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.

Isabelle Farrington School of 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, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills, and dispositions to facilitate the learning of all children.

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)
- Sacred Heart University Certificate in Education Technology

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

**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 30 months of teaching experience before applying for certification.
- Have completed a course in special education (at least 36 hours). All candidates for reading certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation.
- Provide evidence of having submitted a state and national criminal history background check.

**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 complete an online application for graduation via Web Advisor.

GRADUATE TEACHER CERTIFICATION PROGRAMS

The Graduate Teacher Certification programs allow candidates to meet requirements (36 credits) to become certified as public school teachers while applying 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**

**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 430 Elementary Curriculum

**Block III (9 Credits)**
- ED 387 EDR 560 Children's Literature (3 credits)
- ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts (3 credits)*
- ED 459 Elementary Curriculum & Methods: Mathematics & Science (3 credits)*

**SECONDARY CERTIFICATION COURSE REQUIREMENTS**

**Block I (9 credits)**
- ED 101 ED 553 Educational Psychology (3 credits)
- ED 152 ED 552 Education in the United States (3 credits)
- ED 271 ED 578 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)

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

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

**Credits not applicable to MAT degree

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*General and Course Requirements and School of Education policies and interpretations of certification regulations are subject to change.*
ED 229 ED 523 Multicultural Education (3 credits)
ED 272 ED 627 Societal Issues in Adolescence (3 credits)
ED 207 ED 566 Classroom Management (3 credits)

Block III (9 Credits)
ED 428 Secondary Curriculum (3 credits)*
ED 429 Secondary Methods in the Content Areas (3 credits)*
EDR 510 Content Area Reading Instruction (7–12) (3 credits)*

Student Teaching (6 Credits)
ED 495 Student Teaching Seminar: Secondary School (6 credits)**

*Credits applicable to MAT degree for five-year program candidates only
**Credits not applicable to MAT degree

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.

INTERNERSHIP 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.

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).

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

**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:

- Foundations: A course in history or philosophy of education, or social foundations of education (3 credits)

- Expressive/Receptive Communication: An advanced reading methods course or a course in content or professional development course in writing or personal or professional effectiveness (6 credits)

- Seminar: Candidates may fulfill this requirement only after the completion of a minimum of 24 credits in MAT studies. Candidates select from several course options designed to assist them in analyzing and integrating their knowledge of teaching (3 credits)

**Function:** Seminars are designed to bring together small groups of advanced level candidates who will explore a relevant topic or theme in education and engage in discourse related to assigned readings.

**Class Size:** Seminars will be limited to 15 students.

**Active Participation:** The seminar experience is characterized by active participation among all class members, each of whom is responsible for conscientious preparation, regular attendance and contributing to ongoing dialog.

**Scope:** Seminars focus on essential questions related to current research and/or practice utilizing instructional approaches and formats that include: inquiry, class discussion, written reports or original projects and/or presentations.

**Concentration (12 credits)**

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

**Electives (6 credits)**

Subject to faculty advisor's approval.

**Culminating Requirement (3 credits)**

Candidates may select one of the following:
• 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:

• 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.

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

Required Curriculum—State of Connecticut

• Applicants for the Intermediate Administrator Certificate must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen credit hours must be taken at the institution providing the recommendation for certification.

• State of Connecticut regulations mandate that the categories of study for the Intermediate Administrator's Certificate listed below be completed anytime in the post-baccalaureate program [Sec. 10-145d-242 (g)]. In planning the program for certification, the candidate is advised that 18 credits are needed beyond the master's degree. Specific requirements for this certificate may have been met on the master's level. Consequently, in meeting the 18-credit requirement, the candidate will be directed to take enrichment studies specific to his or her career objective.

• Courses taken for the certificate may be applied toward completion of the Certificate of Advanced Studies in Administration (Sixth-Year Degree program).

• To obtain the Professional Educator Certificate, the candidate must complete not less than 30 semester hours of graduate credit at an approved institution or institutions in addition to the master's degree.

• All applicants for the 092, Intermediate Administrative Certification must pass the Connecticut Administration Test (CAT).

Two Models For Delivering The Administrative Programs

Two different models are available for completion of both the Intermediate Administrative Certification (092) and the 6th Year Certificate of Advanced Study in Administration.

The “Accelerated Weekend Cohort” model is delivered to a cohort of students on alternate Saturdays during the first year from September to June. At that point, after only 10 months, students would
be eligible to take the Connecticut Administrator Test (CAT) and, if successful, could apply for the Intermediate Administrative Certification (092). For those choosing to continue on for the 6th Year Degree in Administration (CAS), there will be an additional summer and fall requirement resulting in a total of 15 months of study for both the 092 and CAS. This cohort model is only available on the Cambridge Campus. The application deadline for this Fall cohort program is March 1st.

The “Traditional” model is delivered according to each student’s individual pacing where the students enroll in classes, primarily scheduled from 4-7pm and 7-10pm during the week. Some courses are also offered on Saturdays. Students in the “Traditional” model can register for 1 – 2 courses each semester, working through the program at their own pace. The “Traditional” model for delivering these programs is available on both the Cambridge Campus as well as on the Griswold campus. Applications are reviewed on a rolling basis.

Required Courses (18 credits)

Psychological Foundations (3 credits)
EDL 626 Assessment and Evaluation: Quantitative and Qualitative Analysis (3 credits)

Contemporary Education Problems (3 credits)
EDL 654 Leadership and Administrative Policy: Contemporary Educational Problems (3 credits) or EDL 655 Distinguished Lectures in Education (3 credits)

Curriculum Development (3 credits)
EDL 605 Advanced Curriculum Development and Program Monitoring (3 credits)

School Administration (3 credits)
EDL 650 The Law and Finance in Education (3 credits)

Supervision and Evaluation (6 credits)
EDL 635 Teacher Supervision, Evaluation, and Staff Development (3 credits)
EDL 698 Administrative practicum: Internship 1 (3 credits) Prerequisite: successful completion of two EDL courses

CERTIFICATE OF ADVANCED STUDIES (CAS): ADMINISTRATION (SIXTH YEAR DEGREE)

Required Courses (15 credits)
EDL 695 Technology and Information Management for Administrators (3 credits)
EDL 696 Administrative Internship II (3 credits)
EDL 697 Administrative Internship III (3 credits)
Terminal Requirement*
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 (CAS): TEACHING (SIXTH YEAR DEGREE)

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

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: Instruction and Assessment
- EDR 520 Methods of Teaching and Evaluating the Writing Process
- 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* Prerequisite: CLSP candidate who has completed EDR 503, 507, 510
- EDR 545 Assessment and Evaluation: CT Model* Prerequisite: CLSP candidate
- EDR 550 Clinic Experience I (University Clinic)* Prerequisite: EDR 540
- EDR 555 Clinic Experience II (School Clinic)* Prerequisite: EDR 550

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)

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. This course addresses ACEI standards for reading, writing, and oral language.

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 curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas. This course addresses ACEI standards for social studies and health.

ED 459 Elementary Curriculum and Methods: Mathematics and Science 3 CH*
Candidates learn the basic concepts, scope and sequence of instruction and...
current methodology in elementary mathematics and science. Attention is given to lesson and unit planning/skill development utilizing application of current research in effective mathematics and science instruction. Emphasis is on the student as a learner and the role of the teacher as facilitator of math and science investigation. This course addresses ACEI standards for math and science.

ED 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 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
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 538 Process Writing 3 CH
Candidates study the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional strategies are examined.

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 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 information regarding brain structure and function, inquiry centered learning, conceptual thinking and mapping; multiple intelligences and the appropriate uses of various kinds of formative and summative assessment models.

**ED 599 Seminar in Interpersonal Skills for Teachers** 3 CH
This interactive and participatory seminar will: (1) help participants to understand and appreciate their different communications styles; (2) assist participants to develop techniques for dealing with conflicts and handling difficult people; and (3) provide practical experience in the preparation and delivery of oral presentations. Readings, discussions, projects and assignments will provide practical ideas for classroom application and professional development.

**ED 599 Seminar in Legal Issues for Educators** 3 CH
This course is designed to help participants become aware of legal issues that affect schools, districts and individuals within a school setting. Most teachers are unaware of the legal precedents that drive school related decisions, and of the legal burdens implicit in educating and supervising students. We will examine the legal standards to which teachers are held, and explore areas where teachers often unwittingly fall short of those standards. Participants will learn skills for avoiding problem areas, thereby saving themselves, their students, and their schools legal problems, money, and heartache. We will also undertake a review of historical and current civil rights and constitutional
issues, as well as current cases concerning educating students with special needs.

**t ED 599 Seminar in Coaching and Facilitating Student Learning 3 CH**
Candidates will gain an understanding of coaching, facilitation, and learning theories to enhance their own professional development and to impact student learning. Candidates will learn and demonstrate the use of coaching and motivation strategies as important components of designing and implementing learning experiences for all students.

**t ED 599 Public Education as Social Change Agent 3 CH**
Many question society's standards, and some claim that schools must play an important role in improving the moral climate. Students in this seminar address the critical issues facing our country and answer the following questions: What kind of society do I want to help create? How can schools and my discipline contribute to my vision of society? Students will also evaluate various approaches to values education.

**t ED 599: Positive Psychology for the Classroom or Workplace 3 CH**
This class incorporates the theoretical practice of Positive Psychology the study of “what is right in life” and challenges the candidate to bring their professional dispositions to the forefront to understand their own personal strengths and to learn methods of how to tap into students and/or employee strengths to maximize performance and motivation.

**ED 600 Characteristics of Effective Schools 3 CH**
Examines the characteristics of effective schools and studies the implications that effective school practices have on improving learning, teaching and leadership. Research findings, selected readings and experts in the field who make presentations all contribute to exciting class discussions and stimulating weekly sessions.

**t 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.

**t 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
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 (Formerly ED 605) 3 CH
Engages prospective administrators in the investigation 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 (Formerly ED 526) 3 CH
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 (Formerly ED 635) 3 CH
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 (Formerly ED 650) 3 CH
Provides an overview of the origin and legal status of public and private schools and the legal rights and responsibilities of administrators, parents, students, school board members and teachers. Attention is given, through the case study approach, to those contemporary legal issues that concern the operations and management of schools.

EDL 654 Leadership: Contemporary Educational Problems (Formerly ED 612) 3 CH
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 (Formerly ED 655) 3 CH
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 (Formerly ED 696) 3 CH
Prerequisite: Working knowledge of Microsoft PowerPoint, Excel, and Word. This course is designed for students to investigate, examine, synthesize and
present their findings regarding the three major applications of computer technology in P–12 school districts. The application areas are: administrative, curriculum and instruction, and applied educational research. Individual and team assignments and group discussions provide a platform for developing and constructing understanding of these applications of computer technology.

**EDL 690 Educational Research Seminar (Formerly ED 625) 3 CH**
Terminal requirement. 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 (Formerly ED 691) 3 CH**
Terminal Requirement. 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 696 Administrative Internship Part II (Formerly ED 697) 3 CH**
120 internship hours.

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.

**EDL 698 (50+ hours) 3 CH**

Administrative Practicum: The Internship: Part I

250 internship hours. Prerequisite: successful completion of two EDL courses. 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 and propose a school improvement plan. 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**
This course examines the fundamentals of a comprehensive literacy program for the diverse learner in today's classroom, focusing on phonemic awareness, phonics, fluency, vocabulary, comprehension, and the integration of writing. Historical trends provide context for exploration.
of the grand learning theories that have generated evidence-based instructional strategies for teaching reading.

EDR 507 Developmental Reading and Language Arts (Grades 4-6) 3 CH
This course focuses on models, methods, materials, and best practices in teaching reading in the middle grades, with an emphasis on structural analysis, comprehension, fluency, and comprehension, and the integration of writing. Examines current issues and trends in literacy and reading instruction.

