## University Telephone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs and Provost</td>
<td>203/371-7910</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>203/365-4801</td>
</tr>
<tr>
<td>Bookstore</td>
<td>203/365-4768</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>203/371-7840</td>
</tr>
<tr>
<td>Career Development</td>
<td>203/371-7975</td>
</tr>
<tr>
<td>Cashier's Office</td>
<td>203/371-7975</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>203/396-8020</td>
</tr>
<tr>
<td>John F. Welch College of Business</td>
<td>203/396-8084</td>
</tr>
<tr>
<td>College of Education and Health Professions</td>
<td>203/396-8024</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>203/371-7955</td>
</tr>
<tr>
<td>Credit and Collection</td>
<td>203/371-7947</td>
</tr>
<tr>
<td>Development</td>
<td>203/371-7964</td>
</tr>
<tr>
<td>Graduate Admissions</td>
<td>203/365-7619</td>
</tr>
<tr>
<td>Health Services</td>
<td>203/371-7838</td>
</tr>
<tr>
<td>Human Resources</td>
<td>203/365-7633</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>203/371-7860</td>
</tr>
<tr>
<td>Jandrisevits Learning Center</td>
<td>203/371-7820</td>
</tr>
<tr>
<td>Library</td>
<td>203/371-7700</td>
</tr>
<tr>
<td>President's Office</td>
<td>203/371-7900</td>
</tr>
<tr>
<td>Public Relations</td>
<td>203/371-7970</td>
</tr>
<tr>
<td>Public Safety</td>
<td>203/371-7995</td>
</tr>
<tr>
<td>Registrar</td>
<td>203/371-7890</td>
</tr>
<tr>
<td>Residential Life and Housing Services</td>
<td>203/416-3417</td>
</tr>
<tr>
<td>Stamford</td>
<td>203/323-4959</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>203/371-7925</td>
</tr>
<tr>
<td>Student Activities and Student Life</td>
<td>203/371-7846</td>
</tr>
<tr>
<td>Student Financial Assistance</td>
<td>203/371-7980</td>
</tr>
<tr>
<td>Student Union</td>
<td>203/396-8027</td>
</tr>
<tr>
<td>Switchboard</td>
<td>203/371-7999</td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td>203/371-7880</td>
</tr>
<tr>
<td>University College</td>
<td>203/371-7830</td>
</tr>
<tr>
<td>Valley Program (Derby)</td>
<td>203/371-7830</td>
</tr>
</tbody>
</table>
Welcome from the President

Dear Friends,

On behalf of more than 5,600 students, many hundreds of professors and staff members, and over 20,000 alumni, let me welcome you to Sacred Heart University. You will find in these pages just some of the reasons that both *U.S. News & World Report* and the *Princeton Review* have ranked our University among the finest in the Northeast. Our community of active, engaged learners welcomes your interest and participation.

Sacred Heart University is comprised of four distinctive colleges: Arts and Sciences; Education and Health Professions; University College; and the newly established John F. Welch College of Business. A challenging curriculum is complemented by a robust campus life that includes a wide variety of offerings designed to assist each student's moral and spiritual development, an award-winning program of volunteer service opportunities, and more than 30 Division I athletic teams.

Sacred Heart University is rooted in the Catholic intellectual tradition. We are here to assist you in your journey of learning and to travel with you as you work to build a better, more peaceful world. Please call on anyone listed in these pages with your questions and concerns.

We welcome your interest in our community of learning and hope your time with us is both challenging and productive.

With every best wish, I am

Sincerely,

Anthony J. Cernera, Ph.D.
Undergraduate Academic Calendar 2006–2008

Fall Semester
Labor Day—No Classes
Classes Begin
AHEAD Term 1 Begins
Last Day to Add/Drop
Last Day to withdraw without penalty
Columbus Weekend
Faculty Institute Day
Last Day to complete work for Spring & Summer sessions
Mid-Term Exams
AHEAD Term 1 Finals
One night per week classes
Mon./Wed. Classes
Tues./Thurs. Classes
AHEAD Term 2 Begins
Thanksgiving Holiday
Last Day of Classes
Final Exams
AHEAD Term 2 Finals
One night per week classes
Mon./Wed. Classes
Tues./Thurs. Classes
Christmas Holiday—University Closed

Winter Intersession
Classes Begin
New Year's Holiday—University Closed
Classes End

Spring Semester
AHEAD Term 3 Begins
Martin Luther King Day—No Classes
Classes Begin
Last Day to Add/Drop
Last Day to withdraw without penalty
Mid-Term Exams
Last day to complete work for Fall/Winter sessions
AHEAD Term 3 Finals
One night per week classes
Mon./Wed. Classes
Tues./Thurs. Classes
AHEAD Term 4 Begins
Spring Break
Easter Break
Faculty Institute Day
Last Day of Classes
AHEAD Term 4 Finals
One night per week classes
Mon./Wed. Classes
Tues./Thurs. Classes
Study Days
Final Exams
Commencement Weekend

Summer Semester
Intensive Summer
Memorial Day—No Classes
Intensive Summer Ends
Session I Begins
Independence Day—No Classes
Session I Ends
Session II Begins
Session II Ends

Fall 2006
Mon., Sept. 4
Tues., Sept. 5
Tues., Sept. 5
Mon., Sept. 11
Fri., Oct. 6
Sun. – Tues. Oct. 8–10
Tues., Oct. 10

Tues., Oct. 17
Wed. – Tues. Oct. 11–17
Tues. – Mon., Oct. 24–30
Date listed above
Mon., Oct. 30
Mon. Nov. 6
Wed. – Sun. Nov. 22–26
Mon. Dec. 11
Tues. – Sat. Dec. 12–16
Mon. – Thur. Dec. 18–21
Date listed above
Wed., Dec. 20
Thurs., Dec. 21
Sat. – Mon. Dec. 23–25

Winter Int. 2006–2007
Toes., Dec. 26
Sat. Dec. 30 – Mon. Jan. 1
Fri., Jan. 5

Spring 2006
Mon. Jan. 8
Mon. Jan. 15
Tues. Jan. 16
Mon. Jan. 22
Mon. Feb. 19
Mon. – Sat. Feb. 26-Mar. 5

Mon., Feb. 26
Tues. – Mon. Feb. 20–26
Date listed above
Mon., Feb. 26
Thurs., Feb. 22
Mon., Mar. 12
Sun. – Sat. Mar. 4–11
Wed. – Tues. April 4–10
Tues., April 10
Mon., April 30
Mon. – Thurs. April 30 – May 3
Date listed above
Wed., May 3
Thurs., May 3

Tues., May 1–Tues., May 8
Sat. – Sun. May 12–13

Summer 2007
Mon., May 14
Mon., May 28
Thurs., May 31
Mon., June 4
Wed., July 4
Wed., July 11
Mon., July 16
Tues., Aug 21

Tues., Oct. 16
Wed. – Tues. Oct. 10–16
Tues. – Mon. Oct. 23–29
Date listed above
Wed., Oct. 24
Tues., Oct. 25
Wed., Oct. 31
Wed. – Sun. Nov. 21–25
Mon., Dec. 10
Tues. – Sat. Dec. 11–15
Mon. – Thur. Dec. 17–21
Date listed above
Wed., Dec. 19
Thurs., Dec. 20
Sat. – Sun., Dec. 22–25

Winter Int. 2007–2008
Wed., Dec. 26
Mon. Dec. 31 – Tues. Jan. 1
Thurs., Jan. 10

Spring 2007
Mon. Jan. 14
Mon. Jan. 21
Tues., Jan. 22
Mon. Jan. 28
Mon. Feb. 25
Mon. – Sat. Mar. 3–8

Mon., Mar. 3
Tues. – Mon. Feb. 26–Mar 3
Date listed above
Mon., Mar. 3
Thurs. Feb. 28
Mon., Mar. 10
Sun. – Sat. Mar. 16–23
Wed. – Tues. Mar. 19–25
Tues., Mar. 25
Mon. May 5
Wed. – Tues. April 30 – May 6
Date listed above
Mon., May 5
Tues., May 6

Tues. – Tues. May 5–May 13
Sat. – Sun. May 17–18

Summer 2008
Mon., May 19
Mon., May 26
Thurs. June 5
Mon. June 9
Fri., July 4
Tues., July 15
Mon., July 21
Tues., August 26
Statement of University Policies
While every effort is made to ensure the accuracy of information provided in this catalog, accuracy cannot be guaranteed. Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides the information in this catalog solely for the convenience of the reader, who may not rely upon it as a promise or legal obligation. Sacred Heart University expressly disclaims any liability based on the contents.

The University is committed to the concept of equal educational opportunities for all. Individuals are considered for admission to student status, and its services, facilities, programs and activities are administered in a nondiscriminatory manner as required by law without regard to race, religion, color, sex, national or ethnic origin, gender, age or handicap.

The institution recognizes the Family Rights and Privacy Act of 1974, which defines the rights and protects the privacy of students with regard to their educational records.

The University is an Equal Opportunity Employer in accordance with its Affirmative Action Policy. It does not discriminate in its employment practices on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, or handicap.

Sacred Heart University is committed to the maintenance of a community environment where respect for the dignity and worth of each individual is demonstrated and where diversity and the free exchange of ideas can flourish. The maintenance of that community requires its members to avoid behavior that creates division, to promote behavior that enhances cooperation among groups and to encourage the development of each person as a unique individual.

The University does not condone racism, sexism, sexual harassment, intolerance or any other acts of discrimination. The University is authorized under federal law to enroll nonimmigrant alien students.

Photo Credits
Michael Bisceglie
Donna Callighan
Debranne Cingari
Kindra Clineff
Tim Coffey
Vin Greco
Wayne Ratzenberger
Len Rubenstein
Peter Tepper
Table of Contents

Telephone Listings ................................................................. 1
Welcome from the President .................................................. 3
Academic Calendar ................................................................ 4
Statement of University Policies .......................................... 5
The University ...................................................................... 9
  Accreditation and Memberships ....................................... 10
  Mission and History ......................................................... 14
  Locations ........................................................................ 15
  Curriculum ....................................................................... 16
Admissions .......................................................................... 17
  Admissions Process for Full-Time Study ......................... 18
  Admissions Process for Part-Time Study .......................... 19
  Transfer, Advanced Placement and College Equivalent Credit 20
Expenses and Student Financial Assistance ......................... 23
  Tuition and Fees ............................................................ 24
  Student Financial Assistance .......................................... 26
  Federal Programs ............................................................ 28
  State Programs ............................................................... 29
  University Financial Assistance Programs ....................... 29
University Life ....................................................................... 36
  Bookstore ....................................................................... 37
  Campus Ministry ............................................................. 37
  Office of Career Development ....................................... 37
  Commuter Students ......................................................... 37
  Dining Services .............................................................. 38
  Health Insurance ............................................................. 38
  Wellness Center .............................................................. 38
  Intercollegiate Athletics .................................................. 39
  International Students .................................................... 40
  Public Safety and Parking .............................................. 40
  Department of Public Safety Telephone Numbers .............. 41
  Residential Life and Housing Services ............................ 41
  Student Activities ........................................................... 41
  Student Union ................................................................. 43
University Facilities and Community Resources .................. 44
  University Facilities ......................................................... 45
  Community Resources ..................................................... 47
Degrees and Curricula ......................................................... 51
  Baccalaureate Degree Programs .................................... 52
  Associate of Arts and Associate of Science Degree Programs 55
Academic Enhancement Programs ....................................... 57
  Academic Advising .......................................................... 58
  Academic Incentive Program (AIP) ................................... 58
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL)</td>
<td>58</td>
</tr>
<tr>
<td>Honors Program (HP)</td>
<td>59</td>
</tr>
<tr>
<td>Independent Study and Individual Instruction</td>
<td>59</td>
</tr>
<tr>
<td>Instructional Technology and Student Mobile Computing Program</td>
<td>60</td>
</tr>
<tr>
<td>Jandrisevits Learning Center</td>
<td>61</td>
</tr>
<tr>
<td>Internship and Co-op Programs</td>
<td>63</td>
</tr>
<tr>
<td>The Newcomer (NC) Program</td>
<td>63</td>
</tr>
<tr>
<td>Pre-Professional Programs</td>
<td>64</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>64</td>
</tr>
<tr>
<td>Women's Studies Program</td>
<td>65</td>
</tr>
<tr>
<td>Academic Standards, Policies and Procedures</td>
<td>66</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>67</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>69</td>
</tr>
<tr>
<td>Academic Procedures</td>
<td>76</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>80</td>
</tr>
<tr>
<td>Anthropology</td>
<td>82</td>
</tr>
<tr>
<td>Art and Design</td>
<td>83</td>
</tr>
<tr>
<td>Biology</td>
<td>88</td>
</tr>
<tr>
<td>Certificates in Catholic Studies</td>
<td>94</td>
</tr>
<tr>
<td>Chemistry</td>
<td>96</td>
</tr>
<tr>
<td>Communication and Technology Studies</td>
<td>102</td>
</tr>
<tr>
<td>Communications</td>
<td>105</td>
</tr>
<tr>
<td>Computer Science and Information Technology</td>
<td>107</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>113</td>
</tr>
<tr>
<td>English</td>
<td>117</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>125</td>
</tr>
<tr>
<td>European Studies</td>
<td>127</td>
</tr>
<tr>
<td>Global Studies</td>
<td>128</td>
</tr>
<tr>
<td>History</td>
<td>129</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>133</td>
</tr>
<tr>
<td>Mathematics</td>
<td>133</td>
</tr>
<tr>
<td>Media Studies</td>
<td>137</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
<td>143</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>144</td>
</tr>
<tr>
<td>Music</td>
<td>151</td>
</tr>
<tr>
<td>Philosophy</td>
<td>153</td>
</tr>
<tr>
<td>Physics</td>
<td>155</td>
</tr>
<tr>
<td>Political Science</td>
<td>156</td>
</tr>
<tr>
<td>Psychology</td>
<td>161</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>165</td>
</tr>
<tr>
<td>Social Work</td>
<td>171</td>
</tr>
<tr>
<td>Sociology</td>
<td>173</td>
</tr>
<tr>
<td>John F. Welch College of Business</td>
<td>178</td>
</tr>
<tr>
<td>Accounting</td>
<td>180</td>
</tr>
<tr>
<td>Business Administration</td>
<td>183</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Business Economics</td>
<td>188</td>
</tr>
<tr>
<td>Finance</td>
<td>191</td>
</tr>
<tr>
<td>Sport Management</td>
<td>194</td>
</tr>
<tr>
<td>College of Education and Health Professions</td>
<td>197</td>
</tr>
<tr>
<td>Health Sciences Curriculum</td>
<td>199</td>
</tr>
<tr>
<td>Minor in Geriatric Health and Wellness</td>
<td>199</td>
</tr>
<tr>
<td>Human Movement and Sports Science</td>
<td>200</td>
</tr>
<tr>
<td>Nursing</td>
<td>206</td>
</tr>
<tr>
<td>Pre-Occupational Therapy</td>
<td>215</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>216</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>217</td>
</tr>
<tr>
<td>University College</td>
<td>223</td>
</tr>
<tr>
<td>Specialized Services and Programs of University College</td>
<td>224</td>
</tr>
<tr>
<td>Baccalaureate Degree in General Studies</td>
<td>226</td>
</tr>
<tr>
<td>Credit Certificate Programs</td>
<td>226</td>
</tr>
<tr>
<td>Directory</td>
<td>230</td>
</tr>
<tr>
<td>Index</td>
<td>273</td>
</tr>
<tr>
<td>Campus Map</td>
<td>279</td>
</tr>
<tr>
<td>Directions to Sacred Heart University</td>
<td>280</td>
</tr>
</tbody>
</table>
The University
Accreditation

