengths. Fall and Spring are 12-week terms, Late Spring and Summer are 6-week terms and intensive sessions are 3-week terms. To ensure appropriate academic standards, permit field experience, and facilitate reflective engagement in the education process—and recognizing that most of our graduate candidates are fully engaged in internship or other work responsibilities—the School of Education has established parameters for appropriate course loads during these terms.

A graduate candidate is typically permitted to take three 3-credit graduate courses in each 12-week term, two 3-credit graduate courses in each 6-week

term, and one 3-credit graduate course in each 3-week term. Permission to take more than these limits may be given by the Director of the School of Education after receipt of formal appeal. Such appeals should be based on the candidates’ work load.

Transfer Guidelines

A candidate may request to transfer up to 6 graduate credits of coursework completed at another regionally accredited university. Only graduate-level courses in which a candidate has received a grade of B or better that are not part of a previously earned degree and were earned within seven years prior to the request, will be considered. Transfer of credits to apply to a planned program of study leading to recommendation for certification may be transferred from an institution whose planned program is similarly approved or which otherwise meet the particular learning objectives and assessments required by the Sacred Heart University planned program. Requests for transfer of credit should be made to the Director of the School of Education in writing, include an official transcript of the courses completed and contain supportive material (e.g., catalog descriptions or syllabi).

Application for Degree Completion

All candidates for graduate degrees are required to submit a graduation data card to the School of Education by published deadlines at least two months prior to the degree award date.

Graduate Teacher Certification Programs

The Graduate Teacher Certification programs allow candidates to meet requirements (36 credits) to become certified as public school teachers while applying earned credits toward an advanced degree. Candidates who have completed a bachelor’s degree in a field other than teacher education may enter the graduate program to obtain a teaching certificate.

The Graduate Education program offers approved programs for the preparation of teachers for the elementary grades (K–6), and for the secondary grades (7–12) in the academic areas of business education, English, history and social studies, mathematics, general science, biology, chemistry and Spanish.

Course offerings in the School of Education may also provide certified teachers with the opportunity to obtain additional teaching endorsements.

Required Courses

The graduate program for Teacher Certification requires the completion of 36 credits in professional studies, including a semester of student teaching. In a typical planned program of study, 21 credits of the professional studies may be applied toward fulfillment of the master's degree requirements.

Initial Certification

Candidates admitted to the elementary or secondary school certification program, must complete the courses listed below.

Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially-ordered blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before entering student teaching.

Candidates must complete the courses in their program with an average grade of "B" or better.

Elementary Certification Course Requirements

UG No. GR No. COURSE TITLE

Block I (9 Credits)

ED 101 ED 553 Educational Psychology (3 credits)

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

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

Block II (12 Credits)

ED 205 ED 569 Education of Special Needs Students (3 credits)

ED 223 ED 430 Elementary Curriculum & Methods: Social Studies & Health (3 credits)*

ED 229 ED 523 Multicultural Education (3 credits)

ED 207 ED 566 Classroom Management (3 credits)

Block III (9 Credits)

ED 387 EDR 560 Children's Literature (3 credits)

ED 221 ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts (3 credits)*

ED 222 ED 459 Elementary Curriculum & Methods: Mathematics & Science (3 credits)*

STUDENT TEACHING (6 Credits)

ED 391 ED 491 Student Teaching Seminar: Elementary School (6 credits)**

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

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

**Credits not applicable to MAT degree

Secondary Certification Course Requirements

UG No. GR No. COURSE TITLE

Block I (9 credits)

ED 101 ED 553 Educational Psychology (3 credits)

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

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

Block II (12 Credits)

- ED 205 ED 569 Education of Special Needs Students (3 credits)
ED 229 ED 523 Multicultural Education (3 credits)
ED 272 ED 627 Societal Issues in Adolescence (3 credits)
ED 207 ED 566 Classroom Management (3 credits)

Block III (9 Credits)

- ED 262 ED 428 Secondary Curriculum (3 credits)*
ED 264 ED 429 Secondary Methods in the Content Areas (3 credits)*
ED 342 EDR 510 Content Area Reading Instruction (7–12) (3 credits)*
STUDENT TEACHING (6 Credits)
ED 395 ED 495 Student Teaching Seminar: Secondary School (6 credits)**

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

**Credits not applicable to MAT degree

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

Other Course Requirements for Certification

Candidates for initial certification need to fulfill additional certification requirements.

Academic Major

Elementary candidates must achieve an acceptable subject area major (not Education).

Secondary candidates must achieve a major in a their endorsement (or present the equivalent coursework as defined by State statutes).

General Education Requirements

All candidates must achieve 39 credits of general education courses including English, Math, Social Studies, Science, Fine Arts and World Language.

All candidates must present a 3-credit course in American history.

Elementary candidates must achieve 6 credits of human growth and development courses work (three credits are satisfied by ED 553 Education Psychology; the remaining 3 credits must include adolescent development).

In the Elementary and Secondary Teacher Certification programs, completion of the master's degree is not required for teacher certification.

Candidates who have completed equivalent coursework meeting certification requirements through previous studies should not repeat the same coursework at the graduate level. The candidate's program is completed with course selections with an advisor's approval.

Internship Program

The Teacher Internship affords candidates the opportunity to complete teacher certification and master's degree program requirements (total of 48 graduate credits) in a supervised internship setting in a public school.

Tuition costs for 33 credits of this program are supported by the public school system under a contract arrangement with the University and the intern.

Potential interns who desire certification in the program typically initiate coursework in the semester/summer prior to placement. Candidates need to meet with an advisor to develop their plans of study and schedule of coursework.

Durational Shortage Area Permit (DSAP)

Sacred Heart supports the DSAP process for candidates already engaged in the University's planned programs of study. The offer of a DSAP position from a school district cannot be the basis for admission to Sacred Heart's certification programs. Contact the certification officer in the School of Education for information and authoriza-

tion. For DSAP associated with initial certification, the candidate must have completed 24 credits of Sacred Heart's planned program and be admitted to ED 492/493 and ED 496/497. Through these courses, the University provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education.

Master of Arts in Teaching (MAT)

The MAT program has the following four components that are designed to build on the applicant's prior academic and school experience. The MAT program is intended for educators who are already certified. Options exist, however, to combine initial certification or additional endorsement with MAT studies.

Core Requirements 12 credits

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

1. *Foundations*: A course in history or philosophy of education, or social foundations of education (3 credits)
2. *Expressive/Receptive Communication*: An advanced reading methods course or a course in content or professional development course in writing or personal or professional effectiveness (6 credits)
3. *Seminar*: Candidates may fulfill this requirement only after the completion of a minimum of 24 credits in MAT studies. Candidates select from several course options designed to assist them in analyzing and integrating their knowledge of teaching (3 credits)

Concentration 12 credits

Candidates select courses for focused study in their area of interest. Concentrations are available in Elementary Education, Secondary Education, Reading, Technology, and Professional Enrichment

Electives 6 credits

Subject to faculty advisor's approval.

Culminating Requirement 3 credits

Candidates may select one of the following:

- Comprehensive exam after the completion of 30 credits (3 credits)
- Master's thesis or project (3 credits)
- Special Projects in Education Technology (3 credits)
- Professional Seminar (3 credits)

Intermediate Administrator Certification (092)

Admission Requirements

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

1. Hold or be eligible for a Connecticut teaching certificate.
2. Hold a master's degree from an approved institution with a minimum GPA of 3.0.
3. Have completed five years of teaching experience before applying for certification.
4. Have completed a course in special education (at least 36 hours).
5. Complete a case study essay.

Required Curriculum—State of Connecticut

1. Applicants for the Intermediate Administrator Certificate must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen credit hours must be taken at the institution providing the recommendation for certification.
2. State of Connecticut regulations mandate that the categories of study for the Intermediate Administrator's Certificate listed below be completed anytime in the post-baccalaureate program [Sec. 10-145d-242 (g)]. In planning the program for certification, the candidate is advised that 18 credits are needed beyond the master's degree. Specific require-

ments for this certificate may have been met on the master's level. Consequently, in meeting the 18-credit requirement, the candidate will be directed to take enrichment studies specific to his or her career objective.

3. Courses taken for the certificate may be applied toward completion of the Certificate of Advanced Studies in Administration (Sixth-Year Degree program).
4. To obtain the Professional Educator Certificate, the candidate must complete not less than 30 semester hours of graduate credit at an approved institution or institutions in addition to the master's degree.
5. All applicants for the 092, Intermediate Administrative Certification must pass the Connecticut Administration Test (CAT).

Required Courses (18 credits)

Psychological Foundations (3 credits)

EDL 626 Assessment and Evaluation:
 Quantitative and Qualitative
 Analysis 3 credits

Contemporary Education Problems (3 credits)

EDL 654 Leadership and Administrative
 Policy: Contemporary Educational
 Problems 3 credits

or

EDL 655 Distinguished Lectures in
 Education 3 credits

(or another appropriate course approved by the advisor)

Curriculum Development (3 credits)

EDL 605 Advanced Curriculum
 Development and Program
 Monitoring 3 credits

School Administration (3 credits)

EDL 650 The Law and Finance in
 Education 3 credits

(or another appropriate course approved by the advisor)

Supervision and Evaluation (6 credits)

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

(or another appropriate course approved by the advisor)

EDL 698 Administrative Practicum 3 credits

Certificate of Advanced Studies

(C.A.S.): Administration (Sixth Year degree)

Required Courses (15 credits)

EDL 695 Technology and Information
 Management for
 Administrators 3 credits

EDL 696 Administrative Internship I 3 credits

EDL 697 Administrative Internship II 3 credits

Terminal Requirement* (6 credits)

EDL 690 Research Seminar 3 credits

EDL 691 Thesis Seminar 3 credits

**Note:* Candidates completing the Sixth-Year program in Administration (Certificate of Advanced Study) must complete a “terminal requirement” as part of their program.

Certificate of Advanced Studies (C.A.S.): Teaching (Sixth Year degree)

Area I—Foundations (9 credits)

Contemporary Educational Problems

EDL 655 Distinguished Lectures in
 Education 3 credits

Psychological Foundations (Choose one)

EDL 626 Assessment and Evaluation:
 Quantitative and Qualitative
 Analysis 3 credits

EDL 609 Multiple Intelligences: Classroom
 Application of Current
 Research 3 credits

Curriculum

EDL 605 Advanced Curriculum Development and
 Program Monitoring 3 credits

Area II—Professional Development 3 credits
 ED 592 Advanced PC Applications in
 Education: P-12 3 credits

Area III—Electives 15 credits
 Candidates select five courses at the 500 to 600
 level for focused study in their area of interest or
 need .

Area IV—Terminal Requirement 6 credits
 Candidates are required to take a research course
 in preparation for the terminal research project.

EDL 690 Education Research 3 credits
 EDL 691 Thesis Seminar 3 credits

Connecticut Literacy Specialist Program (CLSP) 102 Certification

The CLSP provides professional education to graduate candidates in the area of Reading and Language Arts. The overall goal of the program is to prepare candidates to lead educators and school districts into the best practices of school reform available in the 21st century. They will be knowledgeable proponents of action research and change agents assisting schools in promoting community literacy as well as student performance.

The CLSP prepares graduates to promote literacy in a variety of positions within a school system. Their training will give them the skills to lead staff development, run intervention clinics, chair appropriate departments, manage summer programs, write grants or provide all of these services in single school settings. Candidates will study reading and language from a much broader perspective than that of a classroom teacher. Study will include systemic evaluation and programming, the training and supervision of professionals and paraprofessionals and the utilization of community resources. Further, candidates are expected to develop competence through a supervised summer school practicum in an urban setting and a clinical experience in a university-

based diagnosis and remediation center (clinic). Graduates will be prepared to assume the leadership role in any school system seeking expertise in the area of Reading and Language Arts, to perform independent research or to pursue doctoral study.

The CLSP will serve both full-time and part-time candidates.

The program will be available to certified teachers with a Master's degree and a minimum of 30 months classroom experience as a teacher, intern, or degreed paraprofessional prior to graduation.

Portions of the CLSP satisfy course requirements for the Remedial Reading and Remedial Language Arts Certification as described in Sec. 10-145d-480, 481,482,483,484 (Certification Code 102).

Program Requirements

Sequence I—Classroom Instruction (select 3)

EDR 505 Early Reading and Language Arts
 Success (PK-3)*

EDR 507 Developmental Reading and Language
 Arts (4–6)*

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

EDR 518 Reading and Language Arts: Balanced
 Literacy

EDR 520 Methods of Teaching and Evaluating the
 Writing Process (Prerequisite ED 537, ED 538 or
 ED 539)

EDR 525 Methods and Material for Teaching
 Second Language Learners

The first sequence will focus on the research and implementation and evaluation of Best Practices of classroom instruction K–12.

Sequence II—Student Services/Clinic (all are required)

EDR 540 Advanced Diagnosis and Remediation*

EDR 545 Assessment and Evaluation: CT Model*

EDR 550 Clinic Experience I (University Clinic)***
EDR 555 Clinic Experience II (School Clinic)***

The second sequence of courses are all field based. Candidates will work under direct supervision of University and public school personnel.

Evaluation will be performance based.

Sequence III—Literature (select 2)

EDR 560 Children’s Literature
EDR 562 Middle School Literature
EDR 564 Young Adult Literature

The third sequence of courses will promote candidate’s special expertise in the literature of Connecticut schools, and the electronic resources available to school systems. Faculty members, following new Connecticut State Department of Education guidelines, will design the specific course requirements and assessment criteria.

Sequence IV—School Administrative Services (select 3)

EDR 570 Reading and Language Arts Research Seminar
EDR 615 Grant Writing
EDR 620 Utilizing Technology in Reading Instruction
EDR 690 Practicum: Teaching Fellowship.....Staff Development (required)

The fourth sequence of courses will be designed with the needs of the public schools as the focal point of instruction. After being thoroughly schooled in the Connecticut Framework of instruction and evaluation, candidates will shadow reading and language arts personnel, work in teams to produce legitimate and appropriate external funding sources for literacy programs and explore the network of computer technology and applicability. All three selected courses will require projects to benefit the “field” school district and be designed with the guidance and collaboration of the participating school system.

*Apply to the 102 certification program (total 21 credits)

**Prerequisite is EDR 505, EDR 507, EDR 510 and EDR 540

Course Descriptions

Note: Only those courses numbered 500 and higher apply to the MAT degree. Candidates admitted as Sacred Heart University undergraduates to the five-year program may apply methods courses (see * with course description) to the MAT degree.

ED 413 Elementary Curriculum and Methods: Reading, Writing and Language Arts 3 CH*

A study of methodology in the areas of reading instruction and language arts for elementary education candidates. Field experience is an integral part of the course.

ED 428 Secondary Curriculum 3 CH*

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

ED 429 Secondary Methods in the Content Areas 3 CH*

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

ED 430 Elementary Curriculum and Methods: Social Studies and Health 3 CH*

Examines the scope and sequence of the curricu-

lum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas.