EDR 510 Content Area Reading Instruction (Grades 7-12) 3 CH
Study will focus on evidence-based methods of teaching reading and writing at the middle and secondary levels that will assist teachers in broadening their repertoire of strategies to increase student reading and writing achievement. Additionally, the course provides the participant with techniques for implementing a delivery system in the classroom that includes direct and explicit instruction and assessment of comprehension of fluency, vocabulary, and word study skills through teacher-modeling and scaffolding of strategies, and considers the needs of the diverse learner through differentiating instruction at all grade levels. Course participants design an integrated and student-centered unit that combines evidence-based reading research, extensive reading and writing across disciplines through standards-based lessons, technology, with a deep understanding of a content-specific body of knowledge and motivating assessments.

EDR 518 Reading and Language Arts: Instruction and Assessment 3 CH
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 3 CH
Study of language acquisition of students who are English-language learners whose dominant language is one other than English. Examination of what research indicates as necessary educational support to acquire English literacy. The nature of support is controversial. Students develop and support personal philosophies after studying models.

EDR 540 Advanced Diagnosis and Remediation 3 CH
This course, designed for candidates who are pursuing reading certification, explores the selection, administration, and interpretation of a variety of criterion and norm-referenced assessments that effectively utilize screening, progress monitoring, diagnostic, and outcome measures and the integration of technology to evaluate student reading performance. Pre-requisite: CLSP Candidate and have completed EDR 505, EDR 507, and EDR 510

EDR 541 Advanced Diagnosis and Remediation II 3 CH
This is the second of two courses that builds on the candidate’s understanding of the administration and interpretation of assessment data from multiple sources including screening, diagnostic, progress monitoring, and summative instruments using traditional and online resources. Candidates engage in the praxis of making instructional decisions based on the data obtained from assessments and in designing customized interventions to advance student literacy.
achievement. They acquire expertise in using best practices to interpret trends in analyzing individual, group, and classroom achievement and progress and in developing appropriate response measures for diverse populations. They develop skills in collaborating with other teachers, administrators, and resource personnel through inquiry-based formats including study groups, protocols for examining student data and performance-based assessment.

**EDR 545 Assessment and Evaluation: CT Model 3 CH**
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. Prerequisite: CLSP candidate

EDR 550 Clinic I 3 CH
Candidates assess struggling readers with a variety of reliable and valid instruments, use data-based instruction in developing intervention plans to address the diverse needs of each child, and have opportunities to develop their skills as reading professionals in working with colleagues and communicating with parents. Prerequisite: completion of EDR 540

EDR 552 Language Arts Practicum 3 CH
Clinical Practicum is an elective course that affords initial certification and MAT candidates the opportunity to tutor a struggling reader under the supervision of SHU faculty or certified personnel. Candidates learn how to administer a variety of informal literacy assessments, design an intervention plan that meets the diverse needs of each student, and are guided in the development of a professional case study report. Candidates acquire first-hand experience in learning how to design instructional routines for diverse populations while participating in shared self-reflection with their peers and SHU faculty. Following tutoring sessions, teacher candidates participate in collaborative problem-solving and shared self-reflection to discuss their practice. Prerequisite: EDR 543

**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 throughout the area. After school enrichment programs, literacy volunteers, mandatory summer programs and any approved initiatives sponsored by the public sector to promote literacy. Each student will be mentored and supervised by appropriate personnel. Prerequisite: Completion of EDR 550

EDR 560 Children’s Literature (Formerly ED 515) 3 CH
Examines a variety of genres of children’s literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children’s books are included. Multicultural literature and the dramatic arts are emphasized.

EDR 562 Middle School Literature 3 CH
Examination of early chapter books from the works of local 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 (Formerly ED 505) 3 CH
Young-adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is presented, as well as contemporary authors and popular fiction. Techniques, motivational strategies and procedures that result in the development of lifetime reading habits are
explored. Participation in the publishing of book reviews through the SHU website and the utilization of technology within classrooms is paramount.

**EDR 565 Seminar in Poetry 3CH**
This class will study the art of teaching poetry from a developmental perspective and examine a variety of strategies to help teachers appreciate and understand poetry. Teachers will study poetry as it relates to the students they teach, as well as how it relates to their own lives. Different poetic forms and teaching methodologies will be explored, and participants will take part in a variety of real-life experiences in order to enhance their own understanding and ability to teach poetry.

**EDR 570 Reading and Language Arts Research Seminar 3 CH**
This course will provide Education Specialists with advanced research skills in navigating appropriate databases, websites 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** *(Formerly ED 628)* 3 CH
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** *(Formerly ED 686)* 3 CH
Examination of the processes, programs and accomplishments of technology in the classroom. Special focus on computer generated reading instruction and record keeping.

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

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**Exercise Science and Nutrition**

Beau Greer, Ph.D., CSCS, HFI
Director
Phone 203-396-8064
Fax: 203-365-4723
Email: greerb@sacredheart.edu

**PROGRAM RATIONALE**

The program is designed to offer graduate level study in exercise science with the consideration of nutritional implications for both patients and clients concerned with high performance or clinical disease and illness. The program offers graduate education for students interested in applying the principles of exercise science and nutrition in hospital settings working in cardiac and pulmonary rehabilitation, long term rehabilitation of cancer and immune disease patients, as well as fitness and sports performance settings such as health clubs, fitness facilities, athletic teams and community sports and recreation programs. Students applying to
this program include current University undergraduate students who are seeking graduate education in the area of exercise science and nutrition, and current practitioners who are pursuing graduate education as a matter of professional development and career advancement.

The MS in Exercise Science and Nutrition program is located within the Department of Physical Therapy and Human Movement Science, along with graduate programs in physical therapy and geriatric health and wellness, and undergraduate programs in exercise science and athletic training.

PROGRAM DESCRIPTION

There are three major components of the graduate exercise science and nutrition curriculum: (1) core courses, (2) two major tracks (clinical and performance) of which each student will select one, and (3) a thesis requirement. Students will complete the core courses and select one of two available tracks depending upon their interest. The full degree program will be 37 credits taken over 2 academic years (full-time model) or three academic years (part-time model). Each track will include a thesis requirement. Formulation of a thesis research question will begin in the Professional Seminars and will be completed in the Thesis Preparation and Thesis Completion courses (3 credits each).

PROGRAM GOALS

Core Objectives

The MS in Exercise Science and Nutrition program will prepare graduates to:

• Demonstrate advanced knowledge in exercise physiology, nutrition, and clinical testing and assessment of the cardiovascular and musculoskeletal systems.

• Apply this advanced knowledge in clinical settings that provide cardiac and pulmonary rehabilitation and sport specific performance training for athletes.

• Lead and manage in clinical practice, coaching and fitness settings.

• Actively engage in the professional literature so as to demonstrate current, best practice in these work settings.

• Participate in clinical research activities in cardiac and pulmonary rehabilitation, nutrition and fitness.

• Continue their education in the acquisition of a terminal degree.

Tract Specific Objectives

The MS in Exercise Science and Nutrition; Performance Track will prepare graduates to:

• Demonstrate advanced knowledge in exercise physiology, nutrition, and clinical testing and assessment of the cardiovascular and musculoskeletal systems. This information will be applied to the field of strength and conditioning in the apparently healthy and elite athletic population.

• Apply this advanced knowledge in clinical settings that provide strength and conditioning programs that are sport specific for athletes.

• Lead and manage coaching and fitness settings.

• Actively engage in the professional literature so as to demonstrate current, best practice in these work settings.

• Participate in clinical research activities in nutrition and fitness.
The MS in Exercise Science and Nutrition; Clinical Track will prepare graduates to:

- Demonstrate advanced knowledge in exercise physiology, nutrition, and clinical testing and assessment of the cardiovascular and musculoskeletal systems. This information will be applied to the field of clinical exercise science.

- Apply this advanced knowledge in clinical settings that provide cardiac and pulmonary rehabilitation as well as risk factor reduction and training specific for the treatment of chronic diseases.

- Lead and manage in clinical practice.

- Actively engage in the professional literature so as to demonstrate current, best practice in these work settings.

- Participate in clinical research activities in cardiac and pulmonary rehabilitation, nutrition and fitness.

**CURRICULUM DESIGN**

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<tr>
<th>COURSES</th>
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<td>Exercise Prescription for Rehab (4 credits)</td>
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<td>Nutrition and Performance (3 credits)</td>
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There are three major components of the curriculum: (1) core courses, (2) two major tracks (clinical and performance) of which each student will select one, and (3) a thesis requirement. The full degree program will be 37 credits taken over 2 academic years (full-time model) or three academic years (part-time model). Each track will include a thesis requirement. Formulation of a thesis research question will begin in the Professional Seminars and will be completed in the Thesis Preparation and Thesis Completion courses (3 credits each).

**ADMISSIONS REQUIREMENTS**

Students will apply through the Graduate Admissions office of the University. In addition to application materials, applicants must demonstrate completion of the program pre-requisites which include:

- the completion of a Bachelor's degree in a related clinical science, such as Exercise Physiology, Exercise Science, Physical Education, Public Health, Psychology, Applied Physiology, Athletic Training or Nutrition.

- undergraduate pre-requisite course work in the following courses, or their equivalent:
  - Anatomy and Physiology I and II (with labs) (8 CH)
  - Exercise Physiology (with lab) (4 CH)
  - Nutrition (3 CH)
  - Physics (1 semester survey course or Physics I with lab) (4 CH)
• Statistics (3 CH)

COURSE DESCRIPTIONS

EX 402 Advanced Exercise Physiology 4 CH
An in-depth overview of work physiology includes cellular respiration, ventilation, cardiovascular dynamics, skeletal muscle function, temperature regulation, and the anthropometric, histological, and biochemical adaptive response to physical training. Laboratory activity will complement the concepts reviewed in class and focus on determining the limits of performance.

EX 401 Advanced Systems Physiology 3 CH
A continuation of students' studies in human physiology is provided with special emphasis given to the cardiovascular and neuromuscular systems. The endocrine, pulmonary, renal, and digestive systems will also be explored.

EX 404 Nutrition and Chronic Disease Prevention 3 CH
Dietary factors associated with chronic disease development are examined with an emphasis on heart disease, stroke, cancer, diabetes, osteoporosis, and neurodegenerative diseases. Students will assess diets and provide alternative food choices to lower chronic disease risk.

EX 523 Clinical Nutrition 3 CH
Focus includes diseases related to nutrient deficiencies, nutrient manipulation to complement medical treatments to disease, and micronutrient metabolism. The role of the registered dietician in secondary and tertiary prevention programs is examined. Nutrition counseling techniques are discussed and practiced.

EX 531 Nutrition and Performance 3 CH
Acute and chronic exercise's effects on nutrient requirements and fluid needs are presented. Macronutrient metabolism and the ergogenic efficacy of dietary supplements receive substantial attention.

EX 533 Performance Testing and Program Design 4 CH
This course examines the rationale, reliability, and validity of common performance tests. Concepts and controversies in strength and conditioning program design are investigated. The laboratory portion of the course will include the set-up and running of performance tests, as well as discussing the applicability of test results.

EX 411 Professional Seminar I 2 CH
The purpose of the course is to prepare individuals for formal presentations at conferences or alternate professional forums. Students will prepare and deliver a seminar on topics related to the exercise or nutritional sciences.

EX 412 Professional Seminar II 2 CH
Similar to Professional Seminar I, students will continue to develop presentation skills. Students will prepare and deliver a seminar in preparation for the defense of their thesis.