Sacred Heart University has been granted institutional accreditation by the New England Association of Schools and Colleges, one of six regional associations in the United States that accredit schools and colleges. Institutional accreditation is the means used by regional accrediting commissions to assure the educational community, the general public and other agencies and organizations that an institution has clearly defined and appropriate educational objectives and that it has established conditions under which its objectives can be met. Accreditation also provides that an institution is so organized, staffed and supported that it can continue to meet its objectives in the future.

In addition, several University programs either have received specialized accreditation or approval by the state of Connecticut, or have been granted specialized accreditation by national professional organizations. The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education; the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education; the Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the National League for Nursing; the Commission on Collegiate Nursing Education (CCNE); the Doctor of Physical Therapy program is accredited by the American Physical Therapy Association; the Bachelor of Arts or Science in Social Work program is accredited by the Council on Social Work Education; and the Legal Assistant program is approved by the American Bar Association.

The University is approved by the Connecticut State Department of Education for the education of veterans and their eligible dependents.

Memberships

AACSB, the Association to Advance Collegiate Schools of Business
Accreditation Council for Occupational Therapy Education (ACOTE)
American Accounting Association
American Alliance of Health, Physical Education and Recreation
American Association for Higher Education
American Association of Adult Continuing Education
American Association of College Baseball Coaches (AACBC)
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Collegiate Schools and Programs
American Association of Paralegal Education
American Chamber of Commerce in Luxembourg
American College Counseling Association (ACCA)
American College Health Association (ACHA)
American College of Sports Medicine
American College Personnel Association (ACPA)
American Council on Education (ACE)
American Counseling Association (ACA)
American Educational Research Association
American Football Coaches Association (AFCA)
American Library Association
American Management Association (AMA)
American Mathematical Society
American Occupational Therapy Association (AOTA)
American Physical Therapy Association (APTA)
American Psychological Association
American Society for Training and Development (ASTD)
American Society of Composers, Authors and Publishers (ASCAP)
Association for Computing Machinery
Association for Continuing Higher Education (ACHE)
Association for North East Business Deans
Association for Specialists in Group Work (ASGW)
Association for Student Affairs at Catholic Colleges and Universities (ASACCU)
Association of Catholic Colleges and Universities (ACCU)
Association of College and University Housing Officers (ACUHO)
Association of College and University Unions (ACUI)
Association of College Administration Professionals (ACAP)
Association of College and Research Libraries
Association of College and University Housing Officers International
Association of College Honor Societies
Association of College Unions International (ACUI)
Association of Collegiate Business Schools and Programs
Association of Conferences and Events Directors (ACED)
Association of Departments of English
Association of Governing Boards
Association of Graduate Programs in Ministry
Association of Institutional Research
Association of International Educators
Association of Professors/Researchers in Religious Education
Association of Schools of Allied Health Professions
Association of Student Judicial Affairs (ASJA)
Association of University Programs in Health Administration
Berkshire County Counselors Association (BCCA)
Bridgeport Regional Business Council
Canadian Academic Accounting Association
Catholic Campus Ministry Association
Chi Sigma Iota (CSI)
Chief Administrators of Catholic Education
College and University Personnel Association
College Art Association
College Athletic Business Management Association (CABMA)
College Athletic Trainers' Society (CATS)
College Board
College Consortium for International Studies
College Entrance Examination Board and Scholarship Service
Collegium
Colonial Athletic Association (CAA)
Community-Campus Partnerships for Health
Connecticut Association of Colleges and Universities for Teacher Education
Connecticut Association of Latino and Hispanic Education (CALAHE)
Connecticut Association of Professional Financial Aid Administrators (CAPFAA)
Connecticut Athletic Trainers' Association (CATA)
Connecticut Business and Industry Association
Connecticut Campus Compact Steering Committee
Connecticut Career Counseling Association (CCCA)
Connecticut Conference of Independent Colleges (CCIC)
Connecticut Council on Higher Education
Connecticut Counseling Association (CCA)
Connecticut Distance Learning Consortium
Connecticut League for Nursing
National Network of Libraries of Medicine
Connecticut School Counselor Association (CSCA)
Connecticut Softball Collegiate/Scholastic Hall of Fame (CSCSHF)
Connecticut Technology Council
Connecticut World Trade Association
Council for the Advancement and Support of Education (CASE)
Council of Graduate Schools
Council of Independent Colleges
Council on Social Work Education
East End Counselors Association (EECA)
Eastern Association of Colleges and Employers (EACE)
Eastern Association of Student Financial Aid Administrators (EASFA)
Eastern Athletic Trainers' Association (EATA)
Eastern College Athletic Conference (ECAC)
Eastern Intercollegiate Volleyball Association
Entrepreneurial Women's Network
Entrepreneurship Institute
European American Chamber of Commerce in the US
European Council of International Schools (ECIS)
Forum for World Affairs
Greater New Haven Chamber of Commerce
Greater Norwalk Chamber of Commerce
Greenwich Chamber of Commerce
Institute for European Studies/Institute for Asian Studies
Institute for International Education
Institute of Management Accounts
Institute of Management Consultants
Intercollegiate Association for Marriage and Family Therapists
Intercollegiate Bowling Association
Intercollegiate Tennis Association (ITA)
International Consortium of the National Council of Teachers of English
International Federation of Catholic Universities (IFCU)
Kiwanis Club of Bridgeport
Library Administration and Management Association
Library Information Technology Association
Luxembourg American Chamber of Commerce (LACC)
Massachusetts School Counselor Association (MSCA)
Metro Atlantic Athletic Conference (MAAC)
Mathematics Association of America
Metro New York College Placement Officers Association (MNYCPOA)
Modern Languages Association (MLA)
National Academic Advising Association (NAAA)
National Association for College Admission Counseling (NACAC)
National Association for Developmental Education
National Association for Lay Ministry
National Association for Pastoral Musicians
National Association of Athletics Compliance Coordinators (NAACC)
National Association of Campus Activities (NACA)
National Association of Catholic Colleges Admissions Counseling (NACAC)
National Association of Church Personnel Administrators
National Association of College Admissions Counselors
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of College Athletic Directors
National Association of College Auxiliary Services (NAGAS)
National Association of College Basketball Coaches (NACBC)
National Association of Colleges and Employers (NACE)
National Association of Collegiate Directors of Athletics (NACDA)
National Association of Collegiate Marketing Administrators (NACMA)
National Association of Foreign Student Advisors
National Association of Foreign Student Affairs (NAFSA)
National Association of Graduate Admissions Professionals (NAGAP)
National Association of Independent Colleges and Universities
National Association of International Educators
National Association of Schools of Art and Design
National Association of Social Workers
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Student Personnel Administrators (NASPA)
National Athletic Trainers' Association (NATA)
National Athletic Trainers' Association Board of Certification (NATABOC)
National Board for Certified Counselors (NBCC)
National Career Development Association (NCDA)
National Catholic Educational Association
National Catholic Student Coalition
National College of Sports Medicine
National Collegiate Athletic Association (NCAA)
National Collegiate Licensing Association (NCLA)
National Conference of Catechetical Leadership
National Continuing Education Association
National Council for Teachers of English
National Council for Teachers of Math
National Fastpitch Coaches Association (NFCA)
National Intramural and Recreational Sports Association (NIRSA)
National League for Nursing
National Orientation Directors Association (NODA)
National Society of Experiential Education (NSEE)
National Strength and Conditioning Association (NSCA)
New England Association of College and University Residence Halls (NEACURH)
New England Association of College Admissions Counseling (NEACAC)
New England Association of College and University Housing Officers (NEACUHO)
New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
New England Association of Schools and Colleges
New England Intercollegiate Softball Coaches Association (NEISCA)
New England Occupational Therapy Educational Council
New England Resource Center for Higher Education (NERCHE)
New England Transfer Association (NETA)
New Jersey Association of College Admissions Counseling (NJACAC)
New York Association of College Admissions Counseling (NYACAC)
Northeast Association of Student Employment Administrators
Northeast Conference (NEC)
Northeast Conference Baseball Committee
Overseas Association of College Admissions Counseling (OACAC)
Pennsylvania Association of College Admissions Counseling (PACAC)
Phi Delta Kappa, International Religious Educational Association
Sigma Xi Scientific Research Study
Society for Industrial and Applied Mathematics
Society for the Scientific Study of Religion
Society of University Planners
Southwestern Area Commerce and Industry Association of Connecticut (SACIA)
Stamford Chamber of Commerce
Strategic Enrollment Management (SEM)
Teachers of English to Speakers of Other Languages
Western Massachusetts Counselors Association (WMCA)
World Criminal Justice Library Network
Western, Rockland, Putnam Counselors Association (WRPCA)
Western Suffolk Counselors Association (WSCA)
World Criminal Justice Library Network
Mission and History

Mission Statement

Sacred Heart University is a coeducational, independent, comprehensive institution of higher learning in the Catholic intellectual tradition whose primary objective is to prepare men and women to live in and make their contributions to the human community.

The University aims to assist in the development of people knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to an ever-changing world. It does this by calling forth the intellectual potential of its students, nurturing each one's spiritual and moral growth, and deepening in them a sense of social responsibility. The University is committed to combining education for life with preparation for professional excellence.

Sacred Heart University is Catholic in tradition and spirit. As a Catholic university, it seeks to play its appropriate role in the modern world. It exemplifies in its life the Judeo-Christian values of the God-given freedom and dignity of every human person. Inspired by the ecumenical spirit of the Second Vatican Council, Sacred Heart University welcomes men and women of all religious traditions and beliefs who share its concerns for truth, scholarship, the dignity of the human person, freedom, and the betterment of human society. It values religious diversity as enhancing the University community and creating opportunities for dialogue in the common search for truth. Through its curricular and co-curricular activities and campus ministry programs, the University provides the context in which students have the opportunity to appropriate in a critical fashion their own religious traditions.

Sacred Heart University challenges its students to think critically, analyze carefully, evaluate with a sense of justice and proportion, and convey conclusions in an intelligible and articulate fashion. The University provides the environment in which its students can develop the aesthetic dimension of life by nurturing their abilities to imagine, create and appreciate. It assists students to acquire a rich understanding of their own cultural and family heritages so as to assume their responsibilities as conveyors and creators of culture and family.

As a community of teachers and scholars, Sacred Heart University exists for the pursuit of truth. It joins with other colleges and universities in the task of expanding human knowledge and deepening human understanding. It encourages and supports the scholarly and artistic work of its faculty and students. Further, it has a responsibility to share its resources and its special gifts and talents for the betterment of the human community. All members of the University community are encouraged to participate in the wider community through service to others, especially the poor.

From its founding, the University has been recognized for its caring approach to students. This expresses the University's belief that each student is born with a unique set of qualities and skills. It respects the personal and academic freedom of each of its members while, at the same time, fostering a genuine experience of community. By so doing, it creates the environment in which each person in the University shares in common goals and a common commitment to truth, justice, and concern for others.

History

Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide an affordable, quality education at a local Catholic university. From its outset, the University bore the mark of innovation. Charting a new direction within American Catholicism, the University was to be led and staffed by the laity, independent
and locally oriented, serving the needs of the dio-
cese and of southwestern Connecticut.