ED 459 Elementary Curriculum and Methods: Mathematics and Science **3 CH***

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

ED 491 Student Teaching Seminar: Elementary School **6 CH**

Student teaching field experience in conjunction with a weekly student teaching seminar class is the culminating experience of the certification program. Application for student teaching placement must be made with the director of student teaching in the semester before beginning student teaching placement. Student teaching is conducted in the Fall and Spring semesters only. (Student teaching is 10 weeks for interns; 12 weeks for noninterns. There is a lab fee in addition to the usual tuition rate.) Interns must register for the companion seminar course ED 567.

ED 495 Student Teaching Seminar: Secondary School **6 CH**

Student teaching field experience in conjunction with a weekly student teaching seminar class is the culminating experience of the certification program. Application for student teaching placement must be made with the director of student teaching in the semester before beginning student teaching placement. Student teaching is conducted in the Fall and Spring semesters only. (Student teaching is 10 weeks for interns; 12 weeks for

noninterns. There is a lab fee in addition to the usual tuition rate.) Interns must register for the companion seminar course.

ED 492/493 and ED 496/497 Durational Shortage Permit Supervision and Seminar
Semester 1 ED 492 or 496 **2 CH**
Semester 2 ED 493 or 497 **6 CH**

Prerequisites: Completion of at least 24 certification credits (including secondary methods courses as applicable) by the semester when DSAP teaching begins; 6 additional credits to be completed as per signed course status agreement; admission to the DSAP program signed by Sacred Heart's certification officer. DSAP candidates enroll in ED 492/493 (Elementary) or ED 496/497 (Secondary). The two-semester seminar provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education. Candidates are supervised by a University supervisor at least six times during the academic year. They will attend the August Student Teacher Orientation program and a Student Teacher Seminar in the second semester. Candidates demonstrate evidence of their professional competencies based on the CCCT standards in a DSAP notebook. Course guidelines, materials and expectations are aligned with those of the student teaching program.

ED 501 Role of the Teacher **3 CH**

An educational foundations course, this course is designed to address the needs, problems and tasks that confront teachers. Participants become able to understand their unique and changing roles as teachers and as human beings.

ED 505 (See EDR 564)

ED 509 Methods of Teaching English as a Second Language **3 CH**

Focuses on developing techniques to teach English communication skills to speakers of other languages. Language learning theories, major trends

and curriculum development are examined in relation to the needs of second-language students for skill development in listening, speaking, reading and writing.

ED 510 (See EDR 510)

ED 513 (See EDR 505)

ED 515 (See EDR 560)

ED 517 Learning Stations in the Elementary Classroom **3 CH**

Teachers are given practical ideas for the use of learning stations in the classroom. The course offers experience in designing and constructing learning stations, record keeping and using stations for all curriculum areas.

ED 518 (See EDR 518)

ED 522 Integration of the Arts in the Classroom **3 CH**

The arts are critical to education and learning. Through the arts, academic skills are enhanced, and creativity and persistence are developed. This course balances the study of leading theories of arts education with experiential learning. Candidates actively engage in a broad spectrum of integrated arts to enhance creativity and artistic confidence.

ED 523 Multicultural Education **3 CH**

This course is designed to foster understanding of ethnicities through literature and storytelling. Candidates attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour field experience requirement in which candidates interact with persons of different cultural, linguistic, religious, socioeconomic, and ethnic backgrounds.

ED 526 (See EDL 626)

ED 527 Distance Learning: Methods of Instructional Design **3 CH**

Prerequisite: ED 689 WWW: Curriculum and Instruction. Participants develop tutorial courses for use in professional development and P–12 classroom instruction. Methods of instructional design for online learning focus on the delivery of course content, development of supplemental resources and utilization of appropriate assessment techniques.

ED 537 Process Writing: Middle School **3 CH**

Candidates study writer’s-workshop methodologies advocated by Atwood, Calkins, Graves and others. Candidates examine the Connecticut Language Arts Framework which reflects the standards developed by the National Council of Teachers of English and the International Reading Association.

ED 538 Process Writing: Elementary Grades **3 CH**

Candidates study the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional strategies are examined.

ED 539 Process Writing: Secondary Grades **3 CH**

Assists teachers in learning strategies facilitating students’ writing skills development in any subject area. Emphasis is on strategies for teaching writing across the curriculum. Teachers reflect on their own writing process.

ED 545 Principles and Practices in Bilingual Education **3 CH**

This course meets requirements for bilingual certification.

ED 552 Education in the United States **3 CH**

Discusses current issues in education, explores

their historical and philosophical roots and critically examines possibilities for the future of education.

ED 553 Educational Psychology 3 CH

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

ED 557 Human-Computer Interaction for Educators 3 CH

Prerequisite: ED 689 WWW: Curriculum and Instruction or ED 661 Multimedia Design and Programming. This seminar course discusses current theory and design techniques related to the development of computer interfaces for P–12 student use. Focus is on cognitive factors such as the amount of learning required and the information-processing load imposed on the user. Participant projects target multimedia software, website development, and/or gaming design.

ED 562 Computer Art and Desktop Publishing 3 CH

Introduces the methods for creating, editing, and integrating computer graphics and/or digital images into the P–12 curriculum. No prior art experience is required. A PC with Microsoft Publisher and Internet access is required.

ED 565 Classroom Management: Elementary 3 CH

ED 566 Classroom Management: Secondary 3 CH

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

ED 568 Education of the Gifted 3 CH

Examines the identification, educational and programming issues as well as the social and emotional needs of gifted students. Emphasis is on current successful models of educating gifted students. Candidates explore the changing conceptions of gifted behaviors and investigate issues concerning minority and disabled gifted populations.

ED 569 Education of Special-Needs Students 3 CH

Focuses on the identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476.

ED 571 Storytelling 3 CH

This course is designed to give participants the opportunity to understand the power and importance of story as an educational tool. Candidates encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. Participants are encouraged to develop their own personal style of storytelling through class exercises and listening to professional storytellers in person and on tape. Candidates also explore ways to integrate storytelling into many areas of curriculum and to aid children in developing their own storytelling ability.

ED 575 Creative Drama in the Classroom 3 CH

Explores drama as an art form in the classroom as well as drama's contribution to other subject areas, especially reading and the language arts.

Philosophy, rationale, objectives and values of child drama are examined. Participants learn both experientially and through class readings and discussions.

ED 578 Introduction to Computers in Education **3 CH**

Emphasizes the integration of technological resources into primary and secondary classroom settings. Students complete field work in a diverse educational setting. A PC with Microsoft Office and Internet access is required.

ED 580 Observation and Case Studies of Learners **3 CH**

Considers the purposes and procedures for ethnographic study of children, classrooms and schools. Candidates are required to carry out guided field work in urban, suburban and rural settings. This includes: gaining entry into the field; establishing rapport; observing and, later, interviewing people in educational settings; developing logs; analyzing data; sharing findings; and studying one's self. Gaining an understanding of qualitative methods leads to the development of action research and reflective practice.

ED 588 Curriculum for the Talented and Gifted **3 CH**

Comprehensive curriculum for gifted learners includes planning, adaptation, process and integration. The facilitation of creative behavior is explored both experientially and theoretically.

ED 590 Master's Project/Thesis Seminar **3 CH**

Designed for candidates who need to complete the culminating requirement for the Master of Arts in Teaching. Candidates conduct research on a specialized topic and design a project based on this research.

ED 592 Advanced PC Applications in Education: P–12 **3 CH**

Prerequisite: Intermediate PowerPoint skills.

Surveys the technological resources and methods required for P–12 educational practice and administration. Microsoft PowerPoint is used in the development of interactive computer-based training materials. Students complete field work in a diverse educational setting. A PC with Microsoft Office and Internet access is required.

ED 597 Comprehensive Exam **3 CH**

In weekly seminar discussions, candidates critique selected books, journal articles and research in preparation for taking the comprehensive examination for the MAT terminal requirement. Emphasis is on theories, current practices and issues that are, or have been, influential in American education to the end of designing the ideal school.

ED 598 Thesis Preparation **3 CH**

A seminar format is utilized to offer direction and advice to candidates preparing to submit a thesis for the culmination of the master's degree or Certificate of Advanced Studies programs. The initial four weeks focus on development of a proposal. Instruction is shared by faculty of the School of Education.

ED 599 Emerging Technologies: PDA **3 CH**

Presents an overview of the methods for integrating personal digital assistants (PDAs) into the P–12 curriculum. An assortment of PDAs and software are used in conjunction with scientific probeware and graphing calculators. Participants explore the potential of this technology through hands-on activities and field research.

ED 599 Learning to Learn **3 CH**

The seminar will examine the latest information on learning theories and how they may be applied to teaching and learning. Through a series of readings, class discussions and video footage participants will be engaged in an in depth study of the following topics: the many facets of learning; cognitive development including brain structure and

function; inquiry centered learning; conceptual thinking; multiple intelligences and the appropriate uses of various kinds of formative and summative assessment models.

ED 600 Characteristics of Effective Schools 3 CH

Examines the characteristics of effective schools and studies the implications that effective school practices have on improving learning, teaching and leadership. Research findings, selected readings and experts in the field who make presentations all contribute to exciting class discussions and stimulating weekly sessions.

ED 603 Seminar in Education 3 CH

This seminar includes a discussion of the writing of eminent scholars in the field of education. Candidates analyze their thoughts to see if they are addressing the real problems of the real classroom. Selected professionals are invited to speak.

ED 605 (See EDL 605)

ED 608 Urban Topics in Education 3 CH

Focuses on appropriate school environments for children in urban settings. Special emphasis is on national school reform projects that most adequately address the needs of children in urban districts.

ED 609 Multiple Intelligences: Classroom Application of Current Research 3 CH

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

ED 612 (See EDL 654)

ED 623 Environmental Science for Elementary Teachers 3 CH

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

ED 625 (See EDL 690)

ED 627 Societal Issues in Adolescence 3 CH

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

ED 628 Grant Writing 3 CH

Assists candidates in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. The culminating product is a grant application prepared for submission.

ED 633 The Adult Learner 3 CH

Explores some of the learning needs, interests and styles of adults returning to school.

ED 635 (See EDL 635)

ED 642 Special Projects in Education Technology 3 CH

Prerequisites: Completion of any two advanced-level Sacred Heart University Education Technology courses in addition to prior instructor permission. This online research course provides advanced practical experience in the implementation and evaluation of computer technology as it relates to the areas of administration, curriculum, and instruction. Participants beta-test the usability of original software programs and/or classroom applications in diverse P–12 classroom settings. Research findings are presented via an on-campus Poster Session.

ED 650 (See EDL 650)

ED 655 (See EDL 655)

ED 657 Professional Seminar: Elementary 3 CH

Directed to candidates in the Fifth Year Internship Program who teach at the elementary school level, this course addresses philosophical concerns and

practical applications of effective teaching. Further instruction is given to mastering the state's initial educator requirements, including elements of the required second year portfolio. Candidates must register for the companion seminar course.

ED 658 Professional Seminar:

Secondary 3 CH

Directed to candidates in the Fifth Year Internship Program who teach at the secondary level, this course addresses philosophical concerns and practical applications of effective teaching. Further instruction is given to mastering the state's initial educator requirements, including elements of the required second year portfolio. Candidates must register for the companion seminar course.

ED 661 Multimedia Design and

Programming for Educators 3 CH

Multimedia authoring tools are used for developing educational courseware and exploring its relationship to P–12 instructional design. Participants produce a product, which supports state educational program goals and is field-tested with a target audience. No prior computer programming experience is required.

ED 663 Instructional Software and

Instruments in Education 3 CH

Provides an overview of educational software for use in P–12 education. Methods for aligning developmentally appropriate software with P–12 student standards and curricular objectives are emphasized. Legal issues relating to software licensing are discussed. Assistive technology software for students with special needs is introduced.

ED 681 Human Growth and

Development 3 CH

This course covers the life span from adolescence through late adulthood. Reading grounded in psychological theory, literature, videos, discussions, projects, and assignments provide the candidate with various theoretical and cultural perspectives on major themes in human growth and development.

ED 669–686 Special Topics in Content

Areas 3 CH

Content-specific courses are regularly offered in academic subject areas. Specific, topic-appropriate course subtitles are provided on the candidate's transcript. Courses are available in the following subjects:

ED 669 Special Topics in Science 3 CH

ED 670 Special Topics in Business

Education 3 CH

ED 671 Special Topics in Physics 3 CH

ED 672 Special Topics in

Chemistry 3 CH

ED 673 Special Topics in Biology 3 CH

ED 676 Special Topics in History 3 CH

ED 678 Special Topics in Mathematics 3 CH

ED 680 Special Topics in Media 3 CH

ED 682 Special Topics in Political

Science 3 CH

ED 684 Special Topics in Spanish 3 CH

ED 686 Robotics 3 CH

This seminar course introduces methods for integrating robotics technologies into P–12 classrooms. In collaborative groups, participants use “Lego Mindstorms for Schools” to build and program a robot that can perform a series of tasks. Activities focus on the development of instructional materials and student assessments that connect robotics to content standards across the curriculum. No prior computer programming experience is required.

ED 687 Matter and Energy in Ecosystems for Elementary School Teachers 3 CH

Candidates increase content knowledge of geological and biological evolution and how it has effected energy flow through diverse ecosystems. They become proficient in appropriate technologies necessary for the gathering, analyzing, and communicating data and develop three lessons using an inquiry-based learning model and applying the newly acquired content knowledge and technological skills.

ED 689 WWW: Curriculum and Instruction P–12**3 CH**

Examines the role of teacher-created website development for a P–12 educational environment. Participants design and publish standard-based, online documents that present curricular information and include links to classroom resources.

ED 690 Graduate Education Institutes or Workshops**1–6 CH**

Exposure to outstanding educators, unique curriculums and exciting symposia is often available through special institutes and workshops. Through the guidance of University faculty and with some additional work, candidates can earn graduate credit for such experiences. Consult the graduate schedule for current availability of special institutes or workshops. Specific course subtitles are provided on the candidate's transcript.

Note: Candidates may take a maximum of six credits of 690-numbered courses for fulfillment of MAT or Certificate of Advanced Studies program requirements. Courses numbered 690 apply only to the elective credit area of either program.

ED 691 (See EDL 691)**ED 696 (See EDL 696)****ED 697 (See EDL 696, EDL 697)****ED 698 (See EDL 698)****ED 699 (See EDL 698)**

Educational Administration Programs: 092 Intermediate Administrative Certification 6th Year Degree in Administration—Certificate of Advanced Study (CAS)

Course Descriptions**EDL 605 Advanced Curriculum and Program Monitoring****3 CH****(Formerly ED 605)**

Engages prospective administrators in the investi-

gation of what really matters in a school, the application of concepts and principals for sound curriculum design, and the examination of how a focus on standards and learning for understanding deepens curriculum and assessment work. The course involves reading, thought, and discussion on educational research, and study of concrete curricular, instructional, and assessment practices. Operating principles obtained from different sources and created by instructor and students will guide the learning in and from the course.

EDL 626 Assessment & Evaluation of Learning: Qualitative and Quantitative Analysis**3 CH****(Formerly ED 526)**

Focuses on interpretation of psycho-educational assessment data, and the translation of those data into instructional plans. Current tests as well as methods of data analysis are examined. Statistical methods of analyzing and tracking test data, including trend analysis, are utilized.