EX 524 Exercise Prescription for Rehabilitation 4 CH
Exercise prescription and programming in the rehabilitation of cardiovascular disease, chronic obstructive pulmonary disease, metabolic disease, cancer, neuromuscular disease, and other conditions is examined.

EX 521 Clinical Testing and Assessment 4 CH
Clinical and physical assessment tests used prior to exercise prescription and for use in outcomes data collection are reviewed. Clinical diagnostic tests such as EKG's, blood lipids, and stress tests will be examined as well as physical assessment tests such as functional assessments, assessments of activities of daily living, aerobic capacity tests, strength and flexibility tests, and chronic disease specific assessments including
EX 522 Behavior Modification/Psych 3 CH
Psychological theories and studies relative to lifestyle and behavior modification are examined. Readiness for change models, stress assessment and stress management strategies will be reviewed as well as the psychological component of health and wellness.

EX 403 Research Methods 3 CH
This course provides an introduction to the fundamental concepts of measurement, statistical analysis and scientific inquiry as these concepts apply to understanding data, evaluating published research and informing one's practice. Students will develop an understanding of and ability to analyze the range of issues affecting statistical and clinical inference in published research papers, including systematic reviews. Upon completion of this course, students should be able to make informed decisions about the relevance of published research to their clinical practice.

EX 532 Coaching Methods 3 CH
This course investigates effective coaching methods from a physiologic, psychological, and administrative framework. Students will be guided through an analysis of contemporary research and critical evaluation of current practices resulting in the development of an applied personal coaching methodology. In the process this course addresses the promotion of interpersonal skills and the understanding of individual differences as they relate to human performance.

EX 534 Applied Biomechanics 3 CH
This course provides a thorough evaluation of the mechanical basis of human movement. Fundamental mechanical principles affecting human movement during locomotion and a variety of daily activities are considered. Techniques and methods of mechanics, quantitative video analysis, isometric and isokinetic muscle force, electromyography, and research evaluation are incorporated into laboratory projects.

EX 560 Thesis Preparation 3 CH
Issues in research design and statistical analysis within the context of a proposed thesis are explored. A prospectus including a full review of literature will be the end-product of the course.

EX 561 Thesis Completion 3 CH
Data collection and analysis will be performed, culminating in the Results and Discussion sections of the thesis.

Geriatric Health and Wellness

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The University offers two innovative, interdisciplinary online options without residency 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, exercise physiologists, dieticians, physician assistants, educators, 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, competencies in gerontology certification, competencies in gerontology defined by the American Occupational Therapy Association, and competencies as described by the Gerontological Society of America, geriatrics education curriculum.

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

GW 522: The Physiological Process of Aging (3 credits) (Fall)
GW 524: The Psychological and Socio-cultural Aspects of the Aging Process (3 credits) (Fall)
GW 534 Wellness Across The Continuum Of Care (3 credits) (Spring)
GW 535 Ethical And Moral Issues In Geriatric Healthcare (3 credits) (Spring)
GW 512 Systems Of Healthcare Delivery (3 credits) (Summer)

The flexibility to take other courses from the program in order to satisfy the certificate is acceptable with departmental approval.

MASTER OF SCIENCE CE 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 contained in the certificate, and continues with advanced course work. The master's project is the scholarly culmination of the plan of study tailored toward the student's interests and professional development goals.

Master's Courses
GW 522: The Physiological Process of Aging (3 credits) (Fall)
GW 524: The Psychological and Socio-cultural Aspects of the Aging Process (3 credits) (Fall)
GW 534 Wellness Across The Continuum Of Care (3 Credits) (Spring)
GW 535 Ethical And Moral Issues In Geriatric Healthcare (3 Credits) (Spring)
GW 512 Systems Of Healthcare Delivery (3 Credits) (Summer)
GW 511 Interdisciplinary Care In A Changing Healthcare Environment (3 Credits) (Summer)
GW 627 Principles in Research/Evidence Based Health Care (6 credits) (Spring)
GW 617 Pathology and Impairments in Later Life (6 credits) (Fall)
GW 638 Graduate Project/Practicum (3 credits) (Summer, can be extended into Fall, with department approval)
GW 639 Graduate Project/Documentation and Completion (3 credits)

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 for entering students who are health care providers. It is recommended that entering students who are non-clinical care providers and who possess non-clinical degrees gain undergraduate course experience in basic pathophysiology and measurement. 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 certification 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 TOEFL 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

GW 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.

GW 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.

GW 522 The Physiological Process of Aging 3 CH
This course presents an in depth exploration of the “normal” aging process from the physiological perspective. A collection of assigned readings from classic and current research literature in each area will allow students to trace how understanding of the aging process has changed over the course of time. This course will help the student to differentiate “aging” from the acute and chronic pathological conditions encountered in health care practice.

GW 524 The Psychological and Socio-cultural Aspects of the Aging Process 3 CH
This course presents an in depth exploration of population aging from the psychological and sociological/cultural perspectives. Course readings will present current and classic articles from the literature that explore such topics the elderly as individuals, continuing role of the family, support systems, intergenerational issues, public policy and government roles in the care of the elderly and the economic issues surrounding the elderly population.

GW 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.

GW 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).

GW 617 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.

**GW 627 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 project proposal 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.

**GW 638 Graduate Project/Practicum (3 credits)**
In this course a student designed project (research or program development/assessment) will be developed and implemented. Working with a primary advisor, the study will design a project tailored to the student’s individual learning and professional development objectives. The Master Project is designed so that students will carry out disciplined inquiry focused on a question that is relevant to their practice setting or professional goals. In preparation for this course students will have initiated a draft proposal within the GW 627 course work. (Pre-requisites: GW 617, GW 627)

**GW 639 Graduate Project/Documentation and Completion (3 credits)**
In the final semester of the program, the student will complete the designed project (research or program development/assessment), prepare a project or research report as their thesis, and potentially submit their project for presentation or publication in an appropriate professional forum. Students will continue to work with the primary advisor. (Pre-requisite GW 638)
Nursing

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DOCTOR OF NURSING PRACTICE PROGRAM

The University offers a Doctor of Nursing Practice Program (DNP) in two areas of specialization: Doctoral Leadership in Health Care Track and Doctoral Clinical Practice in Health Care Track. The Post-Master’s Doctor of Nursing Practice (DNP) program infuses practice-focused doctoral education with innovation and practical clinical research and scholarship designed to serve academically talented nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, nurse executives, and educators. Graduates of this program are prepared to teach, lead, and engage in practical, clinically focused scholarship and research. The Doctor of Nursing practice degree is a practice doctorate requiring the completion of a practice dissertation focusing on clinical nursing practice. This cohort program is 39 credits and is designed to be completed in a 3-year part-time sequence. The DNP program is licensed and accredited by the Connecticut Department of Higher Education. The DNP Program is pending accreditation by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site: www.aacn.nche.edu.

DNP Program Tracks

The Doctoral Leadership in Health Care Track

The Doctoral Leadership in Health Care Track is designed for the graduate who wants a career in nursing management, but who still prefers a nursing doctorate with a connection to clinical practice. Students in this track may take nursing education electives if they aspire to have a career in academia.

Doctoral Clinical Practice in Health Care Track

Doctoral Clinical Practice in Health Care Track is designed for the advanced practice nurse who wants to remain in clinical practice and have influence on health care outcomes at multiple levels.

Course Delivery Method

This unique hybrid/intensive program is specifically designed to maximize the number of potential career roles the doctoral nursing graduate may assume, whether they are in academia, in advanced clinical practice, or in executive healthcare leadership. Classes are taught online and students are required to attend two on-campus residencies per semester.

Doctor of Nursing Practice Program Competencies

Nursing

Caring: Develop and sustain therapeutic relationships and partnerships with individuals, families, and populations to facilitate optimal care and client outcomes.

Collaboration: Lead intra and interprofessional collaboration efforts in the analysis of complex practice issues.
Communication: Evaluate and modify effective communication and collaborative skills to improve and support clients’ care and health care systems.

Critical Thinking: Demonstrate advanced levels of clinical judgment, systems thinking, and accountability based on nursing science in designing, delivering, and evaluating evidence-based care to improve client outcomes.

Therapeutic Interventions: Design, implement and evaluate evidence-based, clinically competent and resource-efficient contemporary care.

Health and Illness

Clients: Develop, implement, and evaluate population-based health services for diverse and vulnerable clients to integrate and institutionalize evidence-based clinical prevention and health care.

Health Care Needs: Analyze epidemiological, biostatistical, occupational, and environmental data to develop, implement and evaluate health care needs across the continuum.

Health Care Goals: Analyze health care outcomes to enhance appropriate, cost effective, quality health care outcomes across the care continuum.

Professionalism

Leadership: Lead the intra and interprofessional health care team in development, implementation, and evaluation of advanced practice in the contemporary and future health care delivery system.

Policy and Systems: Articulate knowledge and expertise 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: Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Admission Requirements

Admission to the DNP Program is competitive. Students are admitted to the DNP Program upon review and recommendation of the admissions committee based on academic, course prerequisite and professional requirements listed below.

Admission criteria include:

- Master's degree in the proposed field of study (MSN) or its equivalent from a college accredited by the appropriate accrediting association
- Statement of Professional Goals
- Articulation of a focal area of clinical nursing practice or research interest that can be supported by the Sacred Heart University doctoral nursing faculty
- Minimum graduate GPA of 3.2
- Current U.S. licensure as a Registered Nurse
- Current advanced practice nursing licensure and certification documents
- Letters of recommendation (one clinical and one academic)
- Professional portfolio with graded writing sample
- Group interview
- Undergraduate/Graduate statistics course
Degree Requirements

DNP students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues.

Prerequisite Courses

DNP applicants must have successfully completed a basic statistics course at the undergraduate or graduate level. A statistics tutorial will be completed by students admitted to the DNP program. The students will take a statistics competency examination during DNP program orientation and must pass with an 80% or better. If students do not pass the competency examination they will be required to take a graduate level statistics course prior to NU 730. Students that have an Master's degree in a field other than nursing may be required to take an additional 6 credits of master's level nursing courses in order to achieve program competencies.

Required Doctor of Nursing Practice Core Courses

All DNP students are required to take the following:

- NU 700: Theoretical Components of Nursing Science (3 credits)
- NU 710: Health Care Policy, Advocacy, & Ethics (3 credits)
- NU 720: Leading Quality Initiatives and Information Systems (3 credits)
- NU 730: Advanced Biostatistics & Research Design (3 credits)
- NU 740: Epidemiology and Population Health (3 credits)
- NU 750: Clinical Scholarship and Analytical Methods for Evidence-Based Practice (3 credits)
- NU 760: Strategic Leadership and Collaboration in Health Care (3 credits)
- NU 810: DNP Scholarship and Advanced Practice I (6 credits)
- NU 820: DNP Scholarship and Advanced Practice II (6 credits)

Total: 33 credits

Doctor of Nursing Practice Dissertation

The practice dissertation focuses on an endeavor consistent with the student's identified research interests. This scholarly project must be a significant, evidence-based contribution to existing nursing knowledge and be suitable for publication in a peer reviewed journal or a book. The faculty dissertation chair will act as mentor and facilitator of the student's scholarship. Clinical practice residency hours will be used to collect and evaluate data on a specific population in a practice setting. Each student will identify a clinical practice partner who will assist the student with the requirements of the practice dissertation.