Signs of the University's growth and vibrancy are
evident. The enrollment has risen from the origi-
nal class of 173 students to more than 5,600 full-
and part-time undergraduate and graduate stu-
dents in Fall 2005. Correspondingly, the faculty
has increased from 9 to over 180 full-time profes-
sors and a cadre of dedicated affiliate faculty
members.

The University has grown and has enhanced the
undergraduate student experience in several other
ways. In 1990, it accepted for the first time stu-
dents who wanted the "residential" experience. It
now has ten residence halls, and 68% of the full-
time undergraduate students live in University
housing.

New degree programs and majors in relevant dis-
ciplines are consistently added to our curriculum.
The University offers Division I athletics with 32
varsity teams. The $17.5 million William H. Pitt
Health and Recreation Center is available to all
students and the community at large. Recognizing
the importance of technology, Sacred Heart
University provides all undergraduate students
with a laptop computer. The University campus is
a wireless environment.

The University consists of four colleges: College of
Arts and Sciences, John F. Welch College of
Business, College of Education and Health
Professions, and University College. The latter is
committed to the adult learner and provides con-
tinuing education programs. Its evening, weekend
and accelerated courses earn praise for their
diversity and relevance to changing lifestyles.

An ever-widening outreach to the community bal-
cances the University's commitment to academic
excellence. The Center for Spirituality and Lay
Ministry educates men and women for pastoral,
administrative, catechetical and other Church
ministries. The Center for Christian-Jewish
Understanding, which earned the personal
endorsement of Pope John Paul II, has become a
global leader in fostering interreligious dialogue.
Closer to home, hundreds of students, faculty and
staff volunteer their services in the community
each year. The Center for Strategic Planning for
Not-for-Profit Organizations provides business
assistance to qualified groups at no cost. Through
the Sacred Heart University–St. Charles Health and
Wellness Center, faculty and students from
Nursing, Physical Therapy, Occupational Therapy
and related disciplines bring the assets of contem-
porary health care practices and services to an at-
risk population to the multicultural communities
of St. Charles Church and neighborhood residents
on Bridgeport's East Side.

The administration, faculty and staff, and students
are proud to carry the Founder's vision and the
University's mission into the third millennium.

Locations

Located on 56 suburban acres in Fairfield,
Connecticut, the main campus is just minutes from
Exit 47 off the Merritt Parkway (Route 15), about
one hour north of New York and less than three
hours south of Boston.

Major extension sites of the University are located
in Stamford, Derby, and Griswold, Connecticut.
The University also offers a Master of Business
Administration degree in the Grand Duchy of
Luxembourg.

Main Campus, Fairfield

Full-Time Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
203-371-7880
FAX: 203-365-7607
E-mail: enroll@sacredheart.edu

THE UNIVERSITY 15
Curriculum

The University seeks to respond to community needs with courses that offer up-to-date specialized information and skills. At the same time, it maintains a commitment to the intellectual development of its students within a well-defined liberal arts program—the humanities, the physical sciences and the social sciences.

The University offers baccalaureate candidates a choice of 27 majors in the areas of liberal arts, business and professional studies. Candidates seeking an associate degree can choose from Associate of Arts/General Studies or Associate of Science in Computer Science degree.

Master's degree programs are offered in the fields of:

- Business Administration (M.B.A.),
- M.B.A. for Arts and Science,
- Chemistry (M.S.),
- Computer Science and Information Technology (M.S.),
- Criminal Justice (MA),
- Family/Nurse Practitioner (M.S.N.),
- Geriatric Rehabilitation and Wellness (M.S.)
- Occupational Therapy (M.S.),
- Patient Care Services Administration (M.S.N. or MSN/MBA),
- Religious Studies (M.A.), and
- Teaching (M.A.T.)

Professional certificates (Sixth Year) in administration, CT. Literary Specialist, and advanced teaching are also offered. A post-master's professional certificate is also available in Family Nurse Practitioner.

A professional doctoral degree program is offered in Physical Therapy (DPT).

A broad spectrum of short-term, noncredit courses, workshops and seminars is also offered by the University College each semester to meet the challenges of a dynamic and changing society.
Admissions
ADMISSIONS

Admissions Process for Full-Time Study

The Office of Undergraduate Admissions coordinates the admission of prospective students under 23 years old interested in full-time study (12 credits or more per semester). The different categories of full-time admission and the appropriate application requirements are described below.

Freshman Admissions

A candidate for full-time admission to the University as a freshman should submit a completed application (we accept our own paper or online application as well as the Common Application) with the application fee, a high school transcript, one letter of recommendation, a writing sample, and SAT or ACT scores. (Sacred Heart University’s code is 3780 for the SAT and 0589 for the ACT.) An interview on campus is strongly recommended to complement the required credentials.

Transfer Admissions

The University accepts full-time students transferring from other regionally accredited colleges. Prospective transfer students are required to submit to the Office of Undergraduate Admissions an application for transfer admission (we accept our own paper or online application as well as the Common Application) along with their high school transcript, SAT scores, official college or university transcripts, one letter of recommendation, a writing sample, and the application fee. An interview on campus is strongly recommended.

A student who has left Sacred Heart University for more than a year is required to reapply for full-time admission to the University through the transfer admissions process.

International Admissions

In addition to the appropriate full-time admissions requirements for either a prospective freshman or transfer student, international applicants must submit the International Student Application Supplement. The supplement includes requirements for proficiency in the English language (i.e., TOEFL—Test of English as a Foreign Language) and submission of education credentials with English translations, as well as a financial statement for an F-1 Visa application.

Acceptance Process

Sacred Heart University enrolls full-time students in undergraduate programs of study in September and January.

The University accepts full-time students through the Early Decision program or on a Rolling Admissions basis.

A student who is denied full-time admission is not allowed to begin classes on a part-time basis.

Early Decision Program

Students who consider Sacred Heart University their first choice and have demonstrated above-average academic performance may apply under one of the Early Decision programs. Contact the Office of Undergraduate Admissions for the Early Decision program application deadlines. In addition, all Early Decision candidates are required to interview with an Admissions counselor in the Office of Undergraduate Admissions prior to the Early Decision deadline. The University’s Early Decision program is binding; therefore, students accepted to the University under the Early Decision program are required to submit a nonrefundable acceptance deposit. Students not accepted through the Early Decision program will be considered through the Rolling Admissions process.

Rolling Admissions Process

All other candidates for admission will be evaluated through the Rolling Admissions process. Decision letters for completed applications will begin to be sent in January. If financial assistance and housing
are a consideration, students should submit their applications no later than March 1 for September enrollment and December 1 for January enrollment.

Students who are accepted and who choose to enroll at the University are required to submit a nonrefundable acceptance deposit. The University observes a May 1 deposit deadline for all students accepted prior to April 15. Deposits received after May 1 will be accepted on a space-available basis.

Correspondence should be directed to:
Office of Undergraduate Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
Phone: 203-371-7880
Fax: 203-365-7607
E-mail: enroll@sacredheart.edu

Admissions Process for Part-Time Study

All part-time day and evening undergraduate students, AHEAD, weekend university and summer-school students are admitted through University College.

Students seeking admission to University College do not need prior college experience to begin their studies, and standardized tests are not required. If an individual is a first-time student, he or she must submit a high school diploma or its equivalent and meet with an academic advisor to discuss educational goals. Upon submission of the application requirements, a prospective student may be issued a "provisional acceptance" and may register for classes. After completion of 12 credits, the student must attain a grade point average (GPA) of at least 2.5 to receive a formal acceptance. If a student has attended another institution and completed 12 or more credits with a grade of C or better, the high school diploma is not required, but an official transcript must be received and evaluated before acceptance can be complete.

After receiving acceptance into a degree program, the student will review the individualized plan of study with an advisor, and use this worksheet when registering for future classes.

Academic advisors, recognizing that adult students returning to school after a long interval may not have an exceptional academic record, will also take into consideration an applicant's life/work experience when discussing degree programs and options.

New students should follow these easy steps to become students at Sacred Heart University:
1. Complete an application and make an appointment to meet with a part-time admissions advisor. The application form is available online at http://uc.sacredheart.edu. Whenever possible, transfer students should fax a copy of their college transcript(s) to University College at 203-365-7500 prior to their appointment. The advisor will then do a preliminary evaluation of any transfer credits, and during the initial meeting will answer any questions, discuss program requirements and help the students register for a class.
2. If transcripts have been reviewed, but an acceptance has not yet been issued, the student may register as in-process students. Forms are available at the University College office.
3. Connecticut law requires that students born after December 31, 1956, provide proof of measles immunization, as described in the course schedule booklet or online.
4. Registration begins when course schedules are published: in mid-April for the Fall semester, late November for the Spring semester and early March for the Summer term.
5. Although not required, it is recommended that students meet with an advisor periodically to ensure completion of the program in a timely manner.
Correspondence should be directed to:
University College
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825-1000
Phone: 203-371-7830
Fax: 203-365-7500
E-mail: godoj@sacredheart.edu

The AHEAD Program
AHEAD (Adults in Higher Education working for Accelerated Degrees) is an accelerated degree program in Business Administration and Finance designed for the busy adult. The program offers a short-term schedule of evening classes with the possibility of degree completion in half the time of a traditional part-time program. Classes are offered at several locations. Application and admission are through University College as outlined above.

Weekend University
Sacred Heart University offers undergraduate courses in the associate and/or baccalaureate core curriculum every second weekend. An accelerated option is also available for students interested in attending every weekend. Students can complete six credits per term. Courses from the weekend schedule may be combined with courses from the AHEAD program. Full-time students can take weekend courses as well.

Taste of College for High School Seniors and Senior Citizens
The Taste of College program is a special admissions category to encourage high school seniors and adults 62 years or older to take college courses. Selected course offerings vary each semester. High school seniors must be recommended by their high school counselor and should contact the Undergraduate Admissions Office at 203-371-7880 for information. Senior citizens should contact University College at 203-371-7830 for more information.

Transfer, Advanced Placement and College Equivalent Credit

Transfer Credit
Credit is awarded for courses that carry grades of C- or better and that parallel Sacred Heart University offerings. The University reserves the right to examine selected courses to determine whether or not their content and quality fit the University's purpose and goals. Sacred Heart University will normally accept a maximum of 66 credits from two-year colleges and 90 credits from four-year institutions.

The Advanced Placement Program
Secondary school students who receive scores of 3, 4 or 5 on the College Entrance Examination Board Advanced Placement Examination may be granted Advanced Placement and college credit in appropriate subjects toward the degree and the major/minor. A grade of T is assigned for these credits. When Advanced Placement credit is awarded, as determined by the Academic Department, for work that is the equivalent of specific Sacred Heart University courses (e.g., Biology 111, English 101), students may not take those courses for credit.

All requests and applications for Advanced Placement should be made to the Office of the Registrar before classes begin in the year of entrance to the University. Receipt by the University Registrar of an Advanced Placement score report, directly from the College Board, will be considered an application for Advanced Placement and college credit.

College Credit by Examination—National Testing Programs
EXCELSIOR, CLEP and DANTES
These are national programs awarding college credit by examination.
College credit is awarded when a student successfully passes an exam with a score of at least 50. Through University College, Sacred Heart University is an official CLEP and DANTES test center and offers a series of exams for the student seeking a college degree. Credit is awarded only in areas where the student does not have prior credit applied toward a degree.

A schedule of testing dates, applications and registration guides are available at University College.

The University awards credit for certain EXCELSOR exams, but does not administer these exams.

Students may not take exams in a graduating semester. Speech and composition waivers, and term paper/essay requirements for the EN 110 CLEP exam must be submitted within the first five weeks of the semester. Contact the Director of Freshman English at 203-371-7810 for further information about these policies.

Sacred Heart University offers the nursing student the opportunity to take EXCELSOR exams in Anatomy and Physiology I and II, and the National League for Nursing (NLN) challenge exam in Microbiology. For additional information concerning these exams, contact the Nursing Programs Office at 203-371-7715.

**International Baccalaureate Program**

Sacred Heart University considers the International Baccalaureate outstanding for its integrated curriculum and rigor. A student awarded the International Baccalaureate Diploma will be granted the option of sophomore standing and will have his or her individual diploma examinations recorded as transfer credit. If a student does not attain the International Baccalaureate Diploma but presents individual Higher Level examinations with scores of 4, 5, 6 or 7, he or she will receive 6-8 credits per examination (depending on the Sacred Heart University course equivalency), up to a total of 30 credits. These individual credits may be applied to general education/core, a major or an elective. No credit will be awarded for Subsidiary examinations. A student who has been granted credit in a particular area may not enroll for courses that will repeat his or her work in the subject. Students should have their International Baccalaureate Diploma or International Higher Level examination scores sent to the Office of the Registrar.

**Other International Examinations**

Students who wish to receive credit for international school leaving examinations other than the International Baccalaureate should have copies of their results sent to the Office of the Registrar who, in consultation with the respective academic departments, will determine the amount of credit to be given and the distribution of such credit. A student who has been granted credit in a particular area may not enroll for courses that will repeat his or her work in the subject.