EDL 635 Teacher Supervision, Evaluation and Staff Development**3 CH****(Formerly ED 635)**

Provides an opportunity for perspective school administrators to develop and practice the skills essential to the improvement of teaching through effective evaluation and supervisory practices. The connection between supervision, evaluation and staff development is made explicit. The CT law on teacher evaluation is studied, and instruments such as the CT Competency Instrument and BEST portfolios are critically analyzed and discussed.

EDL 650 Educational Law and Finance**3 CH****(Formerly ED 650)**

Provides an overview of the origin and legal status of public and private schools and the legal rights and responsibilities of administrators, parents, students, school board members and teachers. Attention is given, through the case study

approach, to those contemporary legal issues that concern the operations and management of schools.

EDL 654 Leadership: Contemporary Educational Problems 3 CH
(Formerly ED 612)

Provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative theory is analyzed in relation to current research on organizational behavior. Students analyze schools as evolving social systems and, from a policy perspective, apply different decision-making models to solutions of authentic educational problems.

EDL 655 Distinguished Lectures In Education 3 CH
(Formerly ED 655)

Students have the opportunity to hear 12 lectures delivered by distinguished guest lecturers each of whom has particular expertise in an area of school administration. In the past, lectures have included: the Urban Principalship, Restructuring Schools, Data Analysis for Continuous School Improvement, Teacher Fair Dismissal, Technology and Vision Building, etc. Readings and assignments, frequently presented in case-study format, are presented by each lecturer.

EDL 695 Technology and Information Management for Administration 3 CH
(Formerly ED 696)

Prerequisite: Working knowledge of Microsoft PowerPoint, Excel, and Word. This course is designed for students to investigate, examine, synthesize and present their findings regarding the three major applications of computer technology in P–12 school districts. The application areas are: administrative, curriculum and instruction, and applied educational research. Individual and team assignments and group discussions provide a platform for developing and constructing understanding of these applications of computer technology.

EDL 696 Administrative Internship Part I 3 CH
(Formerly ED 697)

120 internship hours January–June

EDL 697 Administrative Internship Part II 3 CH
(Formerly ED 697)

120 internship hours September–December

The Administrative Internship requirement prepares future administrators with the opportunity to relate theory and practice in administration. Under direct supervision of a practicing administrative mentor, the program is coordinated and supervised by a Sacred Heart University supervisor. This requirement is an essential component of the intern's program leading to preparation as a school administrator.

The internship normally is arranged *after* an intern has completed 18 credits of the program. The internship is *not* part of the 092 Administrative Certification Program but is a *required* part of the 6th Year Degree in Administration.

The preferred plan of service of the intern is to complete a minimum of 120 hours in the first and second semesters. On occasion, special circumstances permit a modification of this to include summer work experiences.

Terminal Requirement

EDL 690 Educational Research Seminar 3 CH
(Formerly ED 625)

This course is designed to increase student awareness of educational research techniques; specifically to enhance classroom effectiveness by making administrators better consumers of educational literature. Students read and critique qualitative and quantitative educational literature. Experimental and quasi-experimental designs are examined and statistical techniques are discussed.

A research study is started and moves through Methodological Design.

EDL 691 Thesis Seminar 3 CH
(Formerly ED 691)

A seminar format is utilized to offer direction and advice to those students preparing to submit a thesis for the culmination of the Certificate of Advanced Studies program. Focus is on the development of a research proposal. Students complete their research, collect and analyze data, test hypothesis, and draw conclusions.

EDL 698 (50+ hours) 6 CH

**All Students September–June
Administrative Practicum: The
Internship- Part I**

Students will undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a district/school-based project and that addresses an identified need. Further details will be available through the student's advisor, the syllabus, and the NCATE standards and leadership competencies.

**Connecticut Literacy Specialist
Program (CLSP) 102 Certification
Course Descriptions**

***EDR 505 Early Reading and Language Arts
Success (PK–3)** 3 CH
(Formerly ED 513)

Examines the philosophy behind the “reading wars” controversy and explains why primary grade instruction must be comprehensive. Teaching to individual differences, developing oral competencies, phonics and phonemic awareness are all covered in detail. The importance of, and how to involve family and community in the schools reading programs are taught. Motivating children to read and enjoy the language arts from a developmental perspective stressing the importance of quality literature as well as word play is the major focus.

***EDR 507 Developmental Reading
and Language Arts (Grades 4–6)** 3 CH

Connecticut Standards and teacher and society expectations of reading achievement are examined. Learning to read verses reading to learn and what that means. Designing a balanced literacy program, teaching reading comprehension, understanding meta-cognition and its implications. Involving students in the process of writing, developing a philosophy of spelling and grammar instruction, utilizing technology, intervention strategies, Guided Reading, leveling books, classroom libraries, understanding the big picture, creating a learning environment and community in the classroom are addressed.

***EDR 510 Content Area Reading Instruction
(Grades 7–12)** 3 CH
(Formerly ED 510)

Teaches the content area teacher the appropriate use of text books in the Middle and Secondary classroom. Expands expertise to include constructivist and inquiry methods of teaching as well unit planning and the “less is more” philosophy of instruction. The major goal of the course is to move teachers toward student centered classrooms and away from the lecture dominated pedagogy. Understanding textbook design and their limitations as well as C.R.I.S.S. comprehension strategies and the use of trade books to enrich instruction are also covered.

**EDR 518 Reading and Language Arts:
Balanced Literacy** 3CH

Focus on the vital role the teacher plays in planning effective classroom instruction that is meaningful, purposeful, based on scientifically based reading research, data driven and that meets the educational needs of a classroom of diverse student learners.

**EDR 520 Methods of Teaching
and Evaluating the Writing
Process** 3 CH

Examines the best practices of teaching at different

levels: the emergent writer preschool— grade 3, the transitional writer expository and narrative instruction, and the fluent—advanced writer. Instructional differences in motivation, evaluation and state and national standards are examined.

EDR 525 Methods and Materials for Teaching Second Language

Learners 3CH

Study of language acquisition of students who are English-language learners whose dominant language is one other than English. Examination of what research indicates as necessary educational support to acquire English literacy. The nature of support is controversial. Students develop and support personal philosophies after studying models.

****EDR 540 Advanced Diagnosis and Remediation 3 CH**

Examines techniques of remediating the individual or managing the remedial classroom. Diagnosis through criterion-referenced and norm-referenced testing, including the Connecticut Mastery Tests, miscue analysis, independent reading inventories and running records is studied.

****EDR 545 Assessment and Evaluation: CT Model 3 CH**

Focuses on teacher interpretation of psycho-educational assessment data, and the translation of those data into remedial instructional plans. Current tests, as well as methods of data analysis are examined and discussed. Stressed are the Connecticut Framework for instruction and evaluation and the National Assessment of Educational Progress.

****EDR 550 Clinical Experience I (University Clinic) 3 CH**

Prerequisites: EDR 505, EDR 507, EDR 510 and EDR 540. Students will work 1/1 with a student in the University based reading clinic. This complete supervised diagnostic work up will take place after school, weekends, during semester break or during the summer. The methods and materials taught

in EDR 540 Diagnosis and Remediation will be applied. Confidentiality and parental education of the issues and resolution will be primary; no child left behind is the driving force of the clinic.

****EDR 555 Clinical Experience II (School Clinic) 3 CH**

Prerequisites: EDR 505, EDR 507, EDR 510 and EDR 540. Students will be assigned to work with small groups of children in remedial education programs through out the area. After school enrichment programs, literacy volunteers, mandatory summer programs and any approved initiatives sponsored by the public sector to promote literacy. Each student will be mentored and supervised by appropriate personnel.

EDR 560 Children's Literature 3 CH (Formerly ED 515)

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

EDR 562 Middle School Literature 3 CH

Examination of early chapter books from the works of local author as Patricia Reilly Giff to the Harry Potter phenomena with a focus on the American Library Association awards and links. Motivating students and the development of lifetime reading habits is the major focus of this course.

EDR 564 Young Adult Literature 3 CH (Formerly ED 505)

Young-adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is presented, as well as contemporary authors and popular fiction. Techniques, motivational strategies and procedures that result in the development of lifetime reading habits are explored. Participation in the publishing of book reviews through the SHU

web site and the utilization of technology within classrooms is paramount.

EDR 570 Reading and Language Arts

Research Seminar 3 CH

This course will provide Education Specialists with advanced research skills in navigating appropriate databases, web sites and journals. There are numerous publishers who excel in distributing the best products for Reading Educators. The information explosion, both electronic and paper, requires special skills for optimal system access.

EDR 615 Grant Writing 3 CH (Formerly ED 628)

Assists students in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. Priority is supporting remediation for underserved populations in priority school districts. The culminating product is a grant application prepared for submission.

EDR 620 Utilizing Technology in Reading Instruction 3 CH (Formerly ED 686)

Examination of the processes, programs and accomplishments of technology in the classroom. Special focus on computer generated reading instruction and record keeping.

EDR 690 Practicum: Teaching Fellowship.....Staff Development 3 CH

Students in the Advanced Studies program undertake a practicum for fulfillment of this requirement. Students submit a proposal for a school-based project that addresses an identified need. School personnel responsible for the administration and supervision of Language Arts instruction mentor students. Complete information may be obtained from the program director.

*Indicates course required for Code 102 certification.

**Indicates course required for Code 102 certification and is available to CLSP students only.

Geriatric Health and Wellness

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The University offers two innovative, interdisciplinary online options for advanced graduate education in the field of Geriatrics: a four-course certificate and a 36-credit Master of Science in Geriatric Health and Wellness.

These programs are designed for health and human service professionals (physical therapists, nurses, occupational therapists, dieticians, social workers, geriatric care managers, and others) involved in clinical practice or programming with older adults. Both are founded on expertise in geriatrics, community health, health promotion, health care delivery systems, and adult learning.

The programs emphasize evidence-based health care, building and functioning in effective interdisciplinary teams, and focus on the role of wellness and health promotion for holistic care of older adults across the continuum of functional status and health care settings, and the interplay of physical, psychological, and sociocultural domains in determination of quality of life for older adults, especially in the presence of impairments or functional limitations.

For physical therapists, the certificate program is specifically designed to assist clinicians to prepare for the APTA Geriatric Clinical Specialist (GCS) certification examination.

Both programs use a flexible, secure, Internet-based distance-learning format accessed via the University's webpage. The program faculty is comprised of members of the departments of Physical Therapy, Nursing, and Occupational Therapy.

Goals and Objectives

Graduates of the certificate and Master's Programs in Geriatric Health and Wellness will be better prepared to be:

- effective advocates for aging adults and their families,
- experts in comprehensive care of aging adults,
- leaders in developing and implementing interdisciplinary health care teams,
- effective clinical educators who teach others about geriatric health care, and
- innovators and change agents who will positively influence the evolving geriatric health care system.

Graduate Certificate in Geriatric Health and Wellness

This certificate is designed to provide a solid foundation of the aging process, as well as the issues that challenge health care delivery and quality of life for aging adults. Courses in the certificate program have been developed with reference to competencies for advanced clinical practice established by the American Board of Physical Therapy Specialists for Geriatric Clinical Specialist (GCS) certification and competencies in gerontology defined by the American Occupational Therapy Association.

Degree Requirements

The certificate program is a series of four courses, that can be started in the fall, spring, or summer session, and is completed in one calendar year.

Certificate Courses

HS 523	The Aging Process: Physiological, Psychological, and Sociocultural Aspects	(6 credits) (Fall)
HS 534	Wellness Across the Continuum of Care	(3 credits) (Spring)

HS 535	Ethical and Moral Issues in Geriatric Health Care	(3 credits) (Spring)
HS 512	Systems of Health Care Delivery	(3 credits) (Summer)

Master of Science in Geriatric Health and Wellness (MS)

The Master of Science in Geriatric Health and Wellness builds on the foundational courses of the certificate program to assist students to reflect on their professional development needs, and develop a plan of action for continued professional growth and lifelong learning.

Degree Requirements

The Master's program in Geriatric Health and Wellness has a structured 36-credit plan of study that begins with the courses required for the certificate, continues with additional advanced coursework, and culminates in a capstone scholarly project or thesis tailored to the student's interest and professional development goals. Master's students study with certificate students in the first year of their plan of study, and complete their degree by continuing for an additional three to four semesters (as determined by the capstone project/thesis that the student develops).

Master's Courses

HS 523	The Aging Process: Physiological, Psychological, and Sociocultural Aspects	(6 credits) (Fall)
HS 534	Wellness Across the Continuum of Care	(3 credits) (Spring)
HS 535	Ethical and Moral Issues in Geriatric Health Care	(3 credits) (Spring)
HS 512	Systems of Health Care Delivery	(3 credits) (Summer)

HS 511	Interdisciplinary Care in a Changing Health Care Environment	3 credits (Summer)
HS 616	Foundations of Evidence-based Practice/Principles of Clinical Research	6 credits (Fall)
HS 627	Pathology and Impairments in Later Life	6 credits (Spring)
HS 638	Graduate Capstone Research-Based Project/Practicum	6 credits (Summer, can be extended into Fall)

Admissions Requirements

Students entering the program must have an entry-level degree (BS, MS or clinical doctorate) in their professional field. At least one year of full-time clinical experience is strongly recommended. All students must meet admissions criteria for graduate studies of Sacred Heart University, as published in the Graduate Catalog.

Completed applications are considered as they are received, on a rolling-admissions basis, until the class is filled (15 students).

Admission into graduate study at Sacred Heart is based on the applicant's portfolio, which allows the University to consider work experience and other nonacademic activities relevant to the student's field of study.

Application materials must include:

- A completed graduate application form (available online).
- Nonrefundable application fee.
- Official transcript documenting graduation from an accredited professional entry-level program (baccalaureate or higher) in their health care or human services discipline.
- If applicable, documentation (photocopy) of a current state license or national certifica-

tion to practice as a health or human professional.

- Current curriculum vitae or resume, including relevant clinical experience with older adults.
- Two letters of recommendation from a current or former employer, a professor from a previous educational setting, or a professional colleague with advanced certification or education beyond entry level.
- A two-page essay defining key professional development goals to be achieved by completing the program.

GRE scores are not required, but may be submitted as additional evidence of eligibility. International students are strongly encouraged to submit TOEFEL scores.

Qualified applicants will be invited for interview (on site or by conference call) with GHW program faculty to discuss professional goals, potential constraints on their progression through the program, and the "fit" of their preferred learning style with online learning delivery.

Course Descriptions

HS 511 Interdisciplinary Care in a Changing Health Care Environment

3 CH

Explores interdisciplinary team development and implementation, including factors that enhance or constrain the team's effectiveness within the health care environment. Defines traditional roles and boundaries of health professions, how these roles have evolved, and how boundaries are transcended in effective interdisciplinary teams.

HS 512 Systems of Health Care Delivery

3 CH

An exploration of the development of the health care delivery system from historical, philosophical and economic perspectives, culminating with discussion of the factors shaping health care delivery

in the 21st century. Changing roles and responsibilities of providers, consumers, government and corporations (provider networks and insurers) are examined.