The Doctoral Leadership in Health Care Track

In addition to the core requirements and practice dissertation students in the DNP program in the Doctoral Clinical Leadership Track are required to complete six credits of elective courses:

- NU588: Theoretical Basis of Teaching and Learning in Nursing Education (3 credits)
- NU589: Curriculum Development and Evaluation in Nursing Education (3 credits)
- Or
- BU 601: Organizational Management and Business Communication (3 credits)
- WGB 612: Leading and Influencing with Integrity (3 credits)
- WGB 614: Social and Legal Responsibilities in Business (3 credits)
BU 632: Managing Change (3 credits)
BU 681: Leadership and Ethics (3 credits)

Doctoral Clinical Practice in Health Care Track

In addition to the core requirements and practice dissertation students in the DNP program in the Doctoral Clinical Practice Track are required to complete six credits of elective courses:

NU 760: Strategic Leadership and Collaboration in Health Care (3 credits)
NU 770: Advanced Care of Special Populations (3 credits)

MASTER OF SCIENCE IN NURSING (MSN)

The University offers a Master of Science in Nursing (MSN) in four tracks: Patient Care Services Administration, Family Nurse Practitioner, Clinical Nurse Leader and Nursing Education. Students may choose to study on a full- or part-time basis, however, they must complete their plan of study within six years. The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site: www.aacn.nche.edu.

Tracks

Patient Care Services Administration

The Patient Care Services Administration track prepares nurses who hold baccalaureate degrees for positions of administrative responsibility in health care organizations. Graduates of this program are prepared to be professional leaders and creatively advance the practice of nursing and facilitate the delivery of cost-effective care through the application and testing of administrative knowledge and skills. Emphasis is placed on the integration of finance, business management, information management and program evaluation. There is also a Certificate Program in Patient Care Services Administration and an accelerated RN to MSN program for registered nurses without a baccalaureate degree.

Family Nurse Practitioner

The Family Nurse Practitioner track is designed to prepare students to successfully pass the American Nurses Association or the American Academy of Nurse Practitioner's National Certification Examination as a Family Nurse Practitioner. In addition, a 30-hour advanced pharmacology course allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care across the lifespan, and to deliver care in numerous healthcare settings. The 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.

Clinical Nurse Leader

The Clinical Nurse Leader track prepares nurses who hold baccalaureate degrees for the newly designed and evolving role of Clinical Nurse Leader (CNL). Graduates of this program are prepared to be professional leaders with advanced skills in patient assessment and management along with leadership and health systems skills to promote safe, high quality and cost effective care in any healthcare system. The CNL will be responsible for a group of patients in a specific patient unit or healthcare setting. The major roles of the CNL are clinical care coordinators, outcome managers, patient advocates, educators, information
managers and care team leaders.

The Clinical Nurse Leader track may be done in an accelerated RN to MSN program as well.

**Nursing Education**

The nursing education track prepares nurses to assume leadership roles as vibrant faculty members in baccalaureate and associate degree programs, in staff development roles, continuing education and community education programs. The role practicum will develop the student’s knowledge and skills to apply to a teaching role in a focal area of expertise.

**ONLINE STUDY**

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

**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; FNP, CNL and Nursing Education tracks only)
- Current Connecticut RN license (or for online students, RN licensure in the state of professional practice) The applicant must submit a completed application, résumé, two letters of recommendation, and send official copies of transcripts of all prior nursing and academic work.

DEGREE REQUIREMENTS

MSN students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues. The Patient Care Services Administration track requires 36 credits. The Family Nurse Practitioner track requires 42 credits. The Clinical Nurse Leader track requires 36 credits. The Nursing Education track requires 39 credits.

Prerequisite Courses

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

Required Graduate Core Courses

All Nursing graduate students are required to take the following:

- NU 501 Health Care Policy and Ethics for Contemporary Nursing Practice (3 credits)
- NU 530 Theory and Professional Roles for Contemporary Nursing Practice (3 credits)
- NU 601 Principles of Health Care Research for Contemporary Nursing Practice (3 credits)
- NU 602* Evidence-Based Practice for Quality Care (3 credits)

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, 640 for the PCS, CNL, FNP, EDU students respectively).

PATIENT CARE SERVICES ADMINISTRATION TRACK

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

Required Courses
- 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 553 Advanced Pathophysiology (3 credits)
- NU 554 Application of Comprehensive Health Assessment Methods (3 credits)
- NU 575 Health Management Information Systems (3 credits)
- NU 611 Care Management and Resources Across the Continuum (3 credits)
- NU 612 Disease Management and Outcomes Assessment (3 credits)
- NU 613 CNL Role Immersion Practicum (6 credits)

Total: 24 credits

NURSING EDUCATION TRACK

In addition to the core requirements and capstone, students in the Nursing Education program are required to complete the following plan of study:
Required Courses

- NU553 Advanced Pathophysiology (3 credits)
- NU554 Application of Comprehensive Health Assessment Methods (3 credits)
- NU555 Pharmacology for the Nurse Educator (3 credits)
- NU661 Care Management and Resources Across the Continuum (3 credits)
- NU612 Disease Management and Outcomes Assessment (3 credits)
- NU588 Theoretical Basis of Teaching and Learning in Nursing Education (3 credits)
- NU589 Curriculum Development and Evaluation in Nursing Education (3 credits)
- NU640 Nursing Education Role Practicum (3 credits)
- NU660 Clinical Specialization Practicum (3 credits)

Total: 27 credits

ACCELERATED RN TO MSN PROGRAM

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

Admission Requirements

The program is limited to academically talented students who have experience in nursing and demonstrate a commitment to nursing leadership and advanced practice.

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)
- Chemistry Elective (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

ACCELERATED RN TO MSN PROGRAM

Students apply through online Admissions directly for the RN to MSN program. The criteria for admission include:

- An undergraduate GPA of 3.0 or above
- One (1) year of nursing experience preferred
- Statement of professional goals
- A copy of RN license in state of practice
- Proof of liability insurance
- Completion of interview with an admissions representative for faculty review
- Prospective applicants must submit a completed application, résumé, 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)
- Chemistry Elective (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

IL 101 Information Literacy (1 credit)
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
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 or PH 258 Medical Ethics (3 credits)
Art, Music, History, Literature, Media Studies, Modern Foreign Language (6 credits)

Total: 37 credits

Validation of Prior Learning

Students are awarded 33 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 (33 credits)
NU 325 Health Assessment for RNs (3 credits)
NU 375 Populations and Public Health Nursing (4 credits)
NU 385 Care Management and Capstone (4 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: 56 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 554 Application of Comprehensive Health Assessment Methods (3 credits)
NU 555 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 CNI. 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

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 550 Family and Community Context for Health Care 3 CH
This course, the first within the Family, Primary Care, and Community sequence, addresses selected family, primary care, and community theories within the context of advanced practice nursing.
and clinical leadership roles. The family system is viewed as both unique and dynamic, existing interdependently with the community and the environment and requiring advanced nursing expertise and caring at various times across the life cycle. Particular emphasis is placed on family and community assessment strategies, the impact of culture upon the family and community systems, and the impact of various primary care-oriented health problems on family roles and functions. In addition, relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities. Faculty collaborate with students as they apply advanced clinical knowledge to the family system in a community setting. Students function interdependently with other health team members in the care of families and evaluate a plan of care using standards for advanced clinical practice.

**NU 551 Advanced Pharmacology 3 CH**

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

**NU 552 Advanced Health Assessment 3 CH**

This course prepares the learner to assess in-depth the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a thorough physical examination, and use acquired data to formulate a working medical diagnosis. Content is designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Integration of common medical testing is addressed. The course assists in the socialization of the learner into the role of the advanced practice nurse in the current health care delivery system. The laboratory component enables the learner to develop advanced assessment skills.

**NU 553 Advanced Pathophysiology 3 CH**

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

**NU 554 Application of Comprehensive Health Assessment Methods 3 CH**

This course prepares the learner to assess in depth the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a systematic physical examination. Acquired data will be used to formulate a comprehensive problem list for the client and refine documentation skills. Content will be designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. Health and wellness in the context of disability will be addressed. This course assists in the socialization of the learner into the role of the clinical nurse leader or nurse educator in the current health care delivery system. The laboratory component enables the learner to develop comprehensive assessment skills.

**NU 555 Pharmacology for the Nurse Educator 3 CH**

This course will focus on the pharmacotherapeutic principles of drugs most commonly used.
across health care settings. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics and pharmacotherapeutics, as well as the principal classifications of drugs in clinical use today are discussed in relation to physiologic and psychologic concepts. The role of the nurse educator in teaching students safe and effective medication administration is emphasized. A variety of interactive and experiential activities will be utilized to enable the student to apply pharmacological theory to clinical situations and patient education.

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

**NU 576 Management of Financial Resources 3 CH**
An overview of the budgeting process in the health care setting. This course explores the building blocks that are utilized to develop sound financial projections. The course also reviews and explores the health care system and the multiple payers and their impact on the financial picture of health care organizations. Emphasis is on the ability to utilize information systems in the development and ongoing analysis of financial data.

**NU 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 588 (488) 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 (489) 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 (440) Nursing Education Role Practicum 3 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.

**NU 660 Clinical Specialization Practicum 3 CH**
This course is a clinical course requiring 8 hours per week in clinical setting of the student’s choice with a designated preceptor. The student will develop objectives to enhance their clinical expertise in area in which the student intends to teach as a nurse educator.

**NU 670 Theoretical Components of Nursing Science 3 CH**
This course involves the study of knowledge shared among members of the nursing discipline, the patterns of knowing and knowledge development, criteria for evaluating knowledge claims and the philosophy of science. The nature of theory, theory development in nursing,
and significant conceptualizations of nursing will be discussed. Through guided search and discussion doctoral students will become knowledgeable about the utilization of middle range theory to guide nursing practice.

**NU 710 Health Care Policy, Advocacy & Ethics 3 CH**
This course will explore the interrelationship between policy, advocacy, and ethics on clinical practice and health care/nursing administration. The nurse's role in health care policy and planning will be examined. An overview of issues in health care policy and planning, including the socio-political and economic context of health and health-seeking behaviors will be provided. Health care policy and planning at the local, state, and federal levels will be considered. Recurring issues in clinical practice will be examined for how legislation and regulation impacts care. This course will examine the structure and function of legislative and regulatory organizations, governance, public relations, and global health care issues. Broader social issues common to the care of underserved and vulnerable populations will be examined. Ethical dimensions of public policy formulations and implementation will be highlighted.

**NU 720 Leading Quality Initiatives and Information Systems in Health Care 3 CH**
The course provides the skills to evaluate and apply the best available technology in solving clinical practice issues. Emphasis will be on the identification of data elements from the information systems in the delivery of patient care. It will also focus on the ability to transform these data elements into useful information which can then be utilized to assist in the analysis of quality care. This information will then be identified to be used as the foundation of evidence-based knowledge and critical appraisals skills in various practice settings. Consideration will be given to the use of electronic medical records including implementation for practice.

**NU 730 Advanced Biostatistics & Research Design 3 CH**
This course provides a comprehensive overview of frequently used descriptive and inferential biostatistical methods. The course includes application of the theories of measurement and statistical inference which contribute to better clinical decisions and improved outcomes. Students will use statistical analysis to investigate underlying relationships in health care data relevant to advanced practice nursing. Conceptual understanding, rather than computational ability, is the focus of the course. Development of an adequate vocabulary, an examination of fundamental principles, and a survey of widely used procedures or tools to extract information from data will form a basis for fruitful collaboration with a professional biostatistician, when appropriate. Students will gain an understanding of when and why to use biostatistical techniques as well as how to apply them with confidence and interpret their output, using SPSS statistical software.