For the most commonly presented international/foreign examinations, the guideline of acceptance of college credit is:

- **French Baccalaureate**—scores of 12–20
- **German Abitur**—scores of 7–15 ("befriedigend" or better)
- **Swiss Matura**—scores of 5 or 6
- **United Kingdom "A" Level General Certificate Examinations**—grade of A, B or C

Other international/foreign examinations presented are evaluated for credit by the University Registrar, in consultation with appropriate departments and appropriate international evaluation credential agencies, such as the World Education Services, Inc., located in New York City.
Assessment of Prior Learning Program

Recognizing that higher education also occurs outside the classroom, the University awards academic credit to students for what they have learned through life and/or work experience. This experience can be the result of self-education, professional certification, in-service training programs, volunteer work or management work.

In order to apply for credit, the student must be enrolled at the University in the semester in which the portfolio is submitted. Credit is awarded only for experience that parallels the University’s courses and programs. This credit can be used in the core curriculum, in the major or as free electives, as long as the student completes at least 30 credit hours in the classroom, with one-half of the major taken in the classroom at Sacred Heart University. No more than 60 credits can be awarded for prior learning and CLEP, DANTES and EXCELSIOR combined. This credit is not awarded in areas where National Testing Programs are applicable.

University College will assist the student in assembling the portfolio. The portfolio should include a brief work resume, a detailed description of the individual's experience tailored to particular courses offered by the University and supporting documentation. Supporting documentation may include certificates, awards, letters of recommendation, job descriptions and samples of work. As the portfolio is being composed, the student should be reflecting on the learning that has been derived from his or her experience.

The portfolio and application form are submitted to University College, along with the application fee. The portfolio is referred to the appropriate faculty for a determination of any credit award. Some academic departments review the portfolio as a committee, while other departments prefer to test the student in the particular subject matter.

After the faculty committee has evaluated the portfolio, it is then reviewed by the department chairperson. A letter of award is prepared.

For additional information on the Assessment of Prior Learning program, contact University College at 203-371-7830.
Expenses and Student Financial Assistance
## EXPENSES AND STUDENT FINANCIAL ASSISTANCE

### Tuition and Fees

Subject to approval by the Board of Trustees (Academic Year 2006–2007)

#### General Information

Tuition at Sacred Heart University is based on credit hours. The charge per credit hour may vary for each program.

All tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made.

Students will not be allowed to register with a prior balance.

A degree will not be conferred and a transcript will not be issued until all financial obligations to the University have been met. The University reserves the right to require any past balance to be paid by certified check.

#### Full-Time Student

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Tuition</th>
<th>Spirit Fee</th>
<th>Overload Fee</th>
<th>Audit Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>12–18 credits</td>
<td>$12,650/semester</td>
<td>$50/semester</td>
<td>$695/credit</td>
<td>$575/credit</td>
</tr>
</tbody>
</table>

#### Part-Time Student

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Tuition</th>
<th>Registration Fee</th>
<th>Overload Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–11 credits</td>
<td>$410/credit</td>
<td>$76/semester</td>
<td>$695/credit</td>
</tr>
</tbody>
</table>

#### AHEAD Student

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Registration Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$410/credit</td>
<td>$76/semester</td>
</tr>
</tbody>
</table>

See the Eligibility for AHEAD Program section in this chapter for specific registration conditions.

#### Other Fees

- Auditors Registration Fee (nonrefundable): $76/term
- Lab (per course): $18–$153/course
- Private Music Lessons: $236
- MU 131 (1 credit): $236
- MU 132 (2 credits): $472
- Rejected Credit Card Fee: $50
- Returned Check Fee: $50
- Student Teaching Fee: $200/semester
- Study Abroad Fee: $1,000/semester
- Taste of College: $354/class
- Senior Citizen Program: $175/class
- Transcript***: $8/transcript

*** Transcripts, diplomas, and employee verifications are not released if any balance is due the University.

### Eligibility for AHEAD Program

AHEAD courses are open to all part-time students, regardless of major, with written permission from University College. AHEAD students accepted in the program may register for semester-long courses as well as AHEAD courses with the approval of University College. AHEAD students will be limited to one semester-long course (excluding Weekend University courses and Valley and Stamford semester-long courses) to remain eligible for AHEAD tuition rates and fees.
AHEAD students with two semester-long courses (excluding Weekend University courses and Valley and Stamford semester-long courses) who register for 12 or more credits during the semester will be considered full-time and charged full-time tuition and fees.

The adding/dropping of courses for a given term can affect a student's AHEAD classification status and the tuition rate charged. AHEAD students should check with an AHEAD counselor before adjusting their schedules.

**Family Discount Plan**
The Family Discount Plan offers a reduction in undergraduate tuition costs when two or more individuals from the same family are enrolled at the University. Each full-time undergraduate student must take at least 12 undergraduate credits during the period of the award.

Family discount forms can be obtained from the Student Accounts Office prior to registration.

**Health Insurance**
All full-time undergraduate students must show proof of health insurance coverage. If students do not have coverage, they must enroll in the University's insurance program. Students already covered by health insurance may waive the University plan by completing a Health Insurance Waiver form. Waivers must be signed and returned to the Health Services Office. All International Students must enroll in the University insurance program. For further information, contact Health Services at 203-371-7838.

**Payment of Tuition and Fees**
Students can pay tuition and other fees by cash, credit card, check or money order. All checks should be made payable to Sacred Heart University. Credit card payments cannot be accepted over the phone; they must be authorized in writing. Students on the monthly payment plan must provide authorization in writing by completing the payment option form (the bottom portion of the registration form). For further information regarding payment options, contact Student Accounts at 203-371-7925.

**Monthly Payment Plan Options**
A monthly payment plan is available during regular terms and the Summer terms. A signed promissory note must be submitted at the time of registration as well as payment of a nominal monthly payment fee. Monthly payment deadlines are posted in the course schedule.

Payments are due on or before the first day of each month. Exact dates for each plan are published in the semi-annual course schedule.

For further information about the monthly payment plan, contact the University's Student Accounts Office at 203-371-7925.

*Finance charge.* If a payment is received later than the due date, a finance charge will be assessed at the rate of 1% per month, annual rate of 12%.

**Guaranteed Payment Plan**
This program enables graduate and part-time students to register for a term without tuition payment at the time of registration. Further information regarding the Guaranteed Payment Plan can be obtained from the course schedule or from Student Accounts at 203-371-7925.

**Withdrawals/Refunds**
Withdrawals from courses must be made in person through the Office of the Registrar. Full-time students withdrawing from the University must see the Assistant Dean, College of Arts and Sciences or the Director of Advisement for an exit interview.

Part-time students withdrawing from the University or from individual classes must obtain a course withdrawal form from the Registrar's Office.

Official withdrawal is necessary to ensure the
proper entry of grades on the transcript and the determination of any refund, if applicable.

Withdrawal from the University within four weeks from the beginning of a semester entitles the candidate to a proportional refund of tuition. Refunds are granted only if the candidate complies with the withdrawal procedures as prescribed by the Registrar’s office.

Tuition refunds based on full tuition charges are:

- 100% - Before start of course
- 80% - Before start of second week of class
- 60% - Before start of third week of class
- 40% - Before start of fourth week of class
- 20% - Before start of fifth week of class
- 0% - After start of fifth week of class

Tuition refund for AHEAD or Weekend University charges are:

- Deduct 20% per meeting for an AHEAD course meeting twice a week.
- Deduct 40% per meeting for an AHEAD course meeting once a week.
- Deduct 40% per meeting for a Weekend University course.

All registration and lab fees are nonrefundable, unless the course is canceled.

All refunds take four to six weeks to process. After withdrawing, students must contact Student Accounts to receive a refund at 203-371-7925.

Refund Allocation Policy for Federal Financial Aid Funds

Withdrawing from all courses is considered withdrawing from the University. If you do this before 60% of the semester is completed (approximately 8–9 weeks into the semester), your financial aid award will be recalculated, according to the percentage of the semester you have completed. The formula for calculating this percentage is:

\[
\frac{\text{Days enrolled} - \text{(Official breaks of five days or longer)}}{\text{Total number of class days in the semester}}
\]

Returning Aid

If you have been awarded Title IV (federal) or state aid and you withdraw before completing 60% of the semester, some portion of your financial aid must be returned. The above formula determines what portion of the aid must be returned and the list below indicates the order in which the aid is returned.

Refunds to Federal Title IV programs are made in this order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Other Title IV aid programs
8. Other federal sources of aid
9. Other state, private or institutional aid
10. The student

Refund examples are available in the Student Financial Assistance Office. It is important to discuss withdrawal and refund as it pertains to the individual student, and its implications for federal student loan repayment and future eligibility for financial assistance.

Student Financial Assistance

The University is committed to helping students plan financially for their college education. The Office of Student Financial Assistance advises students in their effort to locate appropriate financial resources.

Financial assistance is generated from a variety of sources including federal, state, institutional and other private or local resources. These sources provide grants, loans, scholarships and part-time...
employment to assist students with the cost of their education.

Students who need assistance in formulating a financial plan for college should contact the Office of Student Financial Assistance at 203-371-7980. Confidential appointments can be arranged to discuss personal financial situations and all possible avenues of financial assistance.

Eligibility

Undergraduate students are eligible for financial assistance provided they are citizens or permanent residents of the United States and are enrolled in the University on at least a half-time basis.

In addition, students must maintain satisfactory academic progress and be in good standing in their course of study. Students in default on any loan made from a student loan fund at any university or in default on a loan made, insured or guaranteed under the Federal Stafford Loan or Federal PLUS Program are not eligible for assistance.

Application Procedures

To be considered for financial assistance at Sacred Heart University each year, the student must meet the requirements outlined below:

1. All students must complete a Free Application for Federal Student Aid (FAFSA). Sacred Heart University's Title IV Code is 001403. New full-time undergraduate student financial assistance applicants must complete the PROFILE Application with the College Scholarship Service (CSS) in addition to the FAFSA. In order to have an official report sent directly to Sacred Heart University, use the University's CSS code number: 3780. Priority deadline to apply for financial assistance is:
   - New full-time undergraduate students: February 15
   - Returning undergraduate students: April 1

2. The following forms may be requested by the Office of Student Financial Assistance for each application year:
   - A completed, signed copy of parent's federal income tax return (1040 or 1040A, etc., all schedules and W-2s);
   - A completed, signed copy of the student's federal income tax return (1040EZ, 1040 etc., all schedules and W-2s); and
   - A completed and signed confidential information form available either online at www.sacredheart.edu/pages/766_forms.cfm or from the Office of Student Financial Assistance.

3. Additional verification and documentation may be required according to individual circumstances. You may receive a mailing from the College Board asking you to complete and submit a Verification Worksheet, signed copies of federal income tax returns and W-2 statements. Follow the instructions in the letter and promptly return the required documents to the College Board as a secure representative for Sacred Heart University. All other documentation should be sent to the University.

Notification and Acceptance of Financial Aid Awards

All students will be notified in writing of the status of their financial assistance applications and the amount of their awards. If satisfied with the award package, the student must sign the Award Notice and return it to the Office of Student Financial Assistance within two weeks of notification. Students have the right to request a review of their awarded assistance.
Federal Programs
Several federally funded programs are available to qualified students who are U.S. citizens.

Federal Pell Grants
Pell Grants are funded by the federal government and are designed to provide financial assistance to undergraduate students who exhibit financial need pursuing their first undergraduate degree. Pell awards range from approximately $400 to $4,050 a year.

Federal Supplemental Educational Opportunity Grant (SEOG)
SEOG awards are provided by federal and institutional funds and are restricted to undergraduate students who demonstrate exceptional financial need. Grants range in amounts from $100 to $4,000 a year.

Federal College Work-Study (CWS)
Work-Study is funded by federal and institutional sources. Students who qualify for this program may be assigned a part-time job on campus. Earnings assist in meeting the cost of attending college. Students are paid weekly at a rate established in accordance with federal and University standards.

Federal Perkins Loan
The Perkins Loan is a low-interest loan that students may borrow to assist in meeting the cost of a college education. No interest accrues while the student is enrolled on at least a half-time basis. Payment of the loan begins nine months after graduation, or after a change in enrollment to less than half-time or withdrawal from the University.

Federal Stafford Loan (Subsidized and Unsubsidized)
The Subsidized Stafford Loan is available to students who demonstrate financial need. The government pays the interest on the loan while the student is in school.

The Unsubsidized Stafford Loan is available to students regardless of financial need (i.e., regardless of family income). Students are responsible for interest payments on the loan while attending college, or they may choose to have the interest capitalized.

Students start repayment of the loan(s) (plus interest) six months after they graduate, withdraw or change to less than half-time status. Repayment of principal and interest is spread over a 10-year period. Undergraduate freshmen may borrow up to $2,625 per year; sophomores, up to $3,500 per year; and juniors and seniors, up to $5,500 per year.

Additional Unsubsidized Stafford Loans may be available for undergraduates as follows: $4,000 for freshmen and sophomores, and $5,000 for juniors and seniors. These amounts are available to independent students or dependent students whose parents have been determined ineligible for PLUS Loans.

Federal Parent Loan for Undergraduate Students (PLUS)
PLUS is a loan for parents with good credit histories who have dependent students in school. The yearly loan limit is the cost of education minus financial assistance. Parents begin making payments 30 to 60 days after they receive the loan and must make payments of at least $50 per month. Parents also may take up to 10 years to pay back the loan.
State Programs
Financial assistance programs are available to qualified students from the state of Connecticut, including the Connecticut Independent College Student Grant. Many other states also have scholarship programs for residents of their state. For more information, contact your state's agency for higher education.