HS 523 The Aging Process: Physiological, Psychological and Sociocultural Aspects **6 CH**

An in-depth exploration of the “normal” aging process, from physiological, psychological and sociological/cultural perspectives. A collection of assigned readings from classic and current research literature in each area allows students to trace how understanding of the aging process has changed over time. Emphasizes differentiation of “aging” from the acute and chronic pathological conditions encountered in health care practice.

HS 534 Wellness Across the Continuum of Care **3 CH**

Explores the concept of “wellness,” comparing and contrasting principles and strategies of wellness to those of acute care, rehabilitation, public health or long-term care health practice. Students assess opportunity and need for wellness programming in their individual practice or community settings. Using their knowledge of the aging process and principles of wellness and health promotion, they develop a proposal for a “wellness” initiative appropriate to their interests or practice setting. This proposal may be the initial component of planning for the graduate capstone activity.

HS 535 Ethical and Moral Issues in Geriatric Health Care **3 CH**

Health professionals working with older adults often encounter situations where there is potential conflict between the rights of the patient and family, and the roles and responsibilities of the individuals and organizations that provide care. In this course, the contributions on spirituality and moral thought to health and health care practice are explored. Students also examine ethical principles

important in health care practice, and explore how these principles can be used to guide clinical decision making when complex problems or issues create a dilemma (e.g., elder abuse, reimbursement-driven care, advanced directives).

HS 616 Foundations of Evidence-based Practice/Principles of Clinical Research **6 CH**

In this intensive course, students develop understanding of the principles of measurement and data management and of research design. They apply their knowledge by examining instruments or protocols used to assess health or functional status of older adults in their particular practice settings, focusing on issues of reliability, validity and the interpretation of results. Students then examine how principles of evidence-based practice can be used to guide selection of appropriate intervention. Finally, they develop a research or project proposal for their “capstone,” using sound measurement and design principles to evaluate “outcomes” of a wellness program and/or interdisciplinary activity appropriate for their interest or practice setting. The proposal will be ready for submission to potential funding sources and to the appropriate IRB for human subjects approval.

HS 627 Pathology and Impairments in Later Life **6 CH**

Students explore the medical conditions that commonly occur in later life by looking at pathophysiological processes (tissue atrophy/hypertrophy, cell division and neoplasm, immune system response, infection, inflammation, tissue healing/scarring, pain, fluid dynamics, and pharmacokinetics/pharmacodynamics) as they present in diseases of the physiological systems of the aging human body (musculoskeletal, neuromuscular, endocrine and metabolic, cardiovascular and cardiorespiratory, integumentary, and cognitive/psychological). Using the concepts of the dis-

ablement model, students investigate the epidemiology, diagnosis, and medical management (pharmacological, surgical, etc.) of these pathologies, the primary and secondary impairments associated with these pathologies, and the likelihood of functional limitation or disability. Students apply concepts of interdisciplinary teaming to the management and/or rehabilitation of older adults with these pathologies, and explore contribution of “wellness” initiatives to the prevention, management, or remediation of the disease.

HS 638 Graduate Capstone: Research-Based Practicum/Project **6 CH**

In the final semester of the program, students implement the research or project proposal developed during the evidence-based practice (HS 616). On completion of the project, students prepare a project or research report as their “thesis,” present it to faculty and peers, and submit their project for presentation or publication to an appropriate professional forum. Depending on the nature of the project, students may opt to complete this over one or two semesters.

Nursing

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Master of Science in Nursing (MSN) with Concentrations in Patient Care Services Administration, Family Nurse Practitioner, and Clinical Nurse Leader

The University offers a Master of Science in Nursing (MSN) in three tracks: Patient Care Services Administration, Family Nurse Practitioner, and Clinical Nurse Leader. Students may choose to

study on a full- or part-time basis, however, they must complete their plan of study within six years. The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site: www.aacn.nche.edu.

The Patient Care Services Administration track prepares nurses who hold baccalaureate degrees for administrative positions within acute, community or long-term health care facilities. The Nursing Department offers an accelerated RN to MSN program for registered nurses who want to pursue an MSN in Administration. A dual MSN/MBA degree is offered in conjunction with the MBA program. There is also a Certificate Program in Patient Care Services Administration.

The Family Nurse Practitioner program is designed to prepare students to successfully pass the American Nurses Association Certification Examination as a Family Nurse Practitioner. Certification, along with a 30-hour pharmacology course, allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care, and to deliver care in numerous healthcare settings. The Nursing Department offers an accelerated RN to MSN program as well as a Post-Masters Certificate in the Family Nurse Practitioner program. The Post-Masters Certificate program is for applicants holding a graduate degree in nursing.

The Clinical Nurse Leader track is designed to prepare RNs with a Bachelor’s degree for the newly designed and evolving role of Clinical Nurse Leader (CNL). The CNL is a generalist prepared at the Master’s level with advanced clinical skills who will be responsible for a group of patients in a specific patient unit or health care setting. The major

roles of the CNL are expected to be clinical care coordinator, outcomes manager, patient advocate, educator, information manager, and care team leader.

Graduate students in the CNL track develop advanced skills in patient assessment and management along with leadership and health systems skills in care management to promote safe, high quality, and cost-effective care in any health care setting.

Online Study

Many of the courses in all 3 tracks in the MSN program are offered online. Both the Patient Care Services and Clinical Nurse Leader tracks can be taken exclusively online, with the exception of the clinical experience in each track, or a combination of online and on-campus courses. For the Family Nurse Practitioner track, students must come to campus for 4 to 5 courses. Campus-based courses may also include online components to foster access to study materials and flexibility for students.

Program Competencies

Nursing

- *Caring:* Develop connections with and show empathy for clients, family, and colleagues.
- *Collaboration:* Establish effective collaborative relationships with interdisciplinary team members.
- *Communication:* Convey and process information effectively and accurately with individuals and groups in a manner that enhances credibility and builds relationships.
- *Critical Thinking:* Demonstrate critical thinking skills as evidenced by the ability to analyze, synthesize, evaluate, and reflect.
- *Therapeutic Interventions:* Provide and/or foster evidence-based, clinically competent and resource-efficient contemporary care.

Health and Illness

- *Clients:* Foster population-based health care for diverse client groups across the lifespan that uses resources effectively, relies on evidence and is appropriate to setting and role.
- *Health Care Needs:* Analyze complex factors that influence health care needs for individuals, groups and communities.
- *Health Care Goals:* Ensure appropriate, cost-effective, quality health care outcomes across the care continuum.

Professionalism

- *Leadership:* Demonstrate effective leadership skills needed for advanced practice in the contemporary and future health care delivery system.
- *Policy and Systems:* Use knowledge of local to global health care trends, systems, and policy to participate in change that results in improved nursing and health care services.
- *Standards and Conduct:* Promote accountability guided by ethical, legal and professional standards for nursing practice as an individual and as a member of a profession.

Admission Requirements

Students are admitted to the MSN program upon review and recommendation by the admissions committee based on the academic, course prerequisite and professional requirements listed below.

Admission criteria include:

- BSN degree from an accredited college or BA/BS in related field, with a GPA of 3.0. Provisional admission status is possible for individuals with a GPA of less than 3.0
- Statement of professional goals
- Interview with graduate nursing faculty
- Statistics course required
- Undergraduate research course recommended

- Basic health assessment course (30 hours or greater) or prior learning portfolio (FNP and CNL tracks only)
- Current Connecticut RN license (or for online students, RN licensure in the state of professional practice)

The applicant must submit a completed application, résumé, two letters of recommendation, and send official copies of transcripts of all prior nursing and academic work.

Degree Requirements

MSN students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues. The Patient Care Services Administration track requires 36 credits. The Family Nurse Practitioner track requires 42 credits. The Clinical Nurse Leader track requires 36 credits.

Prerequisite Courses

MSN applicants must have successfully completed a basic statistics course and a nursing research course is recommended. Applicants for the FNP and CNL tracks must also have successfully completed a basic health assessment course.

Required Graduate Core Courses

All Nursing graduate students are required to take the following:

NU 501	Health Care Policy and Ethics for Contemporary Nursing Practice	3 credits
NU 530	Theory and Professional Roles for Contemporary Nursing Practice	3 credits
NU 601	Principles of Health Care Research for Contemporary Nursing Practice	3 credits

NU 602*	Evidence-Based Practice for Quality Care	3 credits
Total		12 credits

* For FNP students, NU 602 content is incorporated across the three clinical courses.

Graduate Capstone

The graduate capstone project is a culminating experience beyond the specified course work and represents the student's ability to formulate a project and implement it using a combination of conceptual, technical and applied knowledge and skill defined by the MSN program competencies. The capstone is required to demonstrate competence in the scholarship of the students' selected master's track, the ability to work independently and to present the results of their investigation effectively. The capstone project is incorporated into course requirements for the last role practicum or role immersion course (NU 610, 613, 630 for the PCS, CNL, FNP students respectively).

Patient Care Services Administration Track

In addition to the core requirements and capstone, students in the MSN program in Patient Care Services Administration are required to complete the following plan of study:

Required Courses

BU 601	Organizational Management	3 credits
NU 510	Strategic Leadership for Patient Care Services	3 credits
NU 520	Management of Human Resources	3 credits
NU 575	Health Care Information Systems	3 credits
NU 576	Management of Financial Resources	3 credits
NU 610	Patient Care Services Administration Practicum	6 credits
	Elective	3 credits
Total		24 credits

Family Nurse Practitioner Track

In addition to the core requirements and capstone, students in the Family Nurse Practitioner program are required to complete the following plan of study:

Required Courses

NU 550	Family and Community Context For Health Care	3 credits
NU 551	Advanced Pharmacology	3 credits
NU 552	Advanced Health Assessment	3 credits
NU 553	Advanced Pathophysiology	3 credits
NU 560	Primary Care I: Women and Children in the Family	6 credits
NU 620	Primary Care II: Adult Health in the Family	6 credits
NU 630	Primary Care III: Chronic Illness in Families	9 credits
Total		33 credits

Clinical Nurse Leader Track

In addition to the core requirements and capstone, students in the Clinical Nurse Leader program are required to complete the following plan of study:

Required Courses

NU 550	Family and Community Context for Health Care	3 credits
NU 552	Advanced Health Assessment	3 credits
NU 553	Advanced Pathophysiology	3 credits
NU 575	Health Management Information Systems	3 credits
NU 611	Care Management and Resources Across the Continuum	3 credits
NU 612	Disease Management and Outcomes Assessment	3 credits
NU 613	CNL Role Immersion Practicum	6 credits
Total		24 credits

Dual-Degree Program: MSN/MBA

In conjunction with the MBA program in the John

E. Welch College of Business, the Nursing Department offers a dual-degree option. Students in this program must adhere to University guidelines set forth in both the MSN and MBA programs.

Admission Requirements

The applicant must meet the admission requirements and prerequisite coursework of both the MSN and MBA programs. Prerequisite coursework are listed below. If a student does not have these prerequisites, appropriate coursework will be planned by the MSN faculty. Students must apply to, and be accepted by, each program independently although the same application is used.

Degree Requirements

Prerequisites

Corporate Financial Accounting and Reporting	3 credits
Statistics for Decision Making	3 credits
Economic Principles	3 credits

The student must meet with the program director to determine a plan of study for the dual degree.

Required Courses

AC 610	Accounting for Decision Making and Control	3 credits
BU 601	Organizational Management	3 credits
BU 631	Organizational Behavior	3 credits
BU 633	Legal Environment of Business	3 credits
IS 641/NU 575	Dynamics of Information Technology/Health Care Information Systems Technology	3 credits
BU 665	International Business	3 credits
BU 670	Operations Management	3 credits
BU 690	Global Management Integration	3 credits
EC 621	Managerial Economics	3 credits
FN 660	Financial Management	3 credits
MK 661	Marketing Management	3 credits
NU 501	Impact of History and Policy on Nursing and Health Care	3 credits

NU 510	Strategic Leadership for Patient Care Services	3 credits
NU 520	Management of Human Resources	3 credits
NU 530	Theory and professional Roles for Contemporary Nursing Practice	3 credits
NU 601	Principles of Health Care Research for Contemporary Nursing Practice	3 credits
NU 602	Evidence-Based Practice for Quality Care	3 credits
NU 610	Patient Care Services Administration Practicum	6 credits
Total		57 credits

Accelerated RN to MSN Program

This program is for registered nurses who currently have a diploma or associate degree in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate- and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN. Students are awarded a BSN after completion of 121 credits at the 300–400 level. Students progress to 500-level courses once a BSN is awarded.

Admission Requirements

The program is limited to academically talented students who have experience in nursing and demonstrate a commitment to nursing leadership and advanced practice. Students apply directly for the RN to MSN program. The criteria for admission include:

- An undergraduate GPA of 3.0 or above
- One (1) year of nursing experience preferred
- Statement of professional goals
- Interview with graduate Nursing faculty ,

- Connecticut RN license (or for online students RN license in the state of professional practice)
- Prospective applicants must submit a completed application, résumé, two letters of recommendation, and send official copies of transcripts of all prior nursing and academic work.

Degree Requirements

Students will be advised by a graduate faculty member. Students are required to maintain a GPA of 3.0 while they complete the plan of study listed below. However, many requirements may be completed through challenge exams.

Prerequisite Courses

BI 126/127	Human Anatomy and Physiology I	4 credits
BI 128/129	Human Anatomy and Physiology II	4 credits
BI 161/162	Introduction to Microbiology	4 credits
CH 100	Principles of Chemistry	4 credits
EN 110	Academic Writing	3 credits
PS 110	Introduction to Psychology	3 credits
PS 251	Lifespan	3 credits
or		
PS 252	Child Development Psychology	3 credits
SO 110	Sociological Imagination	3 credits
Total		28 credits

Required Courses

CA 101	Effective Communication	3 credits
HICC 101	Human Journey: Historical Paths to Civilizations	3 credits
ENCC 102	Literary Expression of the Human Journey	3 credits
CC 103	The Human Community: Individual and Society	
or		
	The Human Community and Scientific Discovery	3 credits

PHCC 104		
or		
RSCC 104	The Human Search for Truth, Justice and the Common Good	3 credits
MA 101	Modern College Mathematics I	3 credits
or		
MA 105	Mathematical Applications for Health Services	3 credits
MA 131	Statistics for Decision Making	
or		
SO 242	Statistics for Social Research	3 credits
PH 101	Introduction to the Problems of Philosophy	3 credits
RS 101	Introduction to the Study of Religion	3 credits
RS 260	Bioethics Religious Approaches/ PH 258 Medical Ethics	3 credits
Art, Music, History, Literature, Media Studies, Modern Foreign Language		6 credits
Total		36 credits

Validation of Prior Learning

Students are awarded 30 nursing credits through the State of Connecticut Nursing Articulation Plan. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

Required BSN Courses for Accelerated Degree—All Tracks

NU 290	Validation of Prior Learning	30 credits
NU 320	Health Assessment for RNs	3 credits
NU 350	Clinical Leadership for RNs	6 credits
NU 380	Community Health Nursing for RNs	6 credits
NU 401	Health Care Policy and Ethics for Contemporary Nursing Practice	3 credits
NU 430	Principles of Health Care Research for Contemporary Nursing Practice	3 credits

NU 431	Evidence-Based Practice for Quality Care	3 credits
NU 433	Theory and Professional Roles for Contemporary Nursing Practice	3 credits
Total		57 credits

Note: 400-level courses indicate graduate courses taken by undergraduates. At the completion of the above requirements, students will be awarded a BSN.