**NU 740 Epidemiology and Population Health 3 CH**
The primary focus of this course is to equip the student with a foundation in clinical prevention and population health. This course introduces students to the methods used by epidemiologists to assess factors associated with the distribution and determinants of health and disease in populations and to read, interpret, and apply literature using epidemiologic and statistical methods. Topics include a discussion of the historical background as well as practical applications of epidemiology, methods for identifying and evaluating sources of health applications of epidemiology, methods for identifying and evaluating sources of health information, calculation of key epidemiologic measures and investigation techniques, and an evaluation of the strengths and weaknesses of different study designs. Current concepts of public health, health promotion, evidence-
NU 750 Clinical Scholarship and Analytical Methods for Evidence-Based Practice 3 CH
The main focus of this course is the scholarship of practice in nursing. Scholarship of practice in nursing involves the translation of research into practice and the dissemination and integration of new knowledge. To that end the emphasis of the course will be on critiquing and rating the research literature for application of research to practice and the development of an evidence based practice project. Select research designs frequently used in practice settings will also be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Analysis and use of appropriate statistical methods will be integrated throughout the course. DNP graduates will use this knowledge to generate evidence through their practice to guide improvements in practice and outcomes of care. Content on the process for grant proposal development, key elements and sections of a proposal, necessary information to include in a grant proposal and development of a budget will be covered in this course.

NU 760 Strategic Leadership and Collaboration in Health Care Organizations in Health Care 3 CH
Organizational and systems leadership skills for advanced leadership practice to improve clinical health care systems and promote excellence in care are enhanced. Focus is on transformational leadership, strategic visioning and planning, collaboration with the health care team to make data driven decisions at both the micro and macro systems level. Understanding of how healthcare is financed and the implications for health care organizations is applied. In this course students will identify and build and their terminal doctoral projects.

NU 770 Advanced Care of Special Populations 3 CH
This clinically focused course is designed for graduate students in the Doctoral Leadership in Clinical Practice Track. Given the complexity of care, growth of information and biomedical technology, an aging and increasingly diverse population, and worsening disparities in care, this course will prepare the student to fill the growing societal need for expert clinicians. This course focuses on the complex management of health care problems experienced by special populations across the lifespan. Emphasis is placed on content specific to the special populations in the areas of critical care, cardiovascular care, infectious disease, oncology care, psychiatric care, and care of homeless populations. The role of the advanced practice nurse in both inpatient and outpatient settings are explored. Students will focus on the development of both direct patient care and systems support components of the advanced practice role. A major focus is on the development of leadership abilities within health care systems and interdisciplinary teams. Critical appraisal of how advanced practice nurses affect patient care delivery and health care practices at the institutional, local and national level is undertaken. Case examples and clinical experiences are provided that allows students to become...
increasingly independent in their own clinical practice with respect to critical thinking and problem solving. Emphasis in role development is placed on effecting change and integration of the multiple roles for advanced practice nurses in an interdisciplinary, integrated health system.

**NU 780 Leadership in Chronic Disease Management and Aging population 3 CH**
This clinical course is designed for graduate students in the Doctoral Leadership in Clinical Practice Track. Doctoral students will synthesize knowledge from physiological, psychological and sociological/cultural perspectives that are important to the aging person and their families. Evidence practice guidelines are used to support clinical management plans and optimal patient outcomes for geriatric clients in both inpatient and primary care settings. Ethical principles will be used guide clinical decision making when complex problems or issues create a dilemma in the delivery of care to elderly populations i.e., elder abuse, reimbursement-driven care, advanced directives. The application of advanced nursing practice theory into supervised clinical practice will be included and emphasized.

**NU 810 DNP Scholarship and Advanced Practice I 6 CH**
Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected dissertation project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will develop the DNP dissertation. Seminars will focus on guiding the student through all aspects of dissertation design, implementation and evaluation. Critique and peer review will be a major focus of the seminars. Clinical experiences will be individually designed within the context of the focus of the student’s track selection and scholarly interests.

**NU 820 DNP Scholarship and Advanced Practice II 6 CH**
This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, ethical and legal principles and health care systems into clinical practice. In consultation with their DNP faculty advisor, students will continue in a select area of clinical practice and implement advanced clinical decision-making and leadership in the provision of culturally sensitive, patient centered, evidence based care. Case presentations from the students' clinical practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Organizational and leadership strategies that have been employed will be discussed. Seminars will focus on guiding the student through the final aspects of project implementation, evaluation and dissemination. Critique and peer review will be major focus of the seminars. Expertise, knowledge and data gained from this course will be used in the development of the final dissertation defense.
Occupational Therapy

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MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

Sacred Heart University’s Graduate program in Occupational Therapy is an entry-level education program designed for persons holding a bachelor’s degree in a field other than occupational therapy. The two-year program prepares students for the national certification exam for occupational therapy administered by the National Board for Certification in Occupational Therapy (NBCOT) and for entry-level clinical practice.

What Makes Our Program Unique?

With the growing need for occupational therapists nationwide and increasing public interest in the profession, our program has made the commitment to remain small and intimate. This allows our faculty and students to get to know each other well, and to support ongoing learning for members of our occupational therapy community. The faculty of Sacred Heart University’s Occupational Therapy Program believes that learning naturally emerges from interactions between students, faculty, and clients. With this belief in mind, our program is structured to encourage and nurture these interactions. The primary pedagogical method for our program is Problem Based Learning (PBL) where small groups of students and a faculty facilitator work through a case to foster clinical reasoning. Problem based learning provides educational content while simultaneously creating a forum for engaging in interactions and clinical decision-making typical of team-based health care. Group interactions also support the development of professional behaviors critical to practice.

Our department’s mission, vision, philosophy, and curriculum design reflect the values of the University as a whole as well as the educational philosophy of the American Occupational Therapy Association (AOTA). The acronym PR.I.D.E., which has been adopted by our program, reveals our commitment to excellence in ourselves, our program, and our students. PR.I.D.E. stands for

Principled

- Our values harmonize with those of the University and the profession of occupational therapy.
- Day-to-day operations and long term planning is in accordance with our mission, vision, professional ethics, and core values.
- Occupational justice is practiced by providing service to the local community.
- We are committed to developing professional leaders who serve.

Responsive

- We are readily available and personally attend to the needs of our students.
- We are flexible, adaptable to changing needs and advances, and adjust to changes in healthcare practice.
- We provide continuing education to the occupational therapy community, adjunct faculty, PBL facilitators, and fieldwork educators according to their needs.
Innovative

- We utilize participatory pedagogies to encourage embodiment of professional skills.
- We engage in collaborative and multidisciplinary teaching
- We implement novel and instructive technologies in our teaching methods and examine their usefulness and effectiveness by gathering and incorporating student feedback.
- We continually seek, examine, and utilize innovations in educational practice, clinical practice, research, and technology.
- We use inventive methods through our P.R.I.D.E. portfolio and Therapeutic Use of Self course sequence to develop reflective practitioners and leaders who serve.
- We expect our graduates to understand and implement data based decision making models based upon single subject research design to enhance their practice.

Dynamic

- We are collaborative and team-oriented in pedagogy and clinical practice.
- We encourage exploration of multiple, diverse viewpoints to enlarge perspectives and solve problems.
- We are dedicated to seeking diversity in faculty, staff, and student populations.
- We are a powerful force for positive growth in our learning community.

Excellent

- We are proud that the NBCOT pass rate for our graduates is above the national average.
- We are committed to curricular excellence, quality teaching, and engagement in scholarship to support faculty and student knowledge.
- We engage in continual curricular improvements that promote life-long learning in students and faculty.
- We are knowledgeable in our areas of expertise.
- We remain current in educational practice, clinical advancements, research, and technology.
- We are well respected among the professional community.
- We encourage logical, critical, and informed questioning of existing theories, models, frames of reference, and domains of knowledge.

Our curriculum design is portrayed by the circular tree of life, with its roots consisting of the foundational knowledge students need to become exemplary practitioners; its trunk symbolizing the process that supports the knowledge scaffolding and critical thinking; and its top branches symbolizing the skills, abilities, and professional behavior outcomes of the entry level practitioners graduating from our program. The tree's branches circle back to its roots, demonstrating the continual process of learning and the integration of new information with the foundational roots as an occupational therapist grows throughout a lifetime of practice.

CURRICULUM OBJECTIVES

Consistent with our vision of PRIDE, our graduates will:

- Participate in promotion of the profession, professional service, and professional activities at local, state, or national levels to enhance
their professional identity.

- Practice in a safe and legal manner in all interactions and adopt professional behaviors rooted in ethical standards, core values & attitudes.

- Respond to unmet occupational and educational needs in underserved communities through leadership, advocacy, and service.

- Identify strengths, passions, and individual talents to direct career choices, life-long professional development, and innovation in practice and scholarship.

- Deepen the ability to self-reflect on ongoing daily experiences to drive their personal growth, professional development, practice, and scholarship.

- Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency.

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.

ADMISSIONS REQUIREMENTS

Students entering the program must have completed their undergraduate degree in a discipline of their choice; however, the Bachelor of Science in Health Science (BSHS) is preferred as it offers students a solid foundation in aspects specific to health care. Sacred Heart University undergraduates interested in completing their undergraduate study in three years may do so if they major in Health Science (BSHS) or sociology providing that they complete all required prerequisites by the end of the summer prior to enrolment. Students entering the program must have earned a bachelor's degree from a USDE approved accredited university and must have completed all pre-requisites by the spring semester prior to fall enrollment. Provisional acceptance may be offered to students requiring the summer to complete pre-requisites. Additional criteria include:

- A undergraduate GPA of 3.0
- A GPA of 3.0 for all pre-requisite coursework with no individual prerequisite course grade below a “C”
- 2 letters of recommendation
- Essay/writing sample completed online with the application

Students are required to have a laptop computer inclusive of Professional Level Microsoft Office Software Suite, high-speed Internet access, a printer, and proficiency in word processing and email.
Application materials

Applications may be completed online through Sacred Heart University's Office of Graduate Admissions webpage. An alternative application process, the Occupational Therapy Common Application System (OTCAS), is being considered by the American Occupational Therapy Association for applicants to the fall 2011 class who wish to apply to multiple schools. Details of OTCAS application processes were not available at the time of this writing; please refer to the Office of Graduate Admission's website for up-to-date details on the OTCAS application process.

Applications must include the following materials:

- a graduate admissions application form and supplemental prerequisite sheet;
- two letters of recommendation: one from an academic source, one from an employer or volunteer supervisor;
- official transcripts of all previous college or university study;
- a nonrefundable application fee (waived for Sacred Heart University students);
- volunteer/work experience in the health care field with specific knowledge of Occupational Therapy is highly recommended; and,
- current certificate of Professional Rescuer Level CPR is required prior to enrollment in the program.

Application Deadlines
For Fall Enrollment

- December 15th for early decision or the date published by the Office of Graduate Admissions
- January 15th for regular admission or the date published by the Office of Graduate Admissions

Early Application Options

Early decision is for entering freshman and/or qualified Sacred Heart University junior or senior level students who have completed prerequisite courses in Biology, Human Anatomy and Physiology I, Psychology, Statistics and at least one other pre-requisite. Sacred Heart University and external students who have not completed these prerequisites should apply regular decision.

Option One: Entering Freshman: Early Program Decision

Early Program Decision Option requirements for entering freshman include successful completion of four years of Science, and two of the following three criteria:

- high school GPA of 3.2 or higher in academic courses (Math, Science, History, English and Language);
- SAT scores of 1100 or higher;
- rank in the top 30% of their high school class

Entering Freshman who meet Early Decision 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, successful completion of all prerequisite course work with a prerequisite GPA of 3.0 with no individual prerequisite course grade below a “C”, 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: 
Early Program Decision Option

For Sacred Heart University junior or senior level undergraduate students and for external students who meet specified criteria, there is an opportunity to apply for Early Program Decision. The application deadline is December 15 or the deadline published by the Office of Graduate Admissions. Criteria for early decision application include all of the following:

- Submission of a completed graduate admission application and applicable fee by the application deadline established by the Office of Graduate Admissions; and,

- Official transcripts from all colleges and universities attended; and,

- Two letters of recommendation (one from an employer or volunteer job supervisor, one from an academic source); and,

- An overall GPA of 3.0 or better and prerequisite GPA of 3.0 or better with no individual prerequisite course grade below a “C”; and

- Interview with the Occupational Therapy Admission Committee, which includes participation in a group problem-based learning experience; and,

- 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.