Capitol Scholarship Program (CSP)
Connecticut residents who are undergraduate students can apply to the Connecticut Board of Higher Education for consideration. Eligibility is based on SAT scores of at least 1,200, or rank in the top 20 percent of their high school class. Financial need is also a criterion. Applications are available at high schools and must be submitted by February 15. Grant amounts are up to $2,000 for private colleges and universities. Students who are recipients of CSP awards must follow the state renewal process each academic year.

Connecticut Independent College Student Grant (CICSG)
The Connecticut Independent College Student Grant is a need-based grant program available to Connecticut residents enrolled in an undergraduate program at a private college or university in Connecticut.

Connecticut Community Service Program
Undergraduates who are Connecticut residents with financial need work in community service projects in affiliation with the CICSG program noted above.

University Financial Assistance Programs
Several scholarships and programs are available from Sacred Heart University to qualified students.

University Scholars Program
Entering first-year, full-time undergraduates who completed high school as valedictorian or salutatorian in their high school class; achieved scores of 1,200 SAT or 27 ACT; and earned a high school GPA of 3.4 qualify for the University Scholars Program. Annual renewal of the scholarship requires a 3.4 GPA. University Scholars recipients are given $10,000 per academic year. The overall value of the scholarship for four years would then be $40,000.

Trustee Scholars Program
Entering first-year, full-time undergraduates are eligible for the Trustee Scholars Program. Selection to the program is based on rank in high school class, college preparatory program and high school GPA and SAT scores. Annual renewal of the scholarship requires a 3.2 GPA. Trustee Scholars recipients are awarded $3,000 to $7,000 per academic year. The overall value of the scholarship for four years would then be $12,000 to $28,000.

Curtis Community Achievement Award
Entering first-year, full-time undergraduates who are Connecticut residents and commute to Sacred Heart University are eligible for the Curtis Community Achievement Award. Recipients must have demonstrated commitment to the community, leadership qualities and proven academic ability. Candidates must submit two letters of recommendation. Annual renewal of the award requires a 2.7 GPA and continuing commitment to the community. Awardees receive $1,000 to $3,000 per academic year.
Connecticut Community College Scholarship
Entering full-time transfer students from a community college in the state of Connecticut are eligible. Students must have completed 30 credits at a community college in Connecticut and must transfer with a 3.0 GPA into the University to qualify. Annual renewal of the scholarship requires a 3.2 GPA. Recipients are given $1,000 to $4,000 per academic year.

Phi Theta Kappa Scholarship Program
Entering full-time transfer students who are elected members of the Phi Theta Kappa International Honor Society and who have graduated or will graduate from an accredited two-year institution are eligible for this scholarship. A letter of recommendation is required from the student’s Phi Theta Kappa advisor. Students must have a 3.4 GPA to receive the scholarship. Annual renewal of the scholarship requires a 3.4 GPA. Recipients are given $4,500 for one full academic year.

Transfer Achievement Award Program
Entering full-time transfer students from another post-secondary institution are eligible for this program. Students must have completed 30 credits at an accredited institution and must transfer with a 3.2 GPA into the University to qualify. Annual renewal of scholarship requires a 3.2 GPA. Recipients are given $1,500 to $3,500 per academic year.

Other Student Recognition Awards
Full-time undergraduate awards are given to students based on academic performance, leadership, and participation in University programs. Financial need is often a requirement. Award programs include Athletic Scholarships, Pioneer Band, Community Scholars, Student Leadership, Honors Scholarships, Provost Scholarship, Undergraduate Research Assistants, Catholic Social Thought Scholars, Classroom Learning Assistant (CLA), Resident Assistant (RA) and others. Award ranges vary.

Sacred Heart University Grant-in-Aid
Grant-in-aid is available to undergraduates with financial need. Award ranges vary.

Endowed Scholarships
Endowed scholarships established by private organizations, corporations and individuals are offered in varying amounts to academically worthy students. At the time of publication of this catalog, the scholarships described therein were available. Awards are made at the discretion of the University as funds are available.

Julius Andras Memorial Scholarship
Preference is given to students interested in the theatrical field or related fields of writing and media studies. The award was established in honor of Julius Andras, a deceased member of the class of 1969.

Dorothy I. Anger Scholarship
Dorothy Anger, deceased director of alumni relations and student activities, founded the Gold Key Club, an organization whose members represent the University at its events.

Michael Arnold Memorial Scholarship
Established in 1994 in memory of Michael Arnold, deceased director of the Stamford Campus at Sacred Heart University, this award assists Bridgeport students who are pursuing pre-med or nursing studies.

John T. Balamaci Memorial Scholarship
Established in 1972 in honor of John T. Balamaci, an English major who died in his third year at
Sacred Heart University, this award is given to a full-time student with a minimum 3.0 GPA and upon recommendation by an instructor.

**Dr. Daniel T. Banks Scholarship**
This award is given to a deserving student majoring in science. The recipient must have a minimum GPA of 3.0. Preference is given to students interested in a career in medicine. Dr. Banks was a prominent Bridgeport physician.

**Arthur J. Brissette Memorial Scholarship**
This scholarship, in memory of a deceased member of the University community, is available to undergraduates majoring in accounting or business. It is based on the student's academic excellence or financial need.

**John W. Brookes Memorial Scholarship**
This is an award for any student who demonstrates academic excellence and financial need. The scholarship was established in the memory of Dr. John W. Brookes, a member of the math and computer science faculty at Sacred Heart University.

**The Browning Family Scholarship**
This scholarship was established by James Browning and his parents, in memory of his brother and their son, Scott Browning. Preference is given to a full-time undergraduate student majoring in computer science and/or a qualified incoming freshman from Notre Dame High School in Fairfield, Connecticut, or another Catholic high school in the Diocese of Bridgeport. Candidates may be full-time students experiencing hardship.

**Bullard Scholarship**
This scholarship, established by the Bullard Company, is given to a full-time business major.

**Lou Cerminara Memorial Endowed Scholarship**
Established in 2002 by the family of Lou Cerminara, deceased member of the University's Public Safety staff, this scholarship benefits "solid" students exhibiting the potential to excel. Recipients will demonstrate community service and/or student life involvement. Preference is given to, but not limited to, candidates who are Criminal Justice majors. Preference is given to, but not limited to, candidates of Italian-American heritage. Candidates must be Connecticut residents who have financial need or special circumstances.

**Philip and Anne Cernera Endowed Scholarship Fund**
This scholarship, established in 1998 by University President Dr. Anthony J. Cernera to honor his parents, Philip and Anne Cernera, will provide assistance to academically qualified, financially needy students who are active in the Campus Ministry Program.

**The Ruth and Anthony Cernera Scholarship**
This scholarship honors Dr. and Mrs. Cernera and is endowed by Michael C. Dailey '75, University alumnus and member of the University's Board of Trustees. The objective is to identify full-time undergraduate students who are economically disadvantaged, who have academic promise, who possess certain characteristics known to correlate with success at Sacred Heart University, and for whom the University can "open doors." Awards are made from the yield of the fund according to the University spending policy.

**Class of 1994 Endowment**
This scholarship, founded by the senior class of 1994, is designed to recognize a student entering his or her senior year who has made contributions through community service.
Evelyn Conley Memorial Scholarship
This award, in memory of Evelyn Conley, wife of former University President William Conley, is given to outstanding full- or part-time students majoring in pre-law studies, or part-time adult students continuing their studies. This scholarship was established by Mrs. Robert Douglas, a graduate of the paralegal program.

Mary M. Donahue Scholarship
This award, established by Donald J. Donahue in memory of his wife, supports deserving minority students.

Charles T. Eby Memorial Scholarship
This award, given to a full-time history major entering senior year, requires high academic standing. The scholarship is in memory of Charles T. Eby, an associate professor of history at the time of his death.

Douglas Edwards Memorial Scholarship
Established in memory of renowned newscaster Douglas Edwards, this scholarship is awarded to students majoring in media studies or broadcast journalism.

Jonathan T. Evanish Scholarship
This scholarship provides support for a deserving nursing student.

Isabelle T. Farrington Scholarships
Established in 2002 by Mrs. Isabelle Farrington, this scholarship is available to a student in the junior or senior class who, during the previous year, demonstrated (i) superior academic performance and potential by ranking in the top 10 percent of his or her class, and (ii) a sincere interest in, and practice of, the principles of citizenship and religion for which Sacred Heart University has been established as a Catholic university.

Julia Sugrue Gorman Memorial Scholarship
Established in 2002 by the generosity of alumnae Maureen Gorman ’68 and Kathleen Gorman Crapanzano ’68 in honor of their mother, the scholarship assists students with a solid academic record who demonstrate community service and/or student-life involvement.

Gary Hanna Memorial Scholarship
Established in 2001, this scholarship memorializes Gary Hanna, deceased member of the class of 1974. It will benefit entering freshmen from Westhill High School in Stamford showing a high school senior year GPA of at least 3.0. Preference is given to candidates of Lebanese or Lebanese-American descent. Candidates must be from a Christian background.

Alexander Hawley Memorial Scholarship
This award is made in memory of Alexander Hawley, a long-time Trustee and honorary degree recipient at Sacred Heart University.

James Joy Scholarship
Established through the estate of James Joy, this award is made to a deserving student with financial need.

James River Corporation Scholarship
Established by the James River Corporation of Norwalk, this award assists minority students.

John Katona Memorial Scholarship
This scholarship was established in memory of John “Chubby” Katona, a former employee of the University.

Keating Family Scholarship
Established by the estate of Loretta M. Keating of Bridgeport, this scholarship is awarded to deserving students with financial need.
John J. and Stella M. Kraieski Memorial Scholarship
Awarded to an academically talented student, the scholarship was established by an estate gift of John Kraieski.

The Kreitler Foundation Scholarship
Founded to honor the Kreitler Foundation, the recipients of this award are selected from entering freshmen graduating from Central, Bassick or Harding High Schools in the city of Bridgeport and who will matriculate. They must be full-time students, demonstrate academic ability and be experiencing financial hardship.

Laborer's Local 665 Scholarship
Founded by Laborer's Local 665 in Bridgeport, Connecticut, this scholarship is given to full-time undergraduate students at Sacred Heart University who are members of Local 665 and/or the sons or daughters of members.

Dorothy P. Lansdale Scholarship
This award is given to a nursing student who demonstrates outstanding academic and professional abilities.

Stephen and Mary Marcinko Fund
Established by an estate gift in 2002, this fund will benefit Slovak American or native Slovak students at Sacred Heart University showing the highest standard in scholarship and leadership.

Mechanics & Farmers Scholarship
Established in 1971, this scholarship is awarded to an academically talented full-time student.

Lucy Medaglia Memorial Scholarship
This scholarship, established by University President Anthony J. Cernera in memory of his grandmother, supports students preparing to be teachers.

Thomas P. Melady Leadership Award
Established in honor of Thomas P. Melady, fifth president of Sacred Heart University, this award is given to full-time students through the Presidential Internship Program. Recipients must demonstrate leadership, academic potential and community involvement.

Harold and Ann Miller Scholarship
Established in 1988 by Harold and Ann Miller, this award is given to adult undergraduate, part-time students who have completed at least two semesters at the University and have demonstrated financial need.

Near and Far Aid Association Scholarship
Established by the Near and Far Aid Association, this scholarship supports a full-time female student with a cumulative average of 3.0. Instructor's recommendation and demonstrated financial need are necessary for consideration of award.

Sandra Lynn Nobili Memorial Scholarship
This award is given to a Catholic student entering senior year and planning a career in elementary education. Selected by members of the Education Department, the recipient must have a cumulative average of 3.0 or better.

William P. O'Boy Family Scholarship
This scholarship is given to a deserving student with financial need. Preference is given to students from the Danbury-Bethel area.

Dr. Margaret Palliser Endowment for Physical Therapy
This endowment was established in 2001 by Mrs. Karin Douglas ’84 to fund Physical Therapy Scholarships and Special Projects. The fund has been set up to honor Dr. Margaret Palliser, University Assistant Vice President for Mission.
The Michael J. Passariello Scholarship
Recipients of this scholarship, given by Mrs. Ann Passariello in memory of her son Michael, a member of Sacred Heart University's alumni, are selected through demonstrated past performance showing that they are capable of succeeding at the University. Preference is given to qualified parishioners of Holy Infant Church in Orange, Connecticut, or residents of the town of Orange.

Robert M. Paul Scholarship
Recipients of this scholarship, given by Mr. and Mrs. William H. Paul of Trumbull in memory of their son, Robert, are selected on scholastic achievement and demonstrated financial need. Candidates must be full-time undergraduate students, Diocese of Bridgeport Catholic High School graduates and/or experiencing hardship.

The Elizabeth M. Pfriem Scholarship
Mrs. Elizabeth M. Pfriem of Southport has established this scholarship to benefit qualified students from the inner-city schools of Bridgeport, Connecticut.

Bette Pinder Memorial Scholarship
This award, in memory of former staff member Bette Pinder, is given to an incoming freshman from the greater Bridgeport area who demonstrates financial need.

Charles Plohn Art Scholarship
Established in memory of Charles Plohn, this award is given to an art major above the freshman level who has completed a minimum of 12 credit hours of art studio courses and has a GPA of 3.0 or better.

Polish Studies Scholarship Awards
These awards are made to students who have studied Polish for at least one semester and are continuing their studies in this area. Recipients must have a grade of B or better.