Required Courses for MSN in Patient Care Services Administration

NU 510	Strategic Leadership for Patient Care Services	3 credits
NU 520	Management of Human Resources	3 credits
NU 575	Health Care Information Systems	3 credits
NU 576	Management of Financial Resources	3 credits
NU 610	Patient Care Services Administration Practicum	6 credits
BU 601	Organization Management	3 credits
Electives (Nursing, Business or other)		9 credits
Total		30 credits
Final Total		151 credits

Required Courses for MSN in Family Nurse Practitioner

NU 550	Family and Community Context for Health Care	3 credits
NU 551	Advanced Pharmacology	3 credits
NU 552	Advanced Health Assessment	3 credits
NU 553	Advanced Pathophysiology	3 credits
NU 560	Primary Care I: Women and Children in the Family	6 credits
NU 620	Primary Care II: Adult Health in the Family	6 credits
NU 630	Primary Care III: Chronic Illness in Families	9 credits
Total		33 credits
Final Total		154 credits

Required Courses for MSN in Clinical Nurse Leader

NU 550	Family and Community Context For Health Care	3 credits
NU 552	Advanced Health Assessment	3 credits
NU 553	Advanced Pathophysiology	3 credits
NU 575	Health Care Information Systems	3 credits
NU 611	Care Management and Resources Across the Continuum	3 credits
NU 612	Disease Management and Outcomes Assessment	3 credits
NU 613	CNL Role Immersion Practicum	6 credits
NU	Electives (Nursing, Business, Other)	6 credits
Total		30 credits
Final Total		151 credits

Post-Master's Certificate in Family Nurse Practitioner

The Family Nurse Practitioner Post-Master's Certificate program consists of 33 credit hours of study. It is designed to prepare the student with a master's degree in Nursing to become a certified Family Nurse Practitioner. Students in the Post-Master's Certificate program may transfer up to 15 graduate credits from other accredited programs with faculty approval.

Admission Requirements

Applicants are required to have an MS in Nursing and have successfully completed a basic health assessment course (30 hours or greater). An interview with the program coordinator is required. A Connecticut RN license and liability insurance are also required. Application materials must include:

- Completed graduate application including a statement of professional goals
- A résumé

- Two letters of recommendation
- Official transcripts of all prior nursing and academic work

Required Courses

NU 550	Family and Community Context For Health Care	3 credits
NU 551	Advanced Pharmacology	3 credits
NU 552	Advanced Health Assessment	3 credits
NU 553	Advanced Pathophysiology	3 credits
NU 560	Primary Care I: Women and Children in the Family	6 credits
NU 620	Primary Care II: Adult Health in the Family	6 credits
NU 630	Primary Care III: Chronic Illness in Families	9 credits
Total		33 credits

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 educational 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 Sacred Heart University 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 Sacred Heart University with a BSN or MSN can also take the certificate program.

Required Courses

NU 588	Theoretical Basis of Teaching and Learning in Nursing Education	3 credits
NU 589	Curriculum Development and Evaluation in Nursing Education	3 credits
NU 640	Nursing Education Role Practicum	4 credits

Graduate Professional Certificate Program in Patient Care Services Administration

This program is ideal for experienced nurse managers who wish to update their leadership and management knowledge and skills or for nursing staff moving into management positions. Courses in both nursing and business address advanced management skills which will enhance leadership and role competencies of the patient care services administrator. This program is available online. Some courses are offered exclusively online whereas others are offered both on campus and online.

Admission Requirements

- a bachelor's degree from a regionally accredited four-year college or university (official transcripts required),
- graduate application for admission,
- two letters of recommendation,
- approval of the academic program director, and
- interview with the Coordinator, MSN, Patient Care Services Administration.

Required Courses

The certificate consists of 12 graduate credits and cannot exceed this number. There are three required and one elective courses:

NU 510	Strategic Leadership for Patient Care Services	3 credits
NU 520	Management of Human Resources	3 credits

BU 601	Organizational Management	3 credits
Nursing or Business elective (requires permission of program coordinator)		3 credits

Course Descriptions

NU 501 (NU 401) Health Care Policy and Ethics for Contemporary Nursing Practice **3 CH**

This core course focuses on history, policy, and ethics in nursing and health care. It examines health care policy, including global health considerations, health care financing, quality and safety in health care, and the ethics of health care. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. The course builds on a framework of critical thinking, as students explore aspects of the history of nursing and medicine, analysis of current policy development, and implications of the past for present and future actions in nursing and health care.

NU 510 Strategic Leadership for Patient Care Services **3 CH**

Course content covers five role competencies for the patient care services administrator including: strategic planning and visioning, meeting customer needs and expectations, marketing services, care delivery systems and managing quality. Students assess and design care delivery services across the health care continuum that meet or exceed patient expectations. The role visioning and strategic planning play in achieving quality organizational and patient outcomes is explored.

NU 520 Management of Human Resources **3 CH**

Emphasis is on the role competency of management of human resources. Content focuses on administration of patient care services in a variety of settings and in collaboration with the multidisciplinary team. A model for human resource management provides the framework for the following

content: work analysis, staffing, recruitment and selection, staff development, retention, rewards, and disciplinary action. Select strategies for working with others is covered including conflict management, teams, communication, and managing a diverse workforce. Legal and regulatory requirements is included.

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

This course is one of the graduate core that provides the foundation for advanced practice nursing. The role of the advance practice nurse as a member of the profession is emphasized. The student is introduced to theories from nursing, natural, social, biological and organizational sciences to frame their future practice. Further, the student considers issues of cultural diversity and competence to assure the delivery of culturally competent care and minimization of health disparities.

NU 543 Cultural Issues in Health Care Delivery **3 CH**

This course explores the various elements of culture and ethnicity that impact on the provision of health care and eventual acceptance of this care for individuals, families and communities. Issues such as time, communication, health beliefs, gender, and values are discussed and compared to the beliefs and practices of the American culture and current method of delivering health care. Several models for assessment of cultural and ethnic heritage are discussed.

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

This course, the first within the Family, Primary Care, and Community sequence, addresses selected family, primary care, and community theories within the context of advanced practice nursing and clinical leadership roles. The family system is viewed as both unique and dynamic, existing inter-dependently with the community and the environ-

ment and requiring advanced nursing expertise and caring at various times across the life cycle. Particular emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities.

Faculty collaborate with students as they apply advanced clinical knowledge to the family system in a community setting. Students function inter-dependently with other health team members in the care of families and evaluate a plan of care using standards for advanced clinical practice.

NU 551 (NU 451) Advanced Pharmacology **3 CH**

Focus is on the pharmacotherapeutic principles of drugs most commonly used in the primary care setting. Pharmacologic effects and clinical uses of various drug groups and classifications are discussed. Emphasis is placed on rational drug therapy for agent selection, monitoring drug therapies, identification and avoidance of adverse drug reactions and interactions, and extensive patient education and counseling.

This course meets the standards for advanced practice nurse certification in Connecticut.

NU 552 Advanced Health Assessment **3 CH**

This course prepares the learner to assess in-depth the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a thorough physical examination, and use acquired data to formulate a working medical diagnosis. Content is designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Integration of common medical testing is addressed.

The course assists in the socialization of the learner into the role of the advanced practice nurse in the current health care delivery system. The laboratory component enables the learner to develop advanced assessment skills.

NU 553 Advanced Pathophysiology 3 CH

This course further prepares each student to assess in-depth the pathophysiology of common disease states. Clinical pathology content addresses alterations in major body systems that are commonly found in the primary care settings, as well as common testing used in the diagnostic process. This course assists the student in the role of advanced practice nurse with the preparation to assess clients across the lifespan.

NU 560 Primary Care I: Women and Children in the Family 6 CH

The first of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in emerging families and their members. Emphasis is placed on the educational and coaching role components of the nurse practitioner as well as on the direct provision of primary care.

The application of family and primary care theory into supervised clinical practice is included and emphasized.

NU 575 Health Care Information Systems 3 CH

An introduction to health information systems as tools for decision making and communication in health care. This course builds on prior knowledge of systems theory and utilizes change theory and information processing theory to analyze, manage and evaluate health care information. Emphasis is also on the ability to utilize informa-

tion systems in the delivery of patient care and the exploration of the variety of tools available to assist in the analysis of quality care.

NU 576 Management of Financial Resources 3 CH

An overview of the budgeting process in the health care setting. This course explores the building blocks that are utilized to develop sound financial projections. The course also reviews and explores the health care system and the multiple payers and their impact on the financial picture of health care organizations. Emphasis is on the ability to utilize information systems in the development and ongoing analysis of financial data.

NU 582 Management of Home Health Care Agencies 3 CH

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

NU 583 Alternative Healing Modalities 3 CH

Examines holistic forms of healthcare that can add to the effectiveness of traditional allopathic care, including energy systems, art and imagery, and meditation. Implications for advanced practice nurses and nurse leaders will be included.

NU 588 Theoretical Basis of Teaching and Learning in Nursing Education 3 CH

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

NU 589 Curriculum Development and Evaluation in Nursing Education 3 CH

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

NU 599 Special Topics in Nursing 3 CH

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

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

This course studies the field of research and its relationship to problems related to nursing and health care. Each step of the research process is explored in-depth to develop the skills to apply research to practice. Students apply critical analysis to relevant research literature to determine its usefulness and application. Statistical methods and concepts are reviewed and integrated throughout the course to promote an understanding of those concepts within the context of health care research. Emphasis is on understanding the research process through proposal development.

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

This course builds on the content of Nursing Research Seminar I (NU 601/HA 650) and begins with principles inherent to a sound data collection and analysis, including both philosophical and pragmatic differences between qualitative and quantitative research. Content areas of substance include evidence-based practice, nursing theory in

research, statistical analysis from the prospective of application and critique, research utilization, and issues in nursing and health care research from a national perspective. Students critique research articles according to criteria and develop a project related to evidence-based practice.

NU 610 Patient Care Services Administration Practicum 6 CH

In this last course in the Nursing sequence for patient care services administration, students apply and analyze the theories, competencies and concepts of previous courses in a designated role practicum experience using a preceptor. They also apply theory to practice in seminar discussion and readings. The core role competencies for the patient care service administrator frame the course activities including managing client needs and expectations and marketing, managing human resources, managing financial resources, assessing quality and managing information, visioning and strategic planning, and designing care management systems. Leadership strategies for accomplishing this work are explored. Current issues and trends in health care and patient care services are integrated within each topical area.

Students complete a capstone project that is a culminating experience beyond the required coursework. It represents the student's ability to formulate a project and implement it from start to finish using a combination of conceptual, technical and applied knowledge.

NU 611 Care Management and Resources Across the Continuum 3 CH

Reviews the basic approaches to care or case management and utilization in their evolution, driving factors, and contemporary roles within a variety of health care settings. The role of practice guidelines and key relationships among nursing roles and interprofessional team members is considered along with the contributions of technology and financial considerations.

NU 612 Disease Management and Outcomes Assessment

3 CH

Introduces the concept of disease management as an evolution of case management and explores the benefits of a comprehensive case and disease management program in selected settings. Health priorities, models of chronic illness and important concepts related to health status (including quality of life and functional status) are discussed. Research on the outcomes of case and disease management is covered along with strategies for identifying and measuring outcomes of care.

NU 613 CNL Role Immersion Practicum

6 CH

This 6-credit course provides the opportunity for in-depth analysis of the CNL role within various health care settings and specialties through a guided role immersion practicum experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research and evidence-based practice and health care systems occurs through clinical role practice, case studies, and student presentations. A team of preceptors provides guidance and support as CNL students identify and enact the role components of the CNL role while analyzing the organizational context for this new role.

NU 620 Primary Care II: Adult Health in the Family

6 CH

The second of three clinical courses designed to enable graduate students to learn problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in adult families and their members. Emphasis is on the consultation role component of the nurse practitioner as well as on the direct provision of primary care.

NU 630 Primary Care III: Chronic Illness in Families

9 CH

This final clinical course enables graduate students to learn those diagnostic and management skills necessary to be effective in the role of family nurse practitioner. Class content emphasizes problems commonly found in aging families and topics especially important to primary care management. Implementation and synthesis of the role are addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities and collaborative relationships. Future trends in advanced nursing practice are explored. The application of advanced nursing practice theory into supervised clinical practice is included and emphasized.

NU 640 Nursing Education Role Practicum

4 CH

In this last course in the nursing sequence for the certificate in Nursing Education, students apply and analyze the theories, competencies, and concepts of the two previous courses in a designated role practicum experience using a preceptor. Students are required to spend time with a preceptor in a college or staff development site. Further, students apply theory to practice in seminar discussion and readings. Current issues and trends in health care and nursing are integrated within each topical area.

Occupational Therapy

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Master of Science in Occupational Therapy (MSOT)

Sacred Heart University's Graduate program in Occupational Therapy is for persons with a bac-

calaureate degree in a field other than Occupational Therapy. The program prepares students for entry-level clinical practice and develops beginning skills in leadership and research in Occupational Therapy. The University's program design is highly unique, with its curriculum utilizing a systems and developmental approach; strongly reflecting a philosophy of humanism, service to others, and community-based practice.

The curriculum follows the Problem-Based Learning (PBL) model of teaching and learning. PBL utilizes small group tutorials where students solve clinical problems through self-directed and peer group study, research, and discussion to integrate a theoretical and foundational knowledge base into the application of Occupational Therapy assessment and intervention strategies and skills. In this manner, students engage actively in and develop clinical reasoning skills requisite to team collaboration, leadership, and evidenced-based practice. PBL provides students with skills in self-directed lifelong learning fundamental to professional practice.

Graduates are well prepared to plan and implement assessment and intervention strategies based on the best available research evidence and best practices.

The curriculum also incorporates fieldwork education and community-based practice opportunities, where students actively use clinical reasoning to design assessment and intervention strategies. Opportunities to develop skills in leadership, supervision and management, research, and entrepreneurship are incorporated throughout the curriculum. Students are provided with a strong educational background to address the physical, cognitive, emotional, social, and spiritual needs of their clients and design occupation-based interventions which enable clients to participate optimally in their lives, work, school, play, home, society, and community.

Completion of the program requires two calendar years including summers. The program consists of four academic semesters plus 24 weeks of full-time supervised clinical fieldwork. Course of study is full time, with classes scheduled primarily during the day. Level I fieldwork experiences are integrated into the class schedule throughout the academic year. Level II fieldwork experiences are full time for two, 12-week time periods with hours determined by the clinical site. A limited number of part-time seats are available for adult students who are not able to attend the graduate program on a full-time basis. Admission criteria for the part-time program are the same as for the full-time program with one addition: applicants must have a minimum of one year of full-time employment, or equivalent, post their baccalaureate degree. The part-time program can be completed in a 3-year sequence with classes scheduled with the full-time cohort.