Applicants who meet the Early Program Decision 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.

Option 3: Senior Year, Spring Term: 
Regular Application Option

For students who do not wish to apply for Early Program Decision or who do not meet the criteria, the application deadline is January 15 or the date published by Graduate Admissions for the incoming fall class.

Requirements for Regular Decision Options include:

- successful completion of all prerequisite courses with a GPA of 3.0 or better and no individual prerequisite course grade below a “C”; and

- overall GPA of 3.0; and

- submission of a completed graduate admission application and applicable fee;

- official transcripts from all colleges and universities attended; and,

- two letters of recommendation: one from an academic source, one from an employer or volunteer supervisor; and,

- relevant experience in the health care field; and,

- interview with the Occupational Therapy Admissions Committee, which includes participation in a group problem-based learning experience; and,

- completion of an online essay.

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 materials be received as close to the January 15 deadline as possible as open admissions 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.

**TRANSFER OF CREDITS**

Students interested in transferring into the Graduate Occupational Therapy Program from another occupational therapy program may do so at the discretion of the Program director and faculty admissions committee depending on the student's qualifications, reason for transfer, and available seats. Transfer students must adhere to Sacred Heart University's residency and course grade requirements for transferring into graduate programs (See Residency Requirements in the Academic Standards section of Sacred Heart University's Graduate Bulletin). Only graduate level courses in which the student earned a grade of B or better will be considered for transfer credit. Students interested in transferring into the graduate occupational therapy program must meet admission criteria and complete an application with the Office of Graduate Admissions.

The University requires graduate transfer students to take a minimum of 60% of the program's credits, or a minimum of 46 of the 76 Occupational Therapy total program credits at Sacred Heart University to meet the residency requirement. Additionally, the Occupational Therapy curriculum reflects its philosophy, problem-based learning pedagogy, P.R.I.D.E. Vision, Mission, and objectives to prepare reflective practitioners. Transfer students therefore are required to take all courses rooted in these philosophies and PBL pedagogy regardless of the number of credits that may qualify for transfer. These include: OT OT504-Therapeutic Use of Self I; OT606-Therapeutic Use of Self II; OT532-Portfolio I; OT562-Portfolio II; OT561-Capstone Project I; OT604-Capstone Project II; OT534-Evidence Based Seminar in Pediatrics; OT535-Problem Based Learning in Pediatrics; OT537-Evidence Based Seminar in Adolescence; OT538-Problem Based Learning in Adolescence; OT 564-Evidence Based Seminar in Adulthood; OT565 Problem Based Learning in Adulthood; OT567-Evidence Based Seminar in Geriatrics; OT568 Problem Based Learning in Geriatrics; OT602 Special Topics in Occupational Therapy Practice; OT691-Level II Fieldwork; and OT693-Level II Fieldwork.

**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)
- Sociology (3 credits)
- Statistics (Content must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing) (3 credits)*
- Interpersonal Communication, or Group Dynamics, or Family Dynamics (3 credits)
- Diversity or Multicultural Studies, or advanced language with documented fluency in that language, or one semester or the equivalent of AmeriCorps or Peace Corps experience (3 credits)**
- Ethics, or Bioethics, or Medical Ethics (3 credits) **

Only prerequisite course grades of C or better meet prerequisite requirements.
*Prerequisite courses in Statistics and Human Anatomy and Physiology I and II must have been completed within the past 10 years.

**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.

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:

**REQUIRED COURSES**

**Fall Trimester, Academic Year One: Full Trimester**

OT504 Therapeutic Use of Self I (2 credits)

**Fall Trimester Academic Year One: AHEAD Module One**

OT501 Introduction to Occupational Therapy as a Profession (3 credits)
OT507 Foundations: Neuroscience and occupation (3 credits)
OT508 Foundations: Mental Health Conditions across the Life Span: Implications for Occupational Performance (2 credits)

**Fall Trimester Academic Year One: AHEAD Module Two**

OT502 Human Occupation and Activity Analysis (2 credits)
OT503 Research I: Introduction to Research (3 credits)
OT506 Foundations: Clinical Anatomy and Kinesiology in the Context of Occupation (3 credits)
OT509 Foundations: Pathology—Implications for occupational performance (2 credits)

**RECOMMENDED ELECTIVES**

Physics with lab (4 credits)

**DEGREE REQUIREMENTS**

The program consists of four academic trimesters followed by two 12-week experiences of full time supervised clinical fieldwork. Each academic trimester includes courses that span the trimester and courses that are subdivided into two, eight-week AHEAD modules. Course work during the academic trimesters may be completed full time or part time with the part time sequence scheduled during the day with the full time cohort. The supervised clinical fieldwork is full-time with the hours determined by the clinical site. The full time program sequence is completed in two calendar years including summers. Successful completion of all course work, level I and II fieldwork, a completed portfolio, and the Capstone project, poster presentation, and defense are required for graduation. Level II fieldwork experiences must be successfully completed within 24 months of completion of coursework.

Note: A 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, and or fingerprinting. The costs for these checks are the student’s responsibility.
Spring Trimester Academic Year One: Full Trimester

- OT531 Research II (3 credits)
- OT532 Portfolio I (1 credit)
- OT533 Level one fieldwork (1 credit)

Spring Trimester Academic Year One: AHEAD Module Three

- OT534 Evidence Based Seminar—Pediatrics (1 credit)
- OT535 Problem Based Learning—Pediatrics (2 credits)
- OT536 Clinical Lab- Pediatrics (2 credits)

Spring Trimester Academic Year One: AHEAD Module Four

- OT537 Evidence Based Seminar—Adolescence (1 credit)
- OT538 Problem Based Learning—Adolescence (2 credits)
- OT539 Clinical Lab- Adolescence (2 credits)

Summer Trimester Academic Year One: Full Trimester

- OT561 Capstone Project I (3 credits)
- OT606 Therapeutic Use of Self II (3 credits)
- OT563 Level one fieldwork (1 credit)

Summer Trimester Academic Year One: AHEAD Module Five

- OT564 Evidence Based Seminar—Adulthood (1 credit)
- OT565 Problem Based Learning—Adulthood (2 credits)
- OT566 Clinical Lab- Adulthood (2 credits)

Summer Trimester Academic Year One: AHEAD Module Six

- OT567 Evidence Based Seminar—Geriatrics (1 credit)
- OT568 Problem Based Learning—Geriatrics (2 credits)
- OT569 Clinical Lab– Geriatrics (2 credits)

Fall Trimester Academic Year Two: Full Trimester

- OT602 Special Topics in Occupational Therapy Practice (3 credits)
- OT604 Capstone Project II (4 credits) *
- OT605 Groups and Populations (3 credits)
- OT607 Leadership and Management (3 credits)
- OT562 Portfolio II (2 credits) *

Spring Trimester Academic Year Two: Full Trimester

- OT691 Level II Fieldwork (4 credits)

Summer Trimester Academic Year Two: Full Trimester

- OT693 Level II Fieldwork (4 credits)

*Capstone poster presentation and completed portfolio sharing will be scheduled in the timeframe between the two level II fieldwork experiences

COURSE DESCRIPTIONS

OT 501 Introduction to Occupational Therapy as a Profession 3 CH
This course will introduce occupational therapy students to the foundations of professional practice. They will develop a historical and philosophical perspective of the profession, explore what it means to be a professional, and understand the theories and models that guide...
occupational therapy practice. Both
a national and international view of
practice will be presented. Course formats
include seminar, lecture, and workshop.

**OT 504 Therapeutic Use of Self I 3 CH**
This first semester course is designed to
promote reflection on the educational
process and the individual students’
future occupational therapy practice.
It is followed by OT532–Portfolio I,
OT606–Therapeutic Use of Self II, and
OT562–Portfolio II. Students will complete
reflective self-assessments and analyze
them to determine their values, ethical
stance, professional behaviors, knowledge,
and skills necessary for developing a
professional identity. Understanding the
nature of the therapeutic relationship
as an intentional process will be taught
for successfully managing client, family,
and group dynamics. Examination of the
occupational therapy profession's core
values, beliefs, mission, and vision will be
accomplished through readings, journal
assignments, and group discussions.
Course formats will include seminars,
discussions, and online course activities.

**OT 507 Foundations: Neuroscience
and occupation 3 CH**
This course will cover the gross anatomy
and organization of the nervous system
including all components of the central,
peripheral and visceral systems. Course
activities will relate neuro-anatomy to
the control of human behavior across
the lifespan. Students will explore
neuro-occupation through the study of
neuroscience concepts as they relate
to functional performance, meaning
and intent. Course formats include
seminar and in-class laboratories.

**OT 508 Foundations: Mental
Health Conditions across the
Life Span: Implications for
Occupational Performance 2 CH**
This course will examine mental health
diagnoses from psychiatry and the
psychotropic medications that are used
for the conditions which occupational
therapists are most likely to treat in
practice. Course format will include
online learning, textbooks, journal
readings, and videos that illustrate the
integration of psychosocial and physical
occupational therapy practices.

**OT 502 Human Occupation
and Activity Analysis 2 CH**
In this course, students will explore the
importance of occupational balance to
wellness, quality of life, and the prevention
disease/disability in individuals,
families, and societies. Students will
evaluate their own occupational balance
and time use patterns within their current
lifestyles and examine the evidence that
supports the primary role of occupation
in human behavior. Students will compare
the concepts of occupation and activity
and review the historical development
of activity analysis as a valuable tool of
occupational therapy across all clients
and contexts. Students will learn ways
to evaluate and assess the activities and
preferences of individuals. In addition,
students will have multiple opportunities
to teach, analyze, and adapt activities.
Students will thereby gain critical
occupational therapy skills of observation
and task/environment adaptation,
modification, and grading. Course formats
include seminar, lecture and workshops.

**OT 503 Research I: Introduction
to Research 3 CH**
Introduction to Research will provide
the occupational therapy student
with a thorough understanding of the
importance of research to the profession
of occupational therapy. Students will
have the ability to read and critique the
research of occupational therapy and other
professions. Topics covered in this course
include basic concepts of research, an
overview of research designs and methods,
and concepts of examining research
evidence critically. Course formats
include seminar, lecture, and workshops.
OT 506 Foundations: Clinical Anatomy and Kinesiology in the Context of Occupation 3 CH
This course will offer a study of the structure and function of the musculoskeletal system of the human body. Specific structures along with their functions will be examined in regards to their impact on occupational performance across the lifespan. Seminar and laboratory experiences will include cadaver dissection, models, technology simulations, and clinical assessment techniques. This course will be devoted to the assessment of joints, muscles, and nerves and how movement is produced. Kinesiology concepts will be explained with regard to forces acting on the body. Course formats will include in-class labs, seminars, and online learning.

OT 509 Foundations: Pathology-Implications for occupational performance 2 CH
This course will explore the characteristics and implications of the major categories of pathologies that occupational therapists may encounter when working with clients throughout the lifespan. Pathology will be discussed as it relates to occupational performance and client participation in roles and meaningful activity. Epidemiology, prognosis, current research, medical and pharmacological treatment for a variety of common pathogenic processes will be explored. Course formats will include seminars and in class case-based experiences, and online learning.

OT 531 Research II 3 CH
Research II will apply the concepts and content learned in Introduction to Research to actual research activities. Students will engage in review of the literature, data collection, data analysis, and data reporting and will examine methods of procuring funding for research related activities. Class formats will include lectures, discussions, workshops, and online activities. Field trips to locations for data collection may occur.