William V. Roberti Scholarship
Established by the Tom James Company in honor of William V. Roberti, a University Trustee, this scholarship is given to children and grandchildren of employees of the Tom James Company and its subsidiaries and the Southwestern Company.

Jeannette Rohn Scholarship
Established in 1988 by Jeannette Rohn, this award is given to an outstanding student majoring in finance with great financial need.

John Rycenga Scholarship
Named in memory of John Rycenga, the University's first chairman of the English Department, this award is given to an English major entering their senior year. The recipient must demonstrate academic excellence with a GPA of 3.4 or better, and an exemplary character. English Department faculty select qualified recipients.

Leonard A. Schine Memorial Scholarship
Established in 1982 in memory of Leonard A. Schine, a University Trustee, this annual award is given to a full-time senior with superior grades in need of financial assistance.

Robert Sendar Scholarship
This scholarship was established by the family of Robert M. Sendar in his memory. Robert was a student at Sacred Heart University majoring in chemistry. The recipient, chosen by a team of three Chemistry Department faculty members, must be a chemistry major at the second-year level or higher who has demonstrated academic achievement and financial need.

SNET Scholarship
Awarded to deserving students.

Carmen Tortora Scholarship
Awarded to a deserving nursing student.
George Joseph Voynick Scholarship
This scholarship, established by Irene M. Voynick and her family in memory of her father, is awarded to a deserving full-time student, majoring in the basic sciences and maintaining a B average or better.

The Jill Wright Scholarship
This scholarship, bequeathed to the University through the trust of William R. Wright to honor the memory of Jill Wright, his deceased wife, benefits a qualified graduating senior at Central High School who will matriculate as part of Sacred Heart University's entering Freshman class.
University Life
UNIVERSITY LIFE

A complete college education extends beyond the walls of the classroom and outside the pages of the textbook. Sacred Heart University's Student Life, Intercollegiate Athletics and Career Development departments are committed to the holistic growth of students through both co-curricular and extracurricular programming. The University's goal is to provide the support services and life skills that will help students succeed in the classroom as well as in their pursuits after graduation.

Bookstore

The bookstore is located on the first floor of the Academic Center, in the Humanities Center wing. Operated by Follett College Stores, it offers textbooks, supplies, clothing with the University's name and logo and related items. Bookstore purchases can be made online. Visit the bookstore's web site at www.sacredheart.edu/campuslife/bookstore.

Campus Ministry

The Office of Campus Ministry provides opportunities for persons of all religious traditions to share in the life of the faith-filled University community. Campus Ministry serves students, faculty, staff and the local community through daily liturgies, pastoral counseling, and special projects, events and programs.

Campus Ministry responds to student needs for worship, integration, social interaction, meaningful discussion of life issues, responsible social action for justice, and exploration of moral, religious and relational issues.

The Eucharist is celebrated on Sundays and weekdays during the academic year. In addition, University-wide liturgical celebrations mark special days and seasons. Other interfaith worship and prayer opportunities are provided regularly.

Office of Career Development

The Office of Career Development offers services for students from Freshman year through graduation. Career Development programs and services include:

- Major in Success program for students who are undecided or unsure about which major to choose;
- self-assessment including the Strong Interest Inventory, and the Myers-Briggs Personality Type Indicator (MBTI);
- assistance finding paid and unpaid internships for which students may be able to earn academic credit;
- one-on-one career counseling for any career-related issues students are facing;
- help finding part-time and summer employment;
- resume writing workshops and individual assistance;
- interviewing skills workshops and individual assistance;
- on-campus interviewing and job fairs;
- online resume management system and job bank exclusively for Sacred Heart students;
- guidance in conducting a senior-year job search for a full-time position after graduation; and planning for and researching graduate school options.

The Career Development Office is located in Curtis Hall, Room 215 and can be reached by phone at 203-371-7975 or via e-mail at careerdev@sacredheart.edu.

Commuter Students

The University is committed to providing commuter students a comprehensive college experience—keeping in mind the special needs and con-
cerns of commuter students. Commuter students are encouraged to participate in Commuter Student Roundtable discussions and become part of Commuter Assistants, a peer-matching program. Commuter students are also urged to join the Commuter Council, a student-run organization dedicated to providing programs and services for commuters.

The Commuter Life Office is part of the University's Student Life Department and can be reached at 203-371-7956.

**Dining Services**

The University has contracted with FLIK, a professional food service corporation, to provide meals for students. The Dining Service Director works closely with students and staff to ensure the dining needs of the University community are met.

The University's meal plan is a declining balance program. Prepaid plans are available to resident, commuter, faculty, or staff members. Points in this program can be used for many purchases, ranging from entrees to snacks and ice cream to grocery items to convenience items such as toiletries and necessities.

All first-year residents are required to be on a "silver" meal plan. All other students are required to be on a meal plan, a level which is determined by their resident hall. Information concerning the meal plans is available through the Student Life Office.

Dining dollars may also be used in the Marketplace (a convenience-style store), the Roncalli Hall Grille and the newly opened Holy Grounds Café located in the Christian Witness Commons.

**Health Insurance**

All full-time students must show proof of health insurance coverage or else enroll in the University's Health Insurance Plan. Undergraduate students who attend at least half-time (six credits per term) are eligible to enroll in the University's student health insurance program. All international students are required to participate in the insurance program. Information regarding specific coverage under student health insurance should be directed to the Health Services Office at 203-371-7838.

**Wellness Center**

**Counseling Services**

The Counseling Center provides support services of a holistic student development nature, and attends to members of the University community who may be experiencing some difficulty in adjusting to emotional wellness issues. The University provides professional counselors who are available weekdays for individual, personal counseling sessions and psychotropic counseling.

Many personal development workshops are offered by the Counseling Center, as well as group topical counseling sessions. For longer-term therapy, the staff makes referrals to local professionals at an individual cost to the student.

For additional information about the Counseling Center, call 203-371-7955.

**Health Services**

Health Services offers daily first-response treatment for minor health-related issues. A physician and nurse practitioners are on campus for appointments throughout the week (Monday–Friday) at no cost to students.

Staffed by registered nurses and open seven days per week, Health Services also handles state immunization requirements and University insurance requirements, and coordinates health promotion workshops. Health Services can also make referrals to local health care facilities, fill many basic prescriptions on campus, and arrange with a local pharmacy to deliver to campus. For additional information about Health Services, call 203-371-7838.
Measles Immunization Law

Connecticut law requires students born after December 31, 1956, to provide proof of two doses of measles vaccine administered at least one month apart.

The first dose of vaccine must have been given after the student's first birthday and after January 1, 1969; the second dose must have been given after January 1, 1980. The student is also required to provide proof of one dose of rubella vaccine administered after the student's first birthday. Laboratory evidence (blood test) is acceptable in lieu of administration of vaccine. All students must be in compliance with this state law before registering.

Meningococcal Vaccine Law

Beginning with the 2002-2003 academic year, the State of Connecticut requires that all students who reside in on-campus halls must be vaccinated against meningitis. Proof of this vaccination must be presented to the appropriate University officials before a student can obtain entry to their resident hall. This new guideline for Connecticut colleges and universities is provided in Public Act 01-93.

For additional information, call the University's Health Services (203-371-7838), or stop by the lower level of the Park Avenue House.

Intercollegiate Athletics

The University has made a strong and vital commitment to its regionally recognized and nationally developing athletics programs. The Department of Athletics has undergone an almost unparalleled expansion over the past 10 years, growing from 10 varsity athletics teams to its current roster of 32 varsity and 3 junior varsity teams. Seventeen sports for women and 15 sports for men are now offered by the University for intercollegiate competition.

The 1999-2000 seasons marked the inaugural year of competition at the NCAA Division I level of competition for the Pioneers after 36 years of success at the Division II level. The majority of the athletic programs compete in the Northeast Conference, with notable exceptions of the men's ice hockey team, which competes in the Metro Atlantic Athletic Conference, and the men's lacrosse and wrestling teams, which compete in the Colonial Athletic Association. The women's ice hockey team currently competes as an independent playing Division I and Division III institutions.

Six club sports teams and numerous intramural opportunities, including an ever-growing outing club, abound for students not involved with the varsity or junior varsity teams on campus. The University also offers all students use of the modern and fully equipped William H. Pitt Health and Recreation Center, which include four multipurpose basketball courts, a modern health and fitness area and aerobics room, among many other amenities. For more details on the Pitt Center, see the section on University Facilities.

Men's Varsity Athletic Programs

*Baseball
Basketball
Bowling
Cross Country
Fencing
*Football
Golf
*Ice Hockey
*Lacrosse
Soccer
Track and Field (Indoor and Outdoor)
Tennis
Volleyball
Wrestling
Women's Varsity Athletic Program
Basketball
Bowling
Cross Country
Equestrian
Fencing
Field Hockey
Golf
Ice Hockey
Lacrosse
Rowing
*Soccer
Softball
Swimming
Track and Field (Indoor and Outdoor)
Tennis
Volleyball
*also junior varsity teams

International Students
The University provides academic and social support to its growing number of international students. The Office of International and Multicultural Affairs is a part of the University's Student Life Department and can be reached at 203-365-7614.

All international students are encouraged to use the University services to seek assistance for their concerns and to become involved in campus activities. University services include the English as a Second Language (ESL) program, the International Club and an International student advisor.

International Student Visa Certification
An international student requesting an application for a student visa (F-1) must be accepted to the University in a full-time program of study. Since federal and/or state financial assistance is not available to international students, the student is also required to present certified evidence of sufficient funding to cover education and living expenses.

If, after attending the University, the student decides not to return, notification must be made in writing to the Office of International and Multicultural Affairs. If a student wishes to travel during the authorized time of study at the University, he or she must present a current I-20 form to the Office of International and Multicultural Affairs for certification prior to departure.

A student not following the regulations of the U.S. Department of Justice Immigration and Naturalization Service is considered out of status and may be subject to deportation from the United States.

Public Safety and Parking
The Department of Public Safety, located in the Academic Center, is committed to fostering an environment in which all those who live, study, work or visit within the University campus are able to do so in a safe and secure environment. The department is committed to providing professional, timely and efficient public safety services to all of its constituents on a 24-hour-a-day, seven-day-a-week basis.

Public Safety officers patrol the buildings and grounds of the University via vehicle, bicycle and foot. Services provided by the department include personal safety escorts, motor vehicle assistance (unlocks and jump starts) and emergency medical response and treatment, as well as maintaining a lost-and-found department. Public Safety also issues parking decals and enforces parking and traffic regulations, provides key control and locksmith services and investigates and documents incidents on campus. Public Safety is the emergency response department on campus, and acts as the liaison with the local police, fire and ambulance services.
All vehicles parked on the campus must display a University decal, which can be purchased at the Department of Public Safety. Temporary parking passes are also available at the Information Booth, at the entrance to the campus.

**Department of Public Safety Telephone Numbers**

- **Routine Business**: 203-371-7995
- **EMERGENCIES ONLY**: 203-371-7911
- **Fax**: 203-365-4781
- **Locksmith**: 203-365-7645
- **Snow Phone**: 203-365-SNOW (7669)
- **TTY**: 203-365-4714

**Residential Life and Housing Services**

The Office of Residential Life and Housing Services coordinates all University housing options for students. The office staff, hall directors and resident assistants work with students to make the halls a "home away from home" by creating a healthy, living/learning atmosphere. Students have direct input to their living environment through the Residence Hall Associations and the Hall Councils, which address concerns and organize activities for members of the hall community. A listing of off-campus apartments is also maintained in the Office of Student Life.

The University currently houses students in seven different areas: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Park Ridge Apartments and Taft Commons. These varied areas offer distinct residential lifestyles, from traditional high-rise resident halls to on-campus apartments to off-campus apartments.

**Student Activities**

The Student Activities Office seeks to enhance the college experience outside the classroom by offering both cocurricular and extracurricular opportunities for students. In addition, the Student Activities Office teaches life skills to students through formal training sessions and leadership opportunities.

A vital component of the Department of Student Life, the office is responsible for scheduling, planning and overseeing all student events on campus. The Student Activities Office is a center for information on events, student groups, Student Government and student leadership. The Student Activities Office can be reached at 203-365-7675.