Objectives of the Curriculum

The four core learner competencies are:

1. Utilize critical thinking and clinical reasoning skills to further knowledge of occupational science concepts and efficacy of occupational therapy practice, research, and education.
2. Utilize evidence-based and best practice in occupational therapy assessment and intervention in all practice areas.
3. Engage in and plan for self-directed, life-long learning and professional development.
4. Demonstrate skills in team collaboration and leadership.

In addition to these four core competencies, the program's objective is to prepare students to master entry-level practice skills and develop beginning-level skills in leadership and research in occupational therapy. Graduates of the program will demonstrate the ability to:

- Develop a theoretical foundation for professional practice, drawing from a wide variety

of disciplines including physical and biological sciences, medical sciences, psychology, social sciences, arts and humanities, and education.

- Appreciate and understand the multicultural and multicontextual diversity of our client base.
- Approach clients and populations utilizing a client-centered, holistic and humanistic approach, incorporating biological, psychological, socio-cultural, sensory, cognitive, economic, lifestyle, and family considerations throughout the assessment and intervention process.
- Appropriately apply foundational sciences and theoretical principles to facilitate outcomes of occupational therapy including function, occupational performance, health and well being, and quality of life in the context of the person's or population's natural environments.
- Utilize principles of meaningful occupation in all assessment and intervention strategies.
- Uphold ethical standards, values and attitudes, and practice in a safe, legal and ethical manner in all interactions with clients, families and caretakers, other professionals and the public.
- Determine the need for occupational therapy services for an individual person or population, or for referral to other professionals
- Determine the appropriate assessment, intervention and outcome strategies for a client or population in need of occupational therapy services that are within the domain and scope of occupational therapy practice.
- Plan and utilize skills in occupational therapy assessment, intervention and outcomes including referral, evaluation, intervention, reevaluation, discharge and follow up.
- Utilize evidence based practice skills and the principles of occupation in all interventions including the establishment and restoration of skills or abilities, maintenance of performance capabilities, compensation and adaptation strategies and technology, environmental/task modifications, education of family and caregivers, disability prevention and promotion of health, well being and quality of life.
- Critically appraise and synthesize information presented in the professional literature, tests and measurements, and research, in order to read, interpret and be an effective consumer of and participant in research and evidence based practice.
- Work within a variety of traditional and non-traditional service delivery models and systems where occupational therapists currently practice.
- Develop proactive entrepreneurial skills and abilities to enter new arenas of practice through assessing and identifying populations in need of service, designing program plans, marketing strategies and program evaluation methods.
- Develop and participate in beginning level professional research, from inception of a research question to the presentation of final results in a format appropriate for professional publication and or presentation.
- Engage in and plan for life-long learning and professional development to maintain one's level of skill consistent with current standards.
- Participate in professional service activities for the benefit of others, the greater community, the profession and one's self.
- Utilize leadership, administrative, and super-

visory skills in developing collaborative and cooperative relationships with occupational therapy assistants, other professionals, caregivers, families and community agencies/organizations.

- Utilize strong clinical reasoning skills in determining the need for, prioritizing, selecting and designing occupational therapy assessment and intervention plans based on the best available research evidence.
- Demonstrate awareness of the laws, legal issues, health care policies, trends, educational laws and social policy issues as they influence the profession of occupational therapy, the individual professional, practice and consumers.

Admission Requirements

Students entering the program must have completed a baccalaureate degree in a field other than Occupational Therapy and must have completed the required 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 prerequisite coursework.

Students are admitted into the program on a competitive basis. Applicants must submit all materials for admission consideration by December 15 for early application or by January 15 for regular application (or the date published by the Graduate Admissions Office) for the incoming fall class.

Application materials must include:

- a graduate admissions application form and supplemental sheet;
- two letters of recommendation (one from an academic source, one from an employer or volunteer supervisor);
- official transcripts of all previous college or university study;
- a nonrefundable application fee;
- volunteer/work experience in the health care field with specific knowledge of Occupational Therapy is highly recommended; and
- up-to-date certificate of Professional Rescuer Level CPR is required by the time the student enrolls in the program.

Admission criteria include:

- completion of a Bachelor of Arts or Bachelor of Science degree from an accredited college or university;
- Occupational Therapy prerequisite courses grade point average (GPA);
- undergraduate GPA;
- letters of recommendation;
- knowledge and experience relevant to Occupational Therapy;
- individual and or PBL group interviews with the Occupational Therapy admissions committee; and
- essay/writing sample (to be completed on site the day of the interview); and
- Access to a computer loaded with the Professional Edition of Microsoft Office software, a printer, high speed Internet (DSL or Broadband), e-mail and word processing skills are required for the program. If you do not have a laptop, you may rent one through Sacred Heart University. Registered, full-time students who have their own laptops may obtain updated Microsoft Word software through Sacred Heart's factory help desk located on the Cambridge campus; however, Sacred Heart University is not responsible for any compatibility issues that may arise between the laptop and software nor will it service and/or support the laptop. Students are expected to be skilled in Internet library database searches, Internet searches and the use of e-mail, including sending and opening attachments. Students are expected to be competent in PowerPoint and

word processing in Microsoft Word including the use of tables, grammar, and spell check, and basic formatting. All assignments must be word processed. (See <http://www.sacred-heart.edu/pages/2140> for a full description of the University's laptop program.)

The options for program decision are classified into two categories: Early Decision and Regular Application Decision. Early Application Decision is for entering Freshman and/or Sacred Heart University Senior-year students who have completed the prerequisite coursework in Biology with laboratory, Human Anatomy and Physiology I with laboratory, Statistics, Psychology, and at least one additional prerequisite course. Regular decision is for Senior-year students, internal or external to the University, and adult students.

Early Application Options

Option One: Entering Freshman

Early Program Decision Option requirements for entering Freshman include:

1. successful completion of four years of Science, and two of the following three criteria:
2. high school GPA of 3.2 or higher in academic courses (Math, Science, History, English and Language);
3. SAT scores of 1100 or higher; and
4. rank in the top 30% of their high school class; and

Entering Freshman who meet Early Program Decision Option criteria will have a seat reserved in the graduate Occupational Therapy program contingent upon successful completion of all prerequisites and an undergraduate major, maintenance of a 3.0 GPA throughout Sacred Heart University tenure, completion of a graduate admission application by December 15 of their Senior year, and an interview with the Occupational Therapy Admissions Committee.

Option Two: Senior Year, Fall Term

For Sacred Heart University undergraduate students and for students attending universities with whom Sacred Heart University has negotiated articulation agreements, there is an opportunity to apply for Early Program Decision following the completion of specific prerequisites based on Sacred Heart University credentials. Application deadline is December 15.

Senior Early Decision Program Option requirements include:

1. submission of a completed graduate admission application and applicable fee by the application deadline established by the Office of Graduate Admissions;
2. official transcripts from all colleges and universities attended;
3. two letters of recommendation (one from an employer or volunteer job supervisor, one from an academic source);
4. a GPA of 3.0 or better and prerequisite GPA of 3.0 or better; and
5. interview with the Occupational Therapy Admission Committee, which will include participation in a group problem-based learning experience.
6. Successful completion of prerequisite coursework in Biology with laboratory, Human Anatomy and Physiology I with laboratory, Statistics, Psychology, and at least one additional prerequisite course.

Seniors who meet the Early Program Decision Option criteria will have a seat in the Occupational Therapy program reserved contingent upon maintenance of a 3.0 GPA throughout their University tenure, successful completion of all prerequisites and an undergraduate major, and an interview with the Occupational Therapy Admissions Committee.

Regular Application Option

Option 3: Senior Year, Spring Term

For students who do not wish to apply for Early Program Decision or who do not meet the criteria, or, who are applying from universities other than Sacred Heart University. The application deadline is January 15 or the date published by Graduate Admissions for the incoming fall class.

Requirements for Regular Decision Options include:

1. successful completion of all prerequisite courses with a GPA of 3.0 or better;
2. overall GPA of 3.0;
3. submission of a completed graduate admission application and applicable fee;
4. official transcripts from all colleges and universities attended;
5. two letters of recommendation (one from an academic source, one from an employer or volunteer supervisor);
6. relevant experience in the health care field; and
7. interview with the Occupational Therapy Admissions Committee, which will include participation in a group problem-based learning experience.

Adult Student Application Option and Applicants to the Part-time Program

Option 4: Adult Students Who Have Already Obtained a Baccalaureate Degree or Adult Students Who Wish to Select the Part-time Program Option

Open admissions are maintained for applicants who have already obtained a baccalaureate degree in a field other than Occupational Therapy. Although application deadlines and admissions criteria are flexible to accommodate the unique needs of adult applicants, it is suggested that mate-

rials be received as close to the January 15 deadline as possible. Admissions into the program are contingent upon available seats.

The part-time program is open to adult students who have obtained a baccalaureate degree and who have at least one year of full-time employment, or its equivalent, post-baccalaureate degree. Enrollment is limited to five part-time students per entry class.

Requirements for admission include:

1. completion of a baccalaureate degree;
2. official transcripts from all colleges and universities attended;
3. overall GPA of 3.0 and a prerequisite GPA of 3.0 or better;
4. two letters of recommendation from employers or supervisors;
5. resumé outlining work experience and significant continuing education courses;
6. interview with the Occupational Therapy Admissions Committee, which will include participation in a group problem-based learning experience (conducted in spring or early summer only);
7. submission of a completed graduate admission application and applicable fee; and
8. completion of prerequisite courses:
 - Prerequisite courses in Statistics and Human Anatomy and Physiology I and II must have been completed within the past 10 years.
 - Alternative courses and CLEP tests for prerequisite courses in psychology, sociology, and life span development may meet prerequisite criteria. Applicants must submit CLEP test results and catalog course descriptions or other relevant documentation to the Occupational Therapy program director who will determine if the alternative course/CLEP meets prerequisite requirements.

For all applicants: Prerequisite courses in Diversity/Multicultural studies and in Ethics may be taken concurrently with the Occupational Therapy program but must be successfully completed before the student begins their second level II fieldwork experience

Continuous Enrollment Policy

Graduate students in the master's degree program in Occupational Therapy must maintain continuous enrollment in the program. Students who need to take a leave of absence from the program must apply, in writing, to the program director. A maximum of one 12-month leave of absence may be granted upon review of the student's request. As the program is a "lock-step" curriculum, students must reenter the program following a leave of absence in the required curriculum sequence. If a request is denied, or if students fail to enroll for their next consecutive trimester in the program, the student must apply for readmission. The application for readmission must be submitted to the Office of Graduate Admissions. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission.

Program Accreditation

The Occupational Therapy program is fully accredited under the "Standards for an Accredited Educational Program for the Occupational Therapist—2006" by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). For information about accreditation, contact ACOTE at AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone: (301) 652-2682; web address: www.aota.org. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of

this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure in order to practice; however, 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 background and/or substance use checks as well.

Degree Requirements

The program consists of four academic semesters plus 24 full-time weeks of supervised clinical fieldwork, and includes summers. Completion of the program requires two full calendar years. The completion of the part-time program requires three calendar years plus three months and includes summers. The course of study is full-time, with classes scheduled primarily during the day. The part-time program can be completed in a 3-year sequence with classes scheduled with the full-time cohort. Level I Fieldwork experiences are integrated into the class schedule during the academic year. Level II Fieldwork experiences are full-time for two, 12-week time blocks, with hours determined by the clinical site. Students should note that all level II fieldwork must be completed within 24 months of completion of coursework. The program includes a capstone research project and poster presentation and defense to be completed prior to graduation. This course of study leads to preparation for national certification and state licensure as an Occupational Therapist.

Prerequisite Courses

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

Life Span Development or Developmental Psychology (Content must include the entire life span, from birth to old age) 3–9 credits	OT 571	Introduction to Occupational Therapy: OTPF, Models and Frames of Reference	2 credits
Sociology 3 credits	OT 573	Health Care and Professional Foundations I: Professional Guidelines	2 credits
Statistics (Content must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing) 3 credits*	OT 612	Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and Elderly	11 credits incl. 1 credit level I FW
Interpersonal Communication, Group Dynamics or Family Dynamics 3 credits	OT 614	Occupational Therapy Assessment and Intervention in Mental Health	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**	OT 623	Professional Interaction Skills: Groups	3 credits
Ethics, Bioethics or Medical Ethics 3 credits**	OT 625	Leadership and Administration in Occupational Therapy	3 credits
Recommended Electives	OT 651	Research III	2 credits
Physics with lab 4 credits	OT 653	Research IV	5 credits incl. 1 cr. field research
Neuroscience 3–4 credits	OT 655	Capstone Research Project	3 credits
*Must have been taken within the past 10 years.	OT 671	Health Care and Professional Foundations II: Health Care Policies and Law	2 credits
**May be taken concurrently with the program but must be completed before beginning the second level II Fieldwork experience.	OT 673	Health Promotion/Roles in the Community	3 credits incl. 1 credit level I FW
Required Courses	OT 691	Level II Fieldwork: 12 weeks of full-time equivalent of supervised clinical affiliation	4 credits
OT 512 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention I: Infancy, Childhood and Early Adolescence	OT 693	Level II Fieldwork: 12 weeks of full-time equivalent of supervised clinical affiliation	4 credits
11 credits incl. 1 credit level I FW	OT 699	Independent Study in Occupational Therapy	1–3 credits (Optional; by permission of the program chair and academic advisor only)
OT 514 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention II: Late Adolescence and Adult			
11 credits incl. 1 credit level I FW			
OT 521 Professional Interaction Skills I: Individuals, Families and Supervision			2 credits
OT 551 Research I			3 credits
OT 553 Research II			2 credits
	Total		76 credits

Course Descriptions

OT 512 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention I: Infancy, Childhood, and Early Adolescence

11 CH

incl. 1 credit level I FW

This course examines the biological, psychological, medical, and social sciences that serve as a basis for occupational therapy assessment and intervention in current practice with infants, children, and early adolescents. In addition, pediatric human development, foundational sciences, and spirituality, as it relates to meaningful occupations, are explored. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. Students have opportunities to develop and practice skills in pediatric occupational therapy assessment and intervention incorporating clinical reasoning, evidence-based practice, and client and family-centered perspectives. Documentation and the development of intervention plans including the application of occupational therapy frames of reference to clinical cases are emphasized. Learning formats include problem-based learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

OT 514 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention II: Late Adolescence and Adult

11CH

incl. 1 credit level I FW

This course examines the biological, psychological, medical, and social sciences that serve as a basis for occupational therapy assessment and intervention in current practice with older adolescents and adults. In addition adolescent and adult

human development, foundational sciences, and spirituality, as it relates to meaningful occupations, are explored. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. Students have opportunities to develop and practice skills in occupational therapy assessment and intervention incorporating clinical reasoning, evidence based practice, and client and family-centered perspectives. Documentation and the development of intervention plans including the application of occupational therapy frames of reference to clinical cases are emphasized. Learning formats include problem-based learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

OT 521 Professional Interaction Skills I: Individuals, Families, and Supervision

2 CH

This course, designed with lecture and experiential components, enables students to gain knowledge of, and practice professional interaction skills that occupational therapists use when working with diverse populations of individuals, families and, other professionals. This course is designed to facilitate the emergence of self-knowledge as a foundation for professional interactions. This course reviews diversity issues, including race, social class, ability, ethnicity, religious/spiritual beliefs, gender roles and sexual identity as they affect the occupational therapist's values and interactions. Individuals' and families' values as they affect the functioning, meaning of occupation, occupational choices, and participation in a person's life are studied in depth. Students also explore roles and responsibilities of the supervisory relationship. Supervisory models and styles of learning and teaching are introduced. Students

develop a supervision plan suited to their own and their supervisor/supervisee's teaching and learning style. Learning formats include seminars, group activities and structured experiences.