OT 532 Portfolio I 1 CH
This course builds on the reflective self-assessment completed in OT504—Therapeutic Use of Self I to develop a written a Professional Development Plan and a Portfolio Plan outlining a series of projects to be implemented throughout the students’ tenure in the program, and culminating with a completed Portfolio at the conclusion of OT562—Portfolio II. Course formats consist of scheduled Portfolio seminars with the Portfolio I course instructor, students’ regular mentoring meetings with the student’s academic advisor, and independent work to complete Portfolio I assignments. The Professional Development Plan and Portfolio Plan will include activities reflective of the Program’s P.R.I.D.E. Vision and AOTA’s Centennial Vision.

OT 533 Level I Fieldwork 1 CH
Students will engage in Level I Fieldwork during AHEAD modules three and four. The purpose of Level I Fieldwork will be for students to integrate academic learning with clinical practice. Fieldwork placement will be determined by the Academic Fieldwork Coordinator. Fieldwork experiences will focus on developing the student’s observational skills for evaluation and intervention, understanding the role of the OTR, OTA, and other members of the professional team, and practicing professional behaviors. Fieldwork experiences will be one day a week and the setting will align with academic content.

OT 534 Evidence Based Seminar-Pediatrics 1 CH
This course will examine the biological, psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with clients from birth to middle childhood. Current theories will be examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Spirituality
and meaning of occupations will also be considered in context of evaluation and intervention of the whole client. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL groups to discover and develop their theoretical and evidence base for clinical practice. The format for this course will be presentation, discussion, and collaborative work.

**OT 535 Problem Based Learning- Pediatrics 2 CH**
This course will utilize Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in pediatric occupational therapy. Students will practice clinical decision-making skills in applying their knowledge of foundational theories and principles to the occupational therapy evaluation and intervention process in pediatrics. This course will focus on developing the student's ability to “think” like an occupational therapist: to apply foundational knowledge and theories to occupation, evaluation and intervention in the contexts of a child's natural environments, and adopt evidence-based skills and a client and family-centered perspective. Students will apply self directed learning and critical thinking skills to “hands on” learning experiences and towards developing basic skills of occupational therapy evaluation and intervention within the contexts of children's and family's daily lives. Through experiences in selecting and applying the overarching models and frames of reference of occupational therapy to the evaluation and intervention process, students will begin to develop their ability to “act” like occupational therapists. Consistent with the methodology of Problem-Based Learning, this course will provide extensive opportunities for students to link the knowledge they are actively acquiring throughout the curriculum to occupational therapy practice skills. The format for this course will be PBL.

**OT 536 Clinical Lab- Pediatrics 1 CH**
In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during “hands on” learning experiences. The focus will be on developing basic clinical skills of occupational therapy evaluation and intervention within the contexts of the daily lives of families of infants and children through middle childhood while maintaining professional behaviors and team collaboration. Documentation, evaluation planning and the development of intervention plans through the use of clinical cases will be emphasized.

**OT 537 Evidence Based Seminar- Adolescence 1 CH**
This course examines the biological, psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with clients from early adolescence to early adulthood. Current theories are examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Spirituality and meaning of occupations are also considered in context of evaluation and intervention of the whole client. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL groups to discover and develop their theoretical and evidence base for clinical practice. The format for this course will be presentation, discussion, and collaborative work.

**OT 538 Problem Based Learning- Adolescence 2 CH**
This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in adolescent occupational therapy. Students will practice clinical decision-making skills in applying their knowledge of foundational theories and principles to the occupational therapy
evaluation and intervention process in adolescence and early adulthood. This course will focus on the student's ability to apply foundational knowledge and theories to occupation, evaluation and intervention in the contexts of a child's natural environments, and adopt evidence-based skills and a client and family-centered perspective. Students will apply self-directed learning and critical thinking skills to “hands on” learning experiences and towards developing basic skills of occupational therapy evaluation and intervention within the contexts of adolescents, young adults, and family's daily lives. Through experiences in selecting and applying the overarching models and frames of reference of occupational therapy to the evaluation and intervention process, students will continue to develop their ability to “act” like occupational therapists. Consistent with the methodology of Problem-Based Learning, this course provides extensive opportunities for students to link the knowledge they are actively acquiring throughout the curriculum to occupational therapy practice skills. The course format consists of PBL tutorials.

OT 539 Clinical Lab- Adolescence 2 CH
In this laboratory course, students will apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during “hands on” learning experiences. The focus will be on developing basic clinical skills of occupational therapy evaluation and intervention within the contexts of the daily lives of clients in early adolescence to early adulthood while maintaining professional behaviors and team collaboration. Documentation, evaluation planning and the development of intervention plans through the use of clinical cases will be emphasized.

OT 561 Capstone Project I 4 CH
The Capstone will be culminating project of the entire occupational therapy curriculum, and will incorporate the knowledge, skills, professional behaviors, and AOTA's code of ethics, and core values and attitudes. Capstone projects will contribute to the vision and mission of the program, reflect the program's overall philosophy and occupational therapy, and contribute to AOTA's Centennial Vision. Students initiate Capstone projects in OT561—Capstone I and complete them in OT604—Capstone II. Students will work in pairs or a group of three (3). Course formats consists of seminars with the Capstone coordinator, regular mentoring meetings with the Capstone advisor, and independent work, which may include work in the field. Capstone I will ask students to identify a “clinical irritant”, something the student is curious about and would like to see change or develop. Students will then explore the general topic through a review of the occupational therapy literature and literature from other disciplines, data sources, and assessment of needs. The broad exploration of information will be synthesized as the Capstone pairs hone in on and focus their projects on occupational therapy theory, research evidence, and application to occupational therapy practice. Students will develop a Capstone project plan and begin to implement their project for completion in OT 604—Capstone II. The Capstone project will culminate in a scholarly paper in OT604—Capstone II.

OT563 Level one fieldwork 1 CH
Students will engage in Level I Fieldwork during AHEAD modules five and six. The purpose of Level I Fieldwork will be for students to integrate academic learning with clinical practice. Fieldwork placement will be determined by the Academic Fieldwork Coordinator. Fieldwork experiences will focus on developing the student's observational skills for evaluation and intervention, understanding the role of the OTR, OTA, and other members of the professional team, and practicing professional behaviors. Fieldwork experiences will be one day a week and the setting will align with academic content.
OT 564 Evidence Based Seminar- Adulthood 1 CH
This course examines the biological, psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with adult clients. Current theories are examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Students will consider spirituality and meaning of occupation in the context of evaluation, intervention, and discharge planning. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL tutorial groups to discover and develop their theoretical and evidence base for clinical practice. The format for this course will be presentation, discussion, and collaborative work.

OT 565 Problem Based Learning- Adulthood 2 CH
This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in occupational therapy with the adult population. Students will utilize self-directed learning and critical thinking skills to apply foundational theories and principles, knowledge, and clinical skills to the evaluation and intervention process of occupational therapy as practiced with adults. Students will learn to consider the areas of occupational performance specific to this age group, but also the diversity that can be found in the adult population, particularly in the United States. Consistent with the methodology of Problem-Based Learning, this course will provide extensive opportunities for students to link the knowledge they acquire throughout the curriculum to occupational therapy practice skills. The format for this course will be PBL.

OT 566 Clinical Lab- Adulthood 2 CH
In this lab format course, students will apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during “hands on” learning experiences. The focus will be on developing the basic knowledge, and clinical and documentation skills of occupational therapy for effective evaluation, and intervention within the contexts of the daily lives of adult clients while maintaining professional behaviors and team collaboration. Course format will include classroom and community experiences.

OT 567 Evidence Based Seminar- Geriatrics 1 CH
This course examines the biological, psychological, medical, and social sciences evidence that serve as a basis of occupational therapy assessment and intervention in current practice with older adult clients. Current theories are examined and critically analyzed related to areas of occupation, performance skills, performance patterns, context, activity demands and client factors. Spirituality and meaning of occupations are also considered in the context of evaluation of, intervention with, and discharge planning for the whole client. Students will actively participate in discussion and debate utilizing research, scholarly works and work done in their PBL groups to discover and develop their theoretical and evidence base for clinical practice. Course formats will include presentation, discussion, and collaborative work.

OT 568 Problem Based Learning– Geriatrics 2 CH
This course utilizes Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in geriatric occupational therapy. Students will utilizes self-directed learning and critical thinking skills to apply foundational and geriatric theories and principles, knowledge, and clinical skills to the evaluation, intervention, and discharge
planning process of occupational therapy as practiced with older adults. Students will learn to consider the diversity within this age group in relation to physical, social, and cognitive factors, and life-style, and investigate the multidisciplinary and contextual support systems available to enable older adult’s occupational performance. Consistent with the methodology of Problem-Based Learning, this course provides extensive opportunities for students to link the knowledge they are actively acquiring throughout the curriculum to occupational therapy practice skills. The format for this course will be PBL.

OT 569 Clinical Lab– Geriatrics 2 CH
In this lab format course, students will apply the concepts explored in PBL and seminar utilizing self directed learning and critical thinking skills during “hands on” learning experiences. The focus will be on developing the basic knowledge, and clinical and documentation skills of occupational therapy for effective evaluation, intervention and discharge within the contexts of the daily lives of older adult clients while maintaining professional behaviors and team collaboration. Course formats will include classroom and community experiences.

OT 602 Special Topics in Occupational Therapy Practice 3 CH
Special Topics in Occupational Therapy provides the occupational therapy student with an opportunity to integrate information from all prior courses and advance clinical reasoning skills in occupational therapy evaluation and intervention with complex client or population-based cases. Topics covered in this course include specialized interventions such as feeding and swallowing, driving, home modifications and technology, hand therapy, and Ayres’ Sensory Integration®, as well as complex situations such as clients in abusive families and clients who are homeless, or population groups. Additionally, complex work/system situations will also be addressed such as new program development, working with difficult teams, and budgeting and prioritizing for equipment needs. Course formats will include PBL tutorials, seminar discussions, and laboratories.

OT 604 Capstone Project II 4 CH
The Capstone will be a culminating project of the entire occupational therapy curriculum, and should incorporate the knowledge, skills, professional attitudes, behaviors, and ethics of occupational therapy. Capstone projects should embody the vision and mission of the program and reflect the program’s overall philosophy as well as that of occupational therapy, and strive to contribute to AOTA’s Centennial Vision. Students will continue to work in their Capstone groups to implement and complete their projects, culminating in a 10-20 page publishable manuscript and poster presentation. Students shall utilize a professional poster template that will be handed in along with the completed paper. The Capstone groups will present their work to faculty and peers in the form of a poster presentation. Course formats will consist of seminars with the Capstone coordinator, regularly scheduled mentoring meetings with their Capstone advisor, and work in the field.

OT 605 Groups and Populations 3 CH
This course will be in the third semester and will coincide with OT607-Leadership and Management. Students will study the elements of groups to understand how they operate and how occupational therapists utilize groups for assessment and intervention within particular frames of reference and theoretical models. Topics include the structures, norms, tasks, roles, membership, communication, and group processes which facilitate engagement in meaningful occupations. Students design and implement group protocols with their peers to develop the interpersonal skills necessary for practice in the community. An understanding of diverse and situational meanings expressed in any community is incorporated with
the knowledge of group process and from the needs assessment assignment completed in the TUOS II course. The students will examine how occupational therapists develop health promotion and prevention programs that address the needs of individuals, families, and society within various community contexts. The format of the course includes seminar, lecture, online material and discussions, and experiential learning activities.