**Student Clubs and Organizations**

The University encourages students to become involved in student groups as a part of their college experience. Diverse interests are represented on campus by numerous clubs and organizations:

**Academic Clubs**

- Accounting Club
- American Chemical Society
- Biology Club (AIBS)
- College Democrats
- College Republicans
- Computer Science Club
- Criminal Justice Club
- Debate Society
- Economics and Finance Club
- English Club
- Exercise Science and Human Movement Club
- History Club
- Honors Society
- Mock Trial Team
- Pre-Law Club
- Pre-MBA Club
- Pre-Occupational Therapy Club
- Pre-Physical Therapy Club
- Psychology Club
- SIFE (Student in Free Enterprise)
- Social Work Organization
- Sports Management Club
- Student Alumni Association

---

UNIVERSITY LIFE 41
Student Athletic Training Organization
Student Nurses Association

**Academic Honor Societies**
Alpha Sigma Lambda
Delta Epsilon Sigma
Delta Mu Delta
Kappa Kappa Psi
Lambda Epsilon Chi
Phi Alpha Theta
Phi Sigma Iota
Psi Chi
Sigma Theta Tau

**Greek Life**
—**Fraternities**
Alpha Sigma Phi
Lambda Sigma Phi
Omega Phi Kappa
Sigma Delta Chi

—**Sororities**
Beta Delta Phi
Delta Phi Kappa
Kappa Phi
Nu Epsilon Omega
Phi Omega Tau
Zeta Iota Lambda

**Intramurals**
Aerobics
Baseball
Basketball
Bowling
Flag Football
Golf
Martial Arts
Soccer
Softball
Volleyball

**Media Organizations**
Media Studies Association
Prologue Yearbook
Spectrum Newspaper
WHRT-FM Student Radio

**Multicultural Organizations**
Celtic Club
Gay Straight Alliance
International Club
Italian Club
La Hispanidad
Polish Club
Umoja

**Performing Arts**
Broadway Club
Concert Choir
Concert Band
Confederation of Future Musicians
Dance Team
Freestyle Club
Jazz Band
Marching Band
Pep Band
Pioneer Band Council
SHU Elite Gymnastics Club
SHU F.O.R.C.E Dance Ensemble
SHU Players
Winter Guard

**Recreational Groups**
Amphibian and Reptile Club
Ballroom Dance Club
Billiards Club
Environmental Club
Field Hockey Club
Outing Club
Rugby—Men and Women
SHU Elite (Gymnastics)
SHU Martial Arts
Softball Club
Student Athlete Advisory Committee

**Service Clubs/Organizations**
Best Buddies
Circle K
Community Connections
Commuter Council
Habitat for Humanity
Inter-Residence Hall Council
NRHH (National Residence Hall Honorary)
Student Ambassadors

**Student Government**
The Student Government is the parent organization to all student groups on campus. It is comprised of:

- Class Officers
- Council of Clubs and Organizations
- Executive Board
- Finance Board
- Greek Senate
- Student Events Team (SET)
- Student Senate

Student Government's primary purpose is to oversee student groups, sponsor events to meet the needs of the students and to address concerns of the student body.

**Student Union**
Another area in the Department of Student Life is the Student Union Office. Many of the nonacademic services provided by the University are facilitated by the Student Union, including:

- Class ring sales
- Game Room (Hawley Lounge)
- Outpost Pub
- Room/facilities reservations
- Shuttle Service
- Student Handbook
- Student ID cards

The Student Union Office can be reached at 203-365-7663.

Every student (full-time and part-time) is responsible for being aware of the policies and procedures of Sacred Heart University as outlined in the *Student Handbook*. All students will be held accountable for their actions and subsequent consequences with regard to these policies and may be subject to any judicial action as detailed in the *Student Handbook*. *Student Handbooks* may be obtained from the Student Union Office.
University Facilities and Community Resources
University Facilities
Sacred Heart University currently has 16 buildings on its 56-acre campus in the northeast corner of Fairfield, Connecticut. The William H. Pitt Health and Recreation Center opened in September 1997, as did significant enhancements of the main academic facilities. Plans also call for expansion of the library and other improvements.

Academic Center
The Academic Center contains most classrooms and faculty, administrative and academic departmental offices. The Academic Center is divided into four wings: Science Center, Humanities Center, Student Union, and University Commons.

The Science Center includes offices of the Dean and Assistant Dean of Arts and Sciences, Dean of Education and Health Professions, Registrar, Student Accounts, and Academic Advising. Also included are the faculty offices for Biology, Chemistry, Mathematics, Nursing, Occupational Therapy and Physical Therapy. The Science Center houses the science and health science laboratories.

The Humanities Center includes the Academic and Administrative Computing Center, Bookstore, Faculty Lounge and Language Laboratory. Also included are the faculty offices for Communication Studies, Computer Science, Education, English, English as a Second Language, Information Technology, Modern Foreign Language, Psychology, Sociology and Social Work.

The Student Union includes the faculty offices for Campus Ministry, Music, Public Safety, Student Affairs and Student Government, as well as a multipurpose activity center, housing, chapel, dining halls, Mahogany Room, Gallery of Contemporary Art, Hawley Lounge, mailroom/print shop and Center for the Performing Arts.

University Commons includes offices for Public Safety, the neuroscience lab, classrooms, and multipurpose assembly room.

Administration Building
The Administration Building houses the Media Studies Center; Office of the President; Offices of the Vice President and Assistant Vice President for Academic Affairs; the Center for Christian Jewish Understanding; Office of Institutional Research; the offices of University College; faculty offices for Criminal Justice, Sociology and Social Work, Political Science, History, Media Studies, Philosophy, and Religious Studies.

Curtis Hall
Curtis Hall, named after the University founder, the Most Reverend Walter W. Curtis, D.D., Bishop of the Diocese of Bridgeport, houses the offices of Undergraduate and Graduate Admissions, Student Financial Assistance, Career Development, and the Center for Irish Cultural Studies. The Community Room also is located in Curtis Hall.

Jandrisevits Learning Center (JLC)
The Jandrisevits Learning Center is located in the lower level of the Ryan-Matura Library. An Adaptive Technology Lab is available for students with visual, auditory, physical or learning disabilities. The JLC also provides specialized tutoring for students with learning disabilities (LDs) as well as for students who are linguistically diverse (ESL). Staffed by highly experienced faculty tutors and well-trained peer tutors, the JLC provides a warm, friendly learning environment where the needs of individual students are the primary concern. Appointments: Call 203-371-7820, or come to the JLC.
Oakview Drive
Located off campus in neighboring Trumbull, Connecticut, the building at 101 Oakview Drive houses the Business Office; Office of the Senior Vice President for Finance and Administration; Office of the Director of Facilities Management and Construction; Center for Spirituality and Lay Ministry; Institutional Advancement; Art Department and faculty offices; Motion Analysis Laboratory; and administrative offices of WSHU Radio, Vice President of Human Resources; Department of Human Resources; and Payroll.

Park Avenue House
The offices of the Center for Mission Education and Reflection, the Wellness Center which includes Personal Counseling Services and Health Services are located in the Park Avenue House at the southeast corner of the campus.

The William H. Pitt Health and Recreation Center
The William H. Pitt Health and Recreation Center is home to the Pioneer men’s and women’s basketball, volleyball, and wrestling programs, as well as many intramural programs. The three-level, 141,000 square foot complex features four multi-purpose basketball courts, which can be easily converted for indoor tennis or convention use, and seats 2,100 for basketball.

The main level of the Pitt Center also houses the Sacred Heart University Sports Medicine and Rehabilitation Center, a joint private practice/University venture offering many specialized clinical rehabilitation and wellness services in conjunction with academic-based faculty therapists, in a facility that features state-of-the-art physical therapy equipment.

The Health and Fitness Center is located on the lower level of the Pitt Center. Offering a wide range of fitness equipment and classes, the 5,000 square foot facility features an enclosed aerobics studio and main fitness area, where the latest generation of cardiovascular exercise machines and free weight equipment can be used. Locker rooms for both the Pioneer athletic teams and Health and Fitness Center members are adjacent to the fitness area. The upper level of the Pitt Center houses the Department of Athletics suite of offices and the Board Room, which serves as a meeting/reception room for the Board of Trustees and other on-campus organizations.

Campus Field
Campus Field is the home of the Pioneer football, men’s and women’s soccer, field hockey, men’s and women’s lacrosse, and men’s and women’s outdoor track and field. Built in 1993, Campus Field features a newly installed, $750,000 state-of-the-art FieldTurf synthetic-surface, multi-purpose field with inlaid lines for the sports listed above. The field is surrounded by an eight-lane synthetic-surface running track available for competition and recreational use. With a seating capacity of 3,500, Campus Field is an ideal location for large-scale events and has been host to athletic tournaments, graduations and outdoor fairs. Adjacent to Campus Field are six state-of-the-art tennis courts constructed in 1995. Rounding out the outdoor athletic facilities, and adjacent to the Sacred Heart tennis courts, is Pioneer Park softball field, most recently updated in 2001.

Ryan-Matura Library
The Ryan-Matura Library is the source for information, whether it is the answer to a factual question or research for a term paper. Librarians are available to answer questions and assist students with extended research projects. Instruction sessions are conducted for class groups to make them familiar with the library, with subject-specific research and the research process. Librarians will also assist students with finding information in
other libraries, in commercial databases or on the Internet.

Periodicals and periodical indexes, including newspapers are found in print, film and electronic format. Any book or periodical not found in the library can be obtained from another library through interlibrary loan. Materials can usually be obtained within 10 days.

At present the Ryan-Matura Library holds approximately 125,000 print volumes and 50,000 nonprint items and more than 15,000 periodical subscriptions. These include a significant number of full-text journals available on more than 50 online index and abstracting databases. These can be reached 24 hours a day/7 days a week from links on the library home page. Databases are available from campus and home.

The library's web site is located at http://library.sacredheart.edu. It provides access to the library catalog, information about the library, electronic reserve reading, links to research databases and other related information.

The library also houses the Jandrisevits Learning Center.

Residence Halls

The University currently houses students in eight different facilities: Angelo Roncalli Hall, Elizabeth Ann Seton Hall, Thomas Merton Hall, Christian Witness Commons, Scholars Commons, Park Ridge Apartments, Oakwood Apartments, and Taft Commons. These offer distinct residential lifestyles, from traditional high-rise resident halls to on-campus apartments to off-campus apartments.

Schine Auditorium

The Schine Auditorium, located in the lower level of the Ryan-Matura Library, provides an appropriate setting for lectures, workshops, academic convocations and other special programs. To reserve the 220-seat auditorium, call 203-371-7846 between 8:30 AM and noon, Monday through Friday.

Community Resources

Center for Christian-Jewish Understanding (CJU)

The CJU is an educational and research division of Sacred Heart University. The center draws together clergy, laity, scholars, theologians and educators in various modes of interaction to focus on current religious thinking within Christianity and Judaism.

As each tradition reevaluates attitudes toward the other, the center fosters the exploration of the major philosophical and theological issues on the frontier of the Christian-Jewish dialogue, as these are formulated by scholars at the international and national levels.

The center's mission is to develop programs and publications to overcome deep-seated antagonisms, based on centuries of hostility and mutual estrangement, that recent progress has not yet healed. It hopes to foster greater knowledge and understanding of the religious traditions of Christianity and Judaism and the history of their relationship, and to provide a forum for dialogue. It promotes independent research and serves as a vehicle for processing and circulating its findings to appropriate institutions around the world.

For further information about the Center for Christian-Jewish Understanding, call 203-365-7592 or visit its website at www.ccju.org.

Center for Mission Education and Reflection

The Center for Mission Education and Reflection was established in 1998 to further advance a mission-focused ethos throughout the University by providing varied opportunities for reflection and conversation on the University's mission and
Catholic identity. Serving faculty, administrators, staff and students, the center provides orientation programs, resource materials and opportunities for professional development. The office and resource library of the center are located on the first floor of the Park Avenue House.

**Center for Strategic Planning for Not-For-Profit Organizations**

The Center for Strategic Planning for Not-For-Profit Organizations was established by Sacred Heart University within the John F. Welch College of Business to provide business assistance to qualified groups.

Through the application of skills developed during their studies, teams of MBA students, under the guidance of an experienced advisor, address strategic issues central to the client's longer term viability and effectiveness. In doing so, students provide a valuable service while being exposed to "realities of life" that transcend the formal academic environment.

It is the mission of the Center to engender in the University's MBA students a sense of community and an appreciation for those less fortunate by providing them a unique opportunity to give of their talents in the service of others. Functioning as teams, students will assist not-for-profit organizations with the development and implementation of strategic, business, and marketing plans necessary to meet their goals and objectives. In doing so, students will apply the skills learned in the SHU MBA program in a cooperative effort carried out in the spirit of the Catholic intellectual tradition to produce an outcome worthy of a grade.

The mission of the Center is directly aligned with, and in support of, key elements of the mission of Sacred Heart University and the John F. Welch College of Business. The Center’s office is located at on Oakview campus. For further information call, 203-371-7853.

**Edgerton Center for the Performing Arts**

The Edgerton Center for the Performing Arts enjoys a well-deserved reputation as a valuable resource for southwestern Connecticut's cultural life, attracting thousands of guests annually to its program of performances and public forums.

Since its renovation in 2003, the Center has continued to produce musical and theatrical performances by the talented students in the University's musical and drama programs as well as to host exciting professional productions of plays, musical theater, children's theater, and an array of legendary solo artists such as Arlo Guthrie, Julie Harris, James Earl Jones, Dave Mason and James Naughton. In addition, tens of thousands of local schoolchildren have also had the opportunity to share in educational programming and to be entertained at special shows and events. Hundreds more participate each summer in the Edgerton Center’s growing and successful summer theater camps.

The Center's 800-seat auditorium is available for use by outside organizations for public events and meetings. For up-to-date information on current offerings, call the Edgerton Center box office at 203-374-2777 or visit the Center's website at www.sacredheart.edu/ecpa.cfm.

**The Gallery of Contemporary Art**

The Gallery of Contemporary Art presents exhibits of contemporary works of art in a wide variety of approaches and media. The gallery offers exhibits annually, which include a Student Exhibit, an exhibit of the Art Faculty's work and exhibits by professional artists. Most exhibits have associated lectures.

The gallery also administers the University's Collection, the Sculpture on the Grounds program and the Voluntary Percent for Art program. For further information and exhibit hours, call the gallery at 203-365-7650.
Hersher Institute for Applied Ethics
Established in 1993, the Hersher Institute for Applied Ethics serves both the University community and the wider Fairfield County community by addressing issues of major ethical concern. The institute assists Sacred Heart University faculty from all disciplines to raise and examine broad ethical concerns and issues specific to their respective disciplines.

The Hersher Institute brings speakers to campus to address the faculty and provides training for integrating ethical viewpoints into the University curriculum. The institute supports the University's wider mission by cosponsoring, with other departments and institutes, colloquia and conferences that raise important ethical questions for the University scholarly community and the general public. For further information, call 203-365-7657.

The Center for Spirituality and Lay Ministry
The Center for Spirituality and Lay Ministry provides educational and pastoral programs addressing needs and concerns of laity. A special emphasis of the center is to contribute to the spiritual, educational and professional formation of lay leaders for Church and society in the spirit of Gaudium et Spes. Programs sponsored through the center include a certificate in spiritual direction; a certificate in religion for Catholic school educators; and a graduate certificate in pastoral and Catholic school administration, also offered in conjunction with a Master of Teaching degree through the University's College of Education and Health Professions.

The Center for Spirituality and Lay Ministry sponsors programs at multiple sites throughout Connecticut, as well as annual programs in Florida and Pennsylvania. The center's offices are located at the Oakview campus and may be reached at 203-371-7843.

Radio Stations
The professionally operated WSHU-FM, located on the Fairfield campus, is a 20,000-watt station at 91.1 (FM). The station is Public Broadcasting qualified and a full member of National Public Radio, one of only two such stations in Connecticut and 312 nationwide. WSHU-FM offers classical music, news and public affairs to listeners of Southern Connecticut and Long Island, New York. WSHU operates six translators: 90.1 FM serving Stamford, Connecticut; 93.3 FM in Northford, Connecticut; 105.7 FM serving central Suffolk County, Long Island, New York; 91.3 FM in Huntington Station, New York; and 103.3 FM in Noyack, New York. The University also operates two News Talk Stations: WSUF at 89.9 FM, a 12,000-watt station with transmitting facilities in Greenport, New York and WSHU (AM) at 1260, a 1,000-watt standard broadcast station in Westport, Connecticut.

Student-run WHRT offers rock music, news and public affairs programs, and WHRT is the student, on-campus-only, radio station programmed by and for students.

The production and on-air studios, record library and newsrooms of radio station WSHU FM serve as learning laboratories for Media Studies and other disciplines.

Sports Medicine and Rehabilitation Clinic
The University operates two physical therapy and hand therapy clinic facilities, one on campus affiliated with the academic program in Physical Therapy, and one in Shelton, Connecticut. The on-campus clinic is located in the William H. Pitt Health and Recreation Center. The clinics provide physical therapy and hand therapy services to students, employees and the public. Clinic staff includes several members of the Physical Therapy program faculty as well as several staff members who are advanced clinicians in orthopedic, sports physical therapy and hand therapy. All are licensed
physical therapists. The clinics operate five days per week, 12 hours per day. This clinic service is also closely affiliated with the University's athletic training program to serve the rehabilitation needs of our student-athletes.

The clinical facility features the latest technological equipment in isokinetic testing with a new Biodex II system, a full range of orthopedic and sports physical therapy evaluation resources, a therapeutic pool and a full hand rehabilitation center. Patients of the clinic may take advantage of the comprehensive fitness facilities of the William H. Pitt Health and Recreation Center under the supervision of a Physical Therapy staff member. The clinics are authorized providers for most major medical insurance carriers. For further information, call 203-396-8181.
Degrees and Curricula
DEGREES AND CURRICULA

The goal of Sacred Heart University is to provide an educational experience for the student that will result in his or her development as a whole person; a person who possesses the intellectual ability to know, judge, reason, analyze, synthesize, discern and appreciate; a person who is sensitive and responsible to the needs of society and accepts the responsibility to preserve the dignity of fellow human beings; a person who is aware of the laws that govern the physical world and who is alert to the preservation of the beauty of nature; a person who possesses a sense of moral responsibility to self, community and nation.

Sacred Heart University firmly believes that this goal can best be achieved by providing the student with a core curriculum that is composed of a broad liberal arts component that includes all of the major academic areas. The core curriculum, which is required of all students, serves as a unifying educational experience, regardless of the chosen major area of specialization and future professional career choice.

With the liberal arts as its foundation, Sacred Heart University offers two baccalaureate degrees: Bachelor of Arts (BA) and Bachelor of Science (BS) in 27 major fields and 29 minor fields. In addition, the University offers associate's degrees in two categories: Associate in Arts (AA), and one Associate in Science (AS) degrees.

Baccalaureate Degree Programs

All candidates for the baccalaureate degree must complete at least 120 credits, with a minimum of 30 credits taken at Sacred Heart University. A minimum cumulative grade point average (GPA) of 2.0 is required.

The baccalaureate curriculum is made up of five components:

- The Required Core (Area A: 15–18 credits)
- The Elective Core (Area B: 30–32 credits)
- The BA/BS requirement (6–8 credits)
- The Major Field (30–58 credits)
- Electives (4–36 credits)

Area A: Required Core (15–18 Credits)

The Required Core provides the student with a competency in writing, communication and mathematics and an appreciation of history and literature. It aims at the following outcomes:

- Proficiency in written English rhetoric at the collegiate level as determined by the Department of English and Modern Foreign Languages. A grade of C or better is required in each course.
- Proficiency in oral rhetoric as determined by the Department of English and Modern Foreign Languages. CA 101 (Effective Communication) with a grade of C or better normally fulfills this requirement.
- Proficiency in mathematics at the collegiate level. MA 101 (Modern College Mathematics I) or MA 109 (Mathematics for Decision Making) normally fulfill this requirement. A higher-level mathematics course may also be used to fulfill this requirement.
- Proficiency in mathematics at the collegiate level. MA 101 (Modern College Mathematics I) or MA 109 (Mathematics for Decision Making) normally fulfill this requirement. A higher-level mathematics course may also be used to fulfill this requirement.
- EN 101 (Approaches to Literature) Transfer students may substitute any two upper-division literature courses or an introduction to literature course covering all genres (single-genre courses, such as Introduction to Poetry, etc., do not satisfy this requirement).
- HI 101 (Civilizations) Transfer students may substitute one semester or more of Western Civilization. Students presenting other history courses should consult with the chairperson of the Department of History and Political Science, College of Arts and Sciences.
Area B: Elective Core (30–32 Credits)
The Elective Core has four major areas that:

- provide the student with the opportunity to experience other disciplines, obtain a background for further study and gain the knowledge to be a well-rounded and educated human being.

Core Curriculum courses:

- provide the student with the basic methodological concepts and perspectives of the discipline including, where germane, the ethical obligations and responsibilities that evolve upon practitioners of the discipline;

- show the student how the discipline fits into the universe of liberal arts and sciences;

- show the student the usefulness of the discipline to personal intellectual growth and also the practical applicability of the discipline; and

- are taught by methods that enhance the student's critical-thinking skills and the ability to express himself or herself.

Each core course is marked with a “*” in the Course Descriptions section.

Area B-1
Students must choose six credits from at least two of the following disciplines:

Art
Foreign Language
History
Literature
Media Studies
Music

Area B-2
Students must choose nine credits from at least two of the following disciplines:

Anthropology
Economics

Political Science
Psychology
Sociology

Area B-3
Students must take two courses from the following, with at least one in the natural/physical sciences:

Biology
Chemistry
Computer Science
Mathematics
Physics

Area B-4
Students must take nine credits from the following two disciplines:

Philosophy
Religious Studies

Bachelor of Arts/Bachelor of Science Requirements (6–8 Credits)
The BA/BS requirements provide the student with either a study of modern foreign language or additional study in mathematics and science. Students may choose either degree for most majors.

For the BA, the student must complete six credits in the same modern foreign language at a level depending on his or her previous educational background. Sacred Heart University offers language on three levels: First-Year, Intermediate and Advanced. These credits cannot be used in Area B-1.

For the BS, the student must complete a second mathematics course. The particular course depends on the major field of study. In addition, the student must complete a natural or physical science course different from the Area B-3 science requirement.

The Major Field (30–58 Credits)
The major provides the student an area of specialty as a foundation for graduate study or as a stepping-stone for a career. Several baccalaureate majors offer multiple specialization programs.
One-half of the student's major must be completed at Sacred Heart University. Sacred Heart University offers the following baccalaureate major programs, with concentration options listed after the major:

**College of Arts and Sciences**

- Art: Illustration, Graphic Design
- Biology: Traditional, Biotechnology, Ecology and Conservation Biology, Neuroscience
- Chemistry: Biochemistry, Environmental, Traditional
- Communication and Technology Studies
- Computer Science: Computer Science, Information Technology
- Criminal Justice
- English: Communication, English Education, Literature, Theater, Writing
- Environmental Science
- History
- Mathematics
- Media Studies
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Social Work
- Sociology
- Spanish

**John F. Welch College of Business**

- Accounting
- Business Economics
- Finance
- Sport Management

**College of Education and Health Professions**

- Athletic Training

**Exercise Science**

**University College**

**General Studies**

**Electives (4–36 Credits)**

Electives are courses in the major or minor fields or other subjects that interest the student. Electives should be selected in consultation with the student's academic advisor.

Students majoring in any discipline may also elect cross-curricular programs including Education, Honors or a pre-professional program (Pre-Law, Pre-Medical/Pre-Dental, Pre-Occupational Therapy, Pre-Optometry, Pre-Physical Therapy, Pre-Veterinary). These are explained in the Academic Enhancement Programs chapter in this catalog.

**Minor Programs**

In addition to a major, the student may choose an optional minor program from the following:

**College of Arts and Sciences**

- Art
- Biology
- Chemistry
- Computer Science
- Criminal Justice
- English
- European Studies
- French
- Global Studies
- History
- Honors
- Italian
- Latin American Studies
- Mathematics
- Media Studies
- Middle Eastern Studies
- Music
- Philosophy
Political Science
Psychology
Religious Studies
Sociology
Spanish
Women's Studies

John F. Welch College of Business
Accounting
Business Administration
Business Economics
Sport Management

College of Education and Health Professions
Geriatric Health and Wellness

Policy on Awarding of Second Baccalaureate Degree

Students will be eligible to receive a second baccalaureate degree from Sacred Heart University, with a major other than that obtained with their first degree, if they meet the following criteria:

1. They will have fulfilled the requirements of the second degree and major.
2. They will have completed at least 30 credits at Sacred Heart University after the date of the first degree.
3. That up to 90 credits of the first degree can be used toward the fulfillment of the new degree/major.

If the above conditions are not met, the transcript would then indicate the completion of a second major if requirements for that major have been achieved.

Associate of Arts and Associate of Science Degree Programs

Based on a commitment to serve the needs of the students within the mission of the University, associate degree programs are offered. The degree programs fall in two general categories: Associate of Arts (AA) in General Studies degree, with specialties in 19 different fields, and career-based Associate of Science (AS) degrees in one field. All programs are designed for upward mobility to earn the baccalaureate degree. In addition to the specialty courses, each program has its foundation within a liberal arts base.

Associate of Arts Degree—General Studies Program

All Associate of Arts degrees are offered by University College. The candidate for the AA degree in General Studies must complete 60 credits, which include the AA Core Curriculum, an emphasis of not less than 15 credit hours and elective courses chosen in consultation with the student's advisor. A minimum of 30 of these credits must be taken at Sacred Heart University, and a minimum cumulative GPA of 2.0 is required.

Core Curriculum

The Core Curriculum for the AA degree provides the student with the opportunity to experience other disciplines, obtain a background for further study and gain the knowledge to be a well-rounded and educated human being. In addition to completing six credits from each of the four core areas, the student must demonstrate a proficiency in both written and oral rhetoric as determined by the Department of English and Modern Foreign Languages. A grade of C or better is required in all courses taken to establish this proficiency.

Area I

Students must choose six credits from at least two of the following disciplines:

Art
Foreign Language
History
Literature
Media Studies
Music
Area II
Students must choose six credits from at least two of the following disciplines:
- Anthropology
- Economics
- Political Science
- Psychology
- Sociology

Area III
Students must take six credits from at least two of the following disciplines (including one natural/physical science):
- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics

Area IV
Students must take six credits from the following disciplines:
- Philosophy
- Religious Studies

Emphasis
Credits range from 15–32, depending on the emphasis.

Note: The required courses for each emphasis are listed under each college and department section.

A grade of C or better is required in all emphasis courses. Area discipline courses cannot be used in above core areas. Areas of emphasis with required courses are:

College of Arts and Sciences
- Art
- Biology
- Chemistry
- English
- French
- History
- Italian
- Mathematics
- Media Studies
- Music
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish

John F. Welch College of Business
- Accounting
- Business
- Business Economics

Associate of Science Degree
The University offers the Associate of Science degree in Computer Science and Information Technology.

Note: The requirement for this degree is listed in the College of Arts and Sciences chapter on page 109.
Academic Enhancement Programs
ACADEMIC ENHANCEMENT PROGRAMS

Academic Advising

At Sacred Heart University, academic advising is an integral part of a student's education, and meetings with an academic advisor should be an important and regular feature of a student's life. The Assistant Dean of the College of Arts and Sciences coordinates academic advising for all first-year students while the Director of Academic Advising oversees the advisement for incoming transfer students and for upperclass students. First-year students are assigned a faculty advisor from one of the Freshman Advising Programs for their first semester. Freshmen who are ready to decide are encouraged to declare their major soon after the start of their second semester. Once a student officially declares a major by filling out the Declaration