OT 551 Research I **3 CH**

This course introduces the use of evidence-based practices. Students develop skills in finding, critically analyzing, and appraising research evidence. They begin to learn how research evidence can be incorporated into clinical problem solving, clinical decision-making, and practice, and begin to bring these skills into practice in the context of PBL tutorials and class exercises. They develop the critical thinking skills and learning necessary to function as a consumer of research. Students investigate, gather, analyze, and synthesize scholarly literature relevant to occupational therapy. Students gain a basic understanding of methodological and statistical information presented in the literature and in standardized instruments and will develop the ability to analyze and contrast them in the context of research and practice. Students learn to produce critically appraised topics and EBPs on a variety of research topics. By comparing and analyzing articles, students develop the ability to identify articles and research designs in a multiplicity of international databases, which are theoretically and methodologically sound and evaluate their appropriateness to evidence based practice. Students select a topic for their capstone research project in collaboration with faculty lines of research inquiry in an area of OT practice.

OT 553 Research II **2 CH**

Students perform a literature review, develop a research question, and consider preliminary methodology for their capstone research projects. Students also be introduced to professional writing for publication and the submission guidelines of a variety of professional journals.

OT 571 Introduction to Occupational Therapy: OTPE, Models and Frames of Reference **2 CH**

The science of occupation as the foundation for occupational therapy practice and centrality of occupation for the person's participation, overall health and well being are explored. The definition of occupational therapy and the Occupational Therapy Practice Framework are introduced and examined for their integration into practice. Differentiation among occupation, activity and purposeful activity is explored in depth along with activity/task/occupational analysis. Theoretical models and occupational therapy frames of reference are introduced and reviewed for application to practice using case examples from occupational therapy practice.

OT 573 Health Care and Professional Foundations I: Professional Guidelines **2 CH**

The Official Documents of AOTA, including the Code of Ethics, Core Values and Attitudes, and various position papers are studied and applied to practice. Specific topics covered in this course include professional ethics, collaborative and supervisory responsibilities between occupational therapists and occupational therapy assistants, and functions of and participation in international, national, state and local occupational therapy associations. OT-OTA collaboration, personnel management, team management and participation and leadership roles in health care systems and the profession are also be discussed. Students examine their own ethical values as they interact with the ethics of the profession and leadership practices. The inter-relationship between AOTA guidelines, NBCOT standards and state licensure are reviewed. The assumption of individual responsibility in continued professional development as a lifelong learning process to maintain competency in practice is emphasized. Students also begin to explore their ongoing professional responsibil-

ities in providing fieldwork education and supervision. This is an online/hybrid course.

OT 612 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and the Elderly

11 CH

incl. 1 credit level I FW

This course examines the biological, psychological, medical, and social sciences that serve as a basis for occupational therapy assessment and intervention in current practice with older adults and the elderly. Geriatric human development, foundational sciences, and spirituality, as they relate to meaningful occupations, are explored using a case-based, PBL format. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life span are studied for their affect on occupations and the ability of clients to participate in their lives and meaningful life contexts. In addition to assessment and intervention, students have opportunities to develop and practice skills in occupational therapy reassessment, consultation and education of caregivers, documentation of ongoing progress, and the development of intervention plans through discharge and follow-up. Incorporation of clinical reasoning, evidence-based practice, and client and family-centered perspectives is expected as demonstrated through oral and written assignments. Documentation and the development of intervention plans, including the application of occupational therapy frames of reference to clinical cases, are emphasized. Learning formats include problem-based learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

OT 614 Occupational Therapy Assessment and Intervention in Mental Health

3 CH

This course examines the role of occupational

therapy in psychosocial practice including the range of service delivery models such as acute care, day treatment, transitional living, vocational rehabilitation, forensic psychiatry, school-based psychosocial practice, home health, wellness and prevention, and psycho-geriatrics. Psychosocial diagnoses, models/frames of reference, assessment, and intervention programs including individual and group delivery methods are covered. The current evidenced-based intervention methods is researched and reported in C.A.T. assignments. Students participate in a 6-hour per semester laboratory experience in the local community to practice interviewing, assessment, and group leadership skills in the field.

OT 623 Professional Interaction:

Groups

3 CH

Students study the elements of groups: leadership, group membership and roles, and communication patterns during group processes. The basic assumptions, regarding systems work with groups from an OT perspective are covered to prepare for a future role as entrepreneur of emerging OT practice arenas. Particular attention is on developing observation skills of these elements such that documentation and reflection can occur and provide deeper insight and meaning to the group leader/therapist. Readings are done to understand the design and implementation of groups for occupational therapy evaluation and intervention throughout the life cycle. Groups for support, evaluation, intervention, and education and are included. Small group laboratory experiences are used to illustrate the stages of group process and study the elements affecting a group's cohesiveness. Students design and lead intervention groups in their community as well as observe them and document their learning.

OT 625 Leadership and Administration in Occupational Therapy

3 CH

This course uses the formats of lecture, seminar,

collaborative group work, problem-based learning, and presentations to study leadership, supervision and management in health care contexts and organizations. This course provides the knowledge and opportunities to practice critical and ethical reasoning, and skills for organizational analysis, leadership, management, and supervision. The course introduces organizational theory, including structures, culture and contingency theory. Leadership and management are examined in detail, including leadership theories, budgeting, marketing and strategic planning. Students practice the application of leadership, organizational, and supervisory theories to leadership and management situations and decisions. Students also apply the processes of self-assessment and portfolio development for professional development planning and AOTA specialty and Board Certification processes. Evidence-based processes are used to find and evaluate research evidence and relevant sources of data and information to determine the best course of action in management, supervisory and leadership situations and cases.

OT 651 Research III 3 CH

Students study a variety of quantitative and qualitative research designs and methodologies and design and complete their proposals for the capstone research project in collaboration with faculty advisors and peer groups. This course culminates in the submission of the proposal to the Sacred Heart University Institutional Review Board for review.

OT 653 Research IV 5 CH
incl. 1 credit field research

Students implement and complete their capstone research project. Students will spend time in the field conducting their research and schedule ongoing advisement with their faculty project advisor(s). Statistical and qualitative data analysis are highlighted as well as professional writing. This course includes in-person workshops and advisement.

OT 655 Capstone Research Project 3 CH

Students complete their capstone research projects which will be held prior to students leaving for their level II fieldwork experience. Students create and present a research poster and finalize their Capstone paper. The Capstone presentation will be in a poster format and meets criteria appropriate for submission to the AOTA publication guidelines. A successful oral defense with a poster presentation of the capstone research is required for graduation. Students schedule ongoing advisement and timelines with major project advisor. Students requiring additional time to complete the Capstone research project will pay tuition at a rate of 1.5 graduate credits per semester for continued research advisement. This is a hybrid course and includes online formats, in-person workshops, and advisement.

OT 671 Health Care and Professional Foundations II: Health Care Policies and Law 2 CH

This course explores legal, social, educational, and health care policies as they affect the practice of OT. Constructs governing practice and reimbursement are examined, including IDEA and ADA. International classifications of diseases, and functioning, disability and health, along with reimbursement codes, are reviewed to provide students with the tools for professional documentation for accountability and reimbursement. Identification of local, national, and international vehicles for advocacy in the arena of health care policy and law is emphasized and encouraged. This is an online/hybrid course.

OT 673 Health Promotion/Roles in the Community 3 CH
incl. 1 credit Lab

Students complete a needs assessment of a community population and develop a community-based program. Lab experience is community based, and includes gathering the data needed for

the needs assessment, communicating the results to stakeholders, and program implementation and evaluation. The experience is designed to give students the proactive entrepreneurial skills needed to identify and work in community based and emerging arenas of practice. The course also examines the theoretical models of community-base practice and health promotion including consultation, resilience and prevention. The course utilizes day-long workshops, laboratory, advisement, and online formats.

OT 691 Level II Fieldwork **4 CH**

12 weeks of full-time equivalent supervised fieldwork education. Hours are usually 40 hours per week, with specific hours determined by the fieldwork site. Students arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

OT 693 Level II Fieldwork **4 CH**

12 weeks of full-time equivalent supervised fieldwork education. Hours are usually 40 hours per week, with specific hours determined by the fieldwork site. Students arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

OT 699 Independent Study in Occupational Therapy Intervention (optional) **1–3 CH**

Must have the approval of program chairperson and academic advisor. Independent project exploring a selected aspect of occupational therapy practice.

Physical Therapy

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Doctor Physical Therapy (DPT)

The University's Doctoral Program in Physical Therapy prepares students for professional prac-

tice as general practitioners who demonstrate self-directed, ongoing learning, competency in clinical practice, a commitment to the application of professional skills and knowledge in service to others.

The program's curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient problems that students study, discuss and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students, and supports the use of peers in learning and problem solving.

Clinical education includes part-time, integrated experiences in each of the academic semesters, and full-time clinical education in the summers following the first and second years of study and the final semester of the academic program. Clinical education totals 38 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.

Goals and Objectives

The graduate of the Program in Physical Therapy at Sacred Heart University will demonstrate the ability to:

- Practice in an ethical, legal, safe, caring and effective manner.
- Screen individuals to determine the need for physical therapy examination or for referral to other health professionals.
- Determine in any patient with physical dysfunction a diagnosis that is within the scope of physical therapy.
- Design and manage a comprehensive physical therapy plan of care.
- Apply concepts and principles of manage-

ment in the provision of physical therapy to individuals, organizations and communities.

- Apply concepts of teaching and learning theories in designing, implementing and evaluating learning experiences used in the education of patients, students, colleagues and the community.
- Apply basic principles of the scientific method to read and interpret professional literature, to participate in clinical research activities, and to critically analyze new concepts and findings.
- Design and implement cost-effective physical therapy services.
- Plan and implement programs designed to promote and maintain health and wellness.
- Use current information management technologies in the delivery of physical therapy services and analysis of data when indicated.
- Demonstrate effective verbal, nonverbal and written communication skills.
- Reassess and modify treatment and service outcomes.
- Plan for future professional development to maintain a level of practice consistent with acceptable standards.
- Participate in developing methods to meet the physical therapy needs of society.
- Serve as consultants to individuals, colleagues in physical therapy, other health professionals, organizations and the community.
- Participate in personal and professional service activities for the betterment of self, others and the greater community.
- Appreciate the significance of biological, psychological, cognitive, social and cultural factors as it relates to the provision of physical therapy services to patients, families, other health professionals and the community.
- Examine, evaluate and interpret the results of history and clinical findings in order to diag-

nose clinical problems within the scope of physical therapy practice.

- Synthesize the findings from laboratory and diagnostic tests, including radiologic assessments, in order to arrive at a diagnosis and prognosis for rehabilitation.
- Differentiate from history and diagnostic findings relevant information which should result in a referral to another practitioner.
- Utilize advanced clinical measurement instrumentation, where appropriate, in order to diagnose and intervene in patient/client clinical problems.
- Participate in program development and evaluation.
- Be prepared to practice as a primary care provider for clinical problems within the scope of physical therapy practice.
- Be prepared to evaluate the health of communities and populations.
- Be prepared to facilitate the health and wellness of communities and populations through clinical interventions, health promotion strategies, and advocacy.

Admission Requirements

Students entering the program must have completed an undergraduate degree in the discipline of their choice. In the case of Sacred Heart University undergraduates, undergraduate study in biology, exercise science, or psychology may be completed in three years, followed by three years of graduate study. Students also must have completed the necessary course prerequisites by the end of the Summer semester prior to enrollment and have no more than two courses outstanding at the time of application.

Students are admitted to the program on a competitive basis. Applicants must submit all materials for admission consideration by January 15 (or as published by the Graduate Admissions Office) for the incoming Fall class.

Application materials must include:

- a graduate admissions application form;
- two letters of recommendation (one from an academic source and one from an employment/volunteer source);
- complete official transcripts of all previous college or university study; and
- a nonrefundable application fee.

Admission criteria include:

- physical therapy prerequisite courses grade point average (GPA);
- undergraduate GPA;
- letters of recommendation;
- relevant activity in the health care field; and
- individual and group interviews with the Physical Therapy admissions committee.

Degree Requirements

The program is a three-year (six semesters plus eight weeks of clinical education in the first summer and ten weeks in the second summer) course of study offered on a full-time basis only, to allow for the professional socialization of the student and the integration of coursework. This program leads to preparation for licensure as a physical therapist.

Prerequisite Courses

BI 111, 112 Concepts in Biology I and II	6 credits
BI 113, 114 Concepts in Biology Laboratory I and II	2 credits
BI 131, 132 Human Anatomy and Physiology I and II	6 credits
BI 133, 134 Human Anatomy and Physiology Laboratory I and II	2 credits
CH 151, 152 General Chemistry I and II	6 credits
CH 153, 154 General Chemistry Laboratory I and II	2 credits
MA 131 Statistics for Decision Making	3 credits

MA 140 Precalculus (or above)	4 credits
PY 111, 112 General Physics I and II (or above)	6 credits
PY 113, 114 General Physics Laboratory I and II	2 credits
Two psychology electives	6 credits
Total	45 credits

Required Courses

Semester		Credit
Year 1, Semester 1		
PT 611	Structure and Function I	7 credits
PT 621	Examination and Documentation I	4 credits
PT 631	Evaluation-Intervention I	6 credits
Semester Total		17 credits
Year 1, Semester 2		
PT 612	Structure and Function II	7 credits
PT 622	Examination and Documentation II	5 credits
PT 632	Evaluation-Intervention II	4 credits
Semester Total		16 credits
Summer		
PT 740	Professional Practice	1 credit
PT 651	Clinical Experience I	4 credits
Year 2, Semester 1		
PT 713	Structure and Function III	7 credits
PT 723	Examination and Documentation III	4 credits
PT 733	Evaluation-Intervention III	3 credits
PT 741	Professional Practice II	2 credits
PT 743	Grand Rounds I	2 credits
Semester Total		18 credits
Year 2, Semester 2		
PT 714	Structure and Function IV	6 credits
PT 724	Examination and Documentation IV	3 credits
PT 734	Evaluation-Intervention IV	3 credits
PT 744	Grand Rounds II	3 credits
PT 760	Special Project I	3 credits
Semester Total		18 credits

Summer

PT 752 Clinical Experience II 5 credits

Year 3, Semester 1PT 825 Contemporary Practice in
Physical Therapy 9 credits

PT 845 Professional Practice III 4 credits

PT 861 Special Project II 4 credits

Semester Total 17 credits

Year 3, Semester 2

PT 853 Clinical Experience III 6 credits

PT 854 Clinical Experience IV 6 credits

Semester Total 12 credits

Program Total 108 credits

Clinical Education

The curriculum includes 21 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summers following the first and second years of study and during the entire sixth semester of the program. Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings.

The DPT program is affiliated with more than 300 clinical facilities representing a wide range of practice settings, located predominately in the northeastern United States, but include sites across the country. Each site must have a formal contractual relationship with the University that includes a description of the responsibilities associated with clinical education. The University supervises the student's clinical education experience through communication with the clinical instructor on site, written student performance evaluations and on-site visits as may be necessary.

Students should anticipate the additional costs of clinical education in the curriculum, including travel, housing, meals and living expenses. In some cases, clinical sites may provide some assistance for expenses such as housing. Planning for

clinical education is done through the DPT program by the academic coordinators of clinical education (ACCEs). Students will receive individual advisement regarding clinical education planning. Students will be asked to make clinical education placement requests; however, final placement decisions are the responsibility of the ACCEs.

Program Accreditation

The Physical Therapy program was initially accredited by both the Connecticut Department of Higher Education (CTDHE) in 1998 and the Commission on Accreditation of Physical Therapy Education (CAPTE) in 1999. In 2003, both agencies approved transition of the program to the Doctor of Physical Therapy (DPT) degree. The program was recognized in these accreditation proceedings for several strengths, including the high quality of its curriculum, the exceptional qualifications of its faculty and for the level of University support provided to the program.

CAPTE accreditation is an ongoing process for all PT programs. The PT program at Sacred Heart University received continuing accreditation in 2005 with the next CAPTE accreditation review occurring in 2014.

Course Descriptions**Year 1, Semester 1****17 CH****[25.25 hrs/wk]**

This semester focuses on the patient with movement dysfunction primarily due to musculoskeletal problems. While PT 611 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, co-requisite to each other. The structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of

description. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that will serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience will have an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence.

PT 611 Structure and Function I 7 CH

This tutorial-based course covers the structure and function of the normal and impaired musculoskeletal system. Normal anatomy and biomechanics are examined in the context of patient cases with common musculoskeletal problems to understand the tissue and organ stressors (including environmental interaction, aging, and disease processes) that result in physiological responses that may then lead to or exacerbate pathology, impairment or dysfunction. [Format: 2 3-hour tutorials, and 2 large group discussions (75 minutes) each and 1 2-hour laboratory per week.]

PT 621 Examination and Documentation I 4 CH

This course presents conceptual models for clinical decision-making and expert practice for patients presenting with musculoskeletal dysfunction. Students are introduced to psychosocial, psychomotor, and communication aspects of interacting with patients and their families. Using tutorial-based cases, basic concepts in patient data collection from the patient interview to clinical tests and measurements of the musculoskeletal system are presented, including assessment of: range of motion, joint integrity and mobility, pain, basic muscle performance, posture, body mechanics and observational gait analysis. Students are introduced to the concepts of evidence-based practice, with emphasis on principles necessary to understand patient impairment, functional outcome and disability data, measurement characteristics

of and rationale for choices among available tests and measures, and strengths and limitations of using data to draw conclusions about individual patients or patient groups. Parameters of patient documentation as a data management tool and form of professional communication are initiated. [Format: 2 2.5-hour laboratories and 1 large group discussion per week (75 minutes each).]

PT 631 Evaluation and Intervention I 6 CH

This course includes interpretation and implications of patient history, patient goals and examination data, including diagnostic imaging, to evaluation of the patient with musculoskeletal problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions. The intervention options, the physiologic rationale, implications and evidence for choices in the context of tutorial cases are discussed for impairment-level problems with strength, range of motion, inflammation and pain. Implications of pharmacologic use and interactions on the musculoskeletal system and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 2 large group discussions (75 minutes each) and 2 3-hour labs per week.]

**Year 1, Semester 2 16 CH
[23.5 hrs/wk]**

This semester focuses on the patient with movement dysfunction primarily due to neurologic problems, although some cases include musculoskeletal problems to maintain continuity across semesters. While PT 612 serves as the tutorial course, each of the courses uses the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, corequisite to each other. Also included in this

semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence.

PT 612 Structure and Function II 7 CH

This tutorial-based course covers the structure and function of the normal and impaired neurological system. Anatomy of the central, peripheral and autonomic nervous systems is examined in the context of patient cases with common neurological pathology to understand the interactive effects of normal, pathological, developmental or age-related and environmental influences on movement (including motor planning, motor control and motor learning). [Format: 2 3-hour tutorials, and 3 large group discussions (75 minutes) each per week.]

PT 622 Examination and Documentation II 5 CH

Using neurologically involved patients from tutorial-based cases, principles of examination and patient data collection are expanded to include interview issues with and clinical tests and measurement options and rationales for assessing: attention, arousal, cognition, cranial nerve integrity, neuromotor development, reflex integrity, sensory integrity and motor performance. Handling skills for the more involved patient will be included, as will implications of findings for referral to other health care practitioners. Students continue to examine how to use evidence in practice by developing an understanding of and ability to analyze and independently interpret the range of issues affecting statistical and clinical inference in a published research, including individual studies, systematic reviews and clinical practice guide-

lines. [Format: 2 2.5-hour laboratories and 2 large group discussions per week (75 minutes each).]

PT 632 Evaluation and Intervention II 4 CH

This course includes interpretation and implications of patient history, patient goals and examination data, including diagnostic imaging, to evaluation of the patient with neurologic problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions for the patient with neurologic involvement with consideration of best available evidence. The intervention options and implications for choices in the context of tutorial cases are discussed, for example, for problems with balance, gait, and motor function. Gait analysis are used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the nervous system and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 1 large group discussion (75 minutes) and 2 2.5-hour lab/seminars per week.]

Year 1, Summer 5 CH

PT 740 Professional Practice 1 CH

This three-day, all-day retreat provides students with the opportunity to explore fundamental issues of professionalism in physical therapy, patient communication and interaction, and professional ethics through readings, discussions, and small group activities. This seminar prepares students to enter full-time clinical education later in the summer.

PT 651 Clinical Experience I 4 CH

This 8-week full-time supervised clinical experience takes place in an environment that has a predominant caseload of patients with musculoskeletal and/or neurologic problems.

Year 2, Semester 1

18 CH

[26.25 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to cardiopulmonary or integumentary problems, as well as movement dysfunctions for the patient with complex and multisystem problems. Although PT 713 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial are not necessarily used concurrently across courses, but are presented in a course context-specific manner. The courses are substantially interrelated and are, therefore, co-requisite to each other. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence.

PT 713 Structure and Function III 7 CH

This tutorial-based course covers the structure and function of the normal and impaired cardiopulmonary and integumentary systems. Patient cases include not only problems of the cardiopulmonary and integumentary systems, but also the patient with complex, multisystem problems such as amputation, cancers, chronic pain, and frailty. The interactive effects of normal, pathological, developmental or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are considered. The implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are also. [Format: 2 3-hour tutorials per week and 3 large group discussions per week (75 minutes each).]

PT 723 Examination and Documentation III

4 CH

In the context of tutorial-based cases, students continue with clinical tests and measurements to assess ventilation, respiration, circulation, aerobic capacity, and endurance for patients with problems of the cardiopulmonary and integumentary systems, as well as special tests and measurements that might apply to the frail patient, patients with cancer, or patients with amputation being considered for prosthetic intervention. Students develop an understanding of how patient data and documentation systems are used to develop diagnostic codes and patient classification systems that direct patient care, support interprofessional communication and provide a rationale for the patient's plan of care. Diagnostic screening and implications of findings for referral to other health care practitioners are also included. Development of a mini-proposal build skills in applying evidence to practice. [Format: 1 large group discussion (75 minutes) and 2 3-hour lab/seminars per week.]

PT 733 Evaluation and Intervention III

3 CH

This tutorial-based course looks at clinical decision-making for the patient with cardiopulmonary dysfunction, the more complex patient and the patient with multisystems involvement. Intervention options, rationales and implications for choices in patient groups are considered. The impact of lifespan issues, family/cultural/societal support systems and expectations, and health care resource limitations are also considered in the context of how these affect evaluation, prognosis and intervention for a patient. Patient advocacy issues relative to obtaining equipment and support services are included. Also included in this semester and tied to components of each course are 4 to 6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an

associated short writing assignment that is used to facilitate achievement of the goals of the experience and to work on writing competence. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

PT 741 Professional Practice II **2 CH**

This course uses tutorial-based cases to examine the roles and responsibilities of the physical therapist as a professional. Scope of physical therapy practice is explored, including the role and responsibilities of other members of the health care team, responsibilities in referral to other health care professionals and in delegation to and supervision of support personnel. Ethical guidelines and conflicts are considered along with factors affecting patient, family and interprofessional communication. Patient and family educational issues are examined in the context of optimizing short- and long-term outcomes [Format: 1 large group discussion (150 minutes each) per week.]

PT 743 Grand Rounds I **2 CH**

Students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting the cardiovascular, pulmonary, integumentary systems and immune systems. Students apply an evidence-based analysis of the literature related to a specific clinical examination, intervention, or management strategy. The culminating product of the semester is a professional presentation of the case and evidence-based findings to students and faculty.

Year 2, Semester 2 **18 CH**
[25.0 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to spinal, TMJ, or genitourinary problems, including patients with congenital or acquired spinal cord injury that is inherently multisystem and complex. Although PT 714 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as

the context for learning. Cases first presented in the tutorial are not necessarily used concurrently across courses, but are presented in a course context-specific manner. The courses are substantially interrelated and are, therefore, co-requisite to each other. Also included in this semester and tied to components of each course are 4 to 6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that is used to facilitate achievement of the goals of the experience and to work on writing competence. This semester also includes the first special project that will serve as the summative capstone experience for the patient-based components of the curriculum.

PT 714 Structure and Function IV **6 CH**

This tutorial-based course covers the in-depth structure and function of the normal and impaired axial skeleton and genitourinary system, including problems related to pregnancy, spinal dysfunction, TMJ, and spinal cord injury. Building on the foundational musculoskeletal and neurologic systems presented in previous semesters, patient problems are inherently more complex and likely to involve at least two systems. The interactive effects of normal, pathological, developmental or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are explored. The implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are included. [Format: 2 3-hour tutorials and 2 large group discussions (75 minutes).]

PT 724: Examination and Documentation IV **3 CH**

In the context of tutorial-based cases, students continue with clinical tests and measurement options and rationales for assessing spinal dys-

function, genitourinary problems, mobility impairments, and environmental/ergonomic factors including functional capacity evaluations. The strengths and limitations of advanced technology-based procedures for obtaining examination data, including muscle performance and movement analysis, are introduced. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

PT 734 Evaluation and Intervention IV

3 CH

This course includes interpretation and implications of patient history and examination data, including diagnostic imaging, to evaluation of the patient with spinal, TMJ, genitourinary, or complex mobility problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions using best available evidence. The intervention options, rationale, and implications for choices among spinal interventions, exercise programs, assistive or supportive devices, and orthotics are examined as the means of optimizing mobility and self-care. Gait analysis is used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the studies systems and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 1 large group discussion (75 minutes) and 2 2-hour labs per week.]

PT 744 Grand Rounds II

3 CH

Students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting the musculoskeletal and neurological systems. Students apply an evidence-based analysis of the literature related to a specific clinical examination, intervention, or management strategy. The culminating product of the semester is a professional presentation of the case and evidence-based findings to students and faculty.

PT 760 Special Project I

3 CH

Students complete and present a project that will be a summative experience across coursework to date. Students are presented with complex clinical cases from which key issues in examination or intervention are selected. Working in small groups, students review the research literature on their assigned case-related management issue. Using independent and self-directed learning, students: (1) assess the value of case and issue-related scientific literature to the clinical decision making; (2) choose, analyze, and present the research article chosen to best facilitate clinical decision-making; (3) make a recommendation for the patient case based on the reviewed article and background literature; and (4) briefly propose a research project that would address one or more deficits in the current body of relevant research literature. This major project will demonstrate the students' ability to appropriately use research literature to guide clinical decision-making and practice, as well as their understanding of the role of research in advancing practice and contributing to the profession's body of knowledge. [Format: Preparation is largely independent. Each group will present for approximately 60 minutes once during the semester (2 presentations per class session). Student will be required to attend all presentations but little preparation is required for other than one's own presentation. 1 3-hour presentation session per week for the latter half of the semester.]

Year 2, Summer

5 CH

PT 752 Clinical Experience II

5 CH

This 10-week full-time supervised clinical experience takes place in an environment that differs from the student's first affiliation and is expected to prepare students to work with more complex and multisystem-involved patients, as well as prepare the student to carry an independent caseload.

Year 3, Semester 1 17 CH [22.75 hrs/wk]

This semester focuses on the larger issues in contemporary physical therapy practice rather than on individual patient management. While PT 825 serves as the tutorial course, PT 843 will also use the contemporary practice cases from tutorial as the context for learning. The courses will be substantially interrelated and are, therefore, co-requisite to each other. Students also work with a faculty member and preceptor for their second Special Project.

PT 825 Contemporary Practice in Physical Therapy 9 CH

This tutorial-based course focuses on the health care delivery system—the content in which practice exists, must function, and within which practice goals and objectives are established. Practice-based cases are used to develop an understanding of health care finance and financial decision-making (including an understanding of case-mix and cost-effectiveness issues), marketing, and capitation/contractual issues. Trends in health care and health care finance are examined in the context of understanding the role of the physical therapist as an advocate for the patient and the profession. The function of and considerations relative to the physical therapist as a consultant to other practices, health care providers, or a community are discussed. Program evaluation and needs assessment strategies, concepts in wellness assessment, and screening programs are considered as elements of understanding current practice status, potential for new services and short- and long-term practice planning strategies. [Format: 2 3-hour tutorials, 3 large group discussions (75 minutes), and 1 2-hour seminar per week.]

PT 845 Professional Practice III 4 CH

Practice-based tutorial cases are used to prepare students for role competence in practice implementation issues. Practice-based cases are used to

develop an understanding of the role of standardized patient examination data and patient/practice documentation systems (including employee assessment tools) in examining practice outcomes, administrative issues such as scheduling (patient and personnel), and cost-effectiveness issues around equipment/supplies. The role of documentation systems in contributing to the body of knowledge of the profession and generating financial data is explored. This course prepares students for community outreach, implementation of wellness programming, advanced or specialized intervention programs in the context of either practice-based tutorial cases or past tutorial cases revisited. Students are exposed to options for and have selected experiences with interventions based on advanced technology. Professional presentations by the students are used as the teaching-learning medium for a substantial segment of this course. [Format: 1 large group discussion (75 minutes per week) and 1 2.5-hour seminar per week.]

PT 861 Special Project II 4 CH

This project is a summative experience across coursework to date, serving as a capstone experience for the practice and community-based phase of the curriculum. Students work in small groups to develop a full proposal, including some data collection, analysis, and interpretation. Students work jointly with a faculty member and preceptor from the professional community who can lend expertise to the clinical problem. Each group presents and defends its project to the class, preceptor and faculty, and (where possible) relevant practice personnel in an end-of-semester professional presentation week. The final outcome of each project (approved by the preceptor and faculty) includes a formal written recommendation that includes a full and documented rationale. One day per week of integrated field experience provides students time to focus on their clinical practice problem. [Format: 1 3-hour seminar/presen-