**OT 606 Therapeutic Use of Self II 3 CH**
This course follows the OT504–Therapeutic Use of Self I and OT532–Portfolio I courses and culminates in the OT562–Portfolio II project. It addresses the practice of occupational therapy beyond the clinical setting. It examines roles occupational therapists demonstrate in interaction with the healthcare and education systems. Students are taught about the players and stakeholders who are instrumental in the formulation of policy and legislation in these areas. It prepares the student to apply critical thinking and ethical decision making to the organizational, systemic, and civic contexts of practice, and engage in the assessment of occupational needs. The students consider utilizing interactional skill sets (educator, advocate, consultant, researcher, or mentor) to develop various strategies to meet these needs. They will develop their professional interaction skills with supervisors, supervisees, other healthcare and education professionals in order to effect change across the continuum of personal professional development and national health and education public policy and legislation.

**OT 607 Leadership and Management 3 CH**
This course uses the formats of lecture, seminar, collaborative group work, and presentations to study leadership, supervision and management in health care contexts and organizations. This course provides the knowledge and opportunities to practice critical and ethical reasoning, and skills for organizational analysis, leadership, management, and supervision. Theories including aspects such as leadership and management will be examined in detail, including leadership theories, budgeting, marketing and strategic planning. Evidence based processes will be used to find and evaluate research evidence to determine the best course of action in management, supervisory, and leadership situations. Guest lecturers from the Physical Therapy and Nursing programs expose students to their future roles as members of interdisciplinary health care teams.

**OT 562 Portfolio II 2 CH**
The course will be the culminating projects outlined in the Portfolio Plan developed in OT532–Portfolio I, a reflective self-assessment of progress on their professional development goals, documentation of progress on Professional Development Plan goals, and an updated Professional Development Plan to pursue as students embark onto level II fieldwork and entry-level practice. Portfolio II will be the last course in the four-course Therapeutic Use of Self and Portfolio sequence of courses. The Portfolio II course format will consist of Portfolio seminars with the course instructor, students’ regular mentoring meetings with their academic advisor, and independent work to complete their professional development and portfolio plan activities, assess plan outcomes, and document completion of all activities outlined in the respective plans. One aspect of the portfolio will be shared with classmates in a special presentation scheduled in the time period between the two level II fieldwork experiences.

**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 will 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 will arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

CONTINUOUS ENROLLMENT POLICY
Graduate students in the master’s degree program in Occupational Therapy must maintain continuous enrollment in the program. Students who need to take a leave of absence from the program must apply, in writing, to the program chairperson. A maximum of one 12-month leave of absence may be granted upon review by the chair and faculty Professional Performance Committee 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 and the University may charge a continuous enrollment fee each trimester he or she is not enrolled to maintain matriculation.

Physical Therapy

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DOCTOR PHYSICAL THERAPY (DPT)
The University’s Doctoral Program in Physical Therapy prepares students for professional practice as general practitioners who demonstrate self-directed, ongoing learning, competency in clinical practice, a commitment to the application of professional skills and knowledge in service to others. The program’s curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient problems that students study, discuss and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students, and supports the use of peers in learning and problem solving. Clinical education includes part-time, integrated experiences in each of the academic semesters, and full-time clinical education in the summers following the first and second years of study and the final semester of the academic program. Clinical education totals 38 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.
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 management 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 diagnose 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

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 December 15 (or as published by the Graduate Admissions Office) for the incoming Fall class.

Application materials must include:

• a graduate admissions application form;

• two letters of recommendation (one from an academic source and one from an employment/volunteer source);

• complete official transcripts of all previous college or university study; and

• a nonrefundable application fee

Admission criteria include:

• physical therapy prerequisite courses grade point average (GPA);

• undergraduate GPA;

• letters of recommendation;

• relevant activity in the health care field; and

• individual and group interviews with the Physical Therapy admissions committee.

DEGREE REQUIREMENTS

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

Prerequisite Courses

BI 111, 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 (4 credits)
PT 734 Evaluation–Intervention IV (4 credits)
PT 744 Grand Rounds II (4 credits)
PT 760 Special Project I (1 credit)
Semester Total: 18 credits

Summer
PT 752 Clinical Experience II (5 credits)

Year 3, Semester 1
PT 825 Contemporary Practice in Physical Therapy (9 credits)
PT 845 Professional Practice III (4 credits)
PT 861 Special Project II (4 credits)
Semester Total: 17 credits

Year 3, Semester 2
PT 853 Clinical Experience III (6 credits)
PT 854 Clinical Experience IV (6 credits)
Semester Total: 12 credits
Program Total: 108 credits

Clinical Education

The curriculum includes 21 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summers following the first and second years of study and during the entire sixth semester of the program. Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings. The DPT program is affiliated with more than 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. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that will serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience will have an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence. These structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of description.

**PT 611 Structure and Function I 7 CH**

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

**PT 621 Examination and Documentation I 4 CH**

This course presents conceptual models for clinical decision-making and expert practice for patients presenting with musculoskeletal dysfunction. Students are introduced to psychosocial, psychomotor, and communication aspects of interacting with patients and their families. Using 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 understanding patient impairment, functional outcome and disability data, measurement characteristics of and rationale for choices among available tests and measures, and strengths and limitations of using data to draw conclusions about individual patients or patient groups. Parameters of patient documentation as a data management tool and form of professional communication are initiated. [Format: 2 2.5-hour laboratories and 1 large group discussion per week (75 minutes each).]

**PT 631 Evaluation and Intervention I 6 CH**

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

**Year 1, Semester 2 - 16 CH [23.5 h rs /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 guidelines. [Format: 2 2.5-hour laboratories and 2 large group discussions per week (75 minutes each).]

**PT 632 Evaluation and Intervention II 4 CH**

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

**Year 1, Summer - 5 CH**

**PT 740 Professional Practice 1 CH**

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

**PT 651 Clinical Experience I 4 CH**

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

**Year 2, Semester 1 - 18 CH [26.25 h rs /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 2-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,
Year 2, Semester 2 - 18 CH [25.0 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to spinal, TMJ, or genitourinary problems, including patients with congenital or acquired spinal cord injury that is inherently multisystem and complex. Although PT 714 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial are not necessarily used concurrently across courses, but are presented in a course context-specific manner. The courses are substantially interrelated and are, therefore, co-requisite to each other. Also included in this semester and tied to components of each course are 4 to 6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that is used to facilitate achievement of the goals of the experience and to work on writing competence. This semester also includes the introduction of the special project that will serve as the summative capstone experience for the patient-based components of the curriculum. The special project continues into Year 3, Semester 1.

PT 714 Structure and Function IV 6 CH
This tutorial-based course covers the in-depth structure and function of the normal and impaired axial skeleton and genitourinary system, including problems related to pregnancy, spinal dysfunction, TMJ, and spinal cord injury. Building on the foundational musculoskeletal and neurologic systems presented in previous semesters, patient problems are inherently more complex and likely to involve at least two systems. The interactive effects of normal, pathological, developmental or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are explored. The implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are included. [Format: 2 3-hour tutorials and 2 large group discussions (75 minutes).]

PT 724: Examination and Documentation IV 4 CH
In the context of tutorial-based cases, students continue with clinical tests and measurement options and rationales for assessing spinal dysfunction, genitourinary problems, mobility impairments, and environmental/ergonomic factors including functional capacity evaluations. The strengths and limitations of advanced 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 4 CH
This course includes interpretation and implications of patient history and examination data, including diagnostic imaging, to evaluation of the patient with spinal, TMJ, genitourinary, or complex mobility problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions using best available evidence. The intervention options, rationale, and implications for choices among spinal interventions, exercise programs, assistive or supportive devices, and orthotics are examined as the means of optimizing mobility and self-care. Gait analysis is used as a support to the patient evaluation process. The implications of pharmacologic use and
interactions on the studies systems and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 1 large group discussion (75 minutes) and 2 2-hour labs per week.]

PT 744 Grand Rounds II 3 CH
Students work in small groups utilizing clinical case scenarios typical of patients with complex medical problems affecting the musculoskeletal and neurological systems. Students apply an evidence-based analysis of the literature related to a specific clinical examination, intervention, or management strategy. The culminating product of the semester is a professional presentation of the case and evidence-based findings to students and faculty.

PT 760 Special Project I 1 CH
This is a two-semester (PT 760 and PT 861) project that will be a summative experience across coursework to date. Students are presented with complex clinical cases from which key issues in examination or intervention are selected. Working in small groups, students review the research literature on their assigned case-related management issue. Using independent and self-directed learning, students: (1) assess the value of case and issue-related scientific literature to the clinical decision making; (2) choose, analyze, and present the research article chosen to best facilitate clinical decision-making; (3) make a recommendation for the patient case based on the reviewed article and background literature; and (4) briefly propose a research project that would address one or more deficits in the current body of relevant research literature. This major project will demonstrate the students’ ability to appropriately use research literature to guide clinical decision-making and practice, as well as their understanding of the role of research in advancing practice and contributing to the profession’s body of knowledge. [Format: Preparation is largely independent. Each group will have a faculty advisor. In the second semester of the project (PT 861), each group will present for approximately 60 minutes once during the semester (2 presentations per class session). Students will be required to attend all presentations.]

Year 2, Summer - 5 CH

PT 752 Clinical Experience II 5 CH
This 10-week full-time supervised clinical experience takes place in an environment that differs from the student’s first affiliation and is expected to prepare students to work with more complex and multisystem-involved patients, as well as prepare the student to carry an independent caseload.

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

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

PT 825 Contemporary Practice in Physical Therapy 9 CH
This tutorial-based course focuses on the health care delivery system—the content in which practice exists, must function, and within which practice goals and objectives are established. Practice-based cases are used to develop an understanding of health care finance and financial decision-making (including an understanding of case-mix and cost-effectiveness issues), marketing, and capitation/contractual issues. Trends in health care and health care finance are examined in the context of
understanding the role of the physical therapist as an advocate for the patient and the profession. The function of and considerations relative to the physical therapist as a consultant to other practices, health care providers, or a community are discussed. Practice-based tutorial cases are used to prepare students for role competence in practice implementation issues. Practice-based cases are used to develop an understanding of the role of standardized patient examination data and patient/practice documentation systems (including employee assessment tools) in examining practice outcomes, administrative issues such as scheduling (patient and personnel), and cost-effectiveness issues around equipment/supplies. The role of documentation systems in contributing to the body of knowledge of the profession and generating financial data is explored. [Format: 2 3-hour tutorials, 3 large group discussions (75 minutes), and 1 2-hour seminar per week.]

**Year 3, Semester 2**

**PT 845 Professional Practice III 4 CH**
This course prepares students for community outreach, implementation of wellness programming, advanced or specialized intervention programs. Program evaluation and needs assessment strategies, concepts in wellness assessment, and screening programs are considered as elements of understanding current practice status, potential for new services and short- and long-term practice planning strategies. Professional presentations by the students are used as the teaching-learning medium for a substantial segment of this course. The course also includes a practice or community project with a faculty advisor and clinical preceptor. [Format: 1 large group discussion (75 minutes per week) and 1 2.5-hour seminar per week.]

**PT 853 Clinical Experience III 6 CH**
These two full-time supervised clinical experiences (in 2 10-week units) take place either in a single environment that offers different patient care or practice options, or in two different settings that will round out the student's exposure to patient care. Students are exposed to and participate in practice administration for at least some period during this final experience or set of experiences.

**PT 854 Clinical Experience IV 6 CH**

In this final semester, students complete their study with both clinic-based patient management experiences, and with practice-based clinical and didactic experiences.

**PT 861 Special Project II 4 CH**
This course is the continuation of the special project described in PT 760. This semester includes the completion and presentation of the project. [Format: 1 3-hour seminar/presentation session and 1 3-hour field work period per week.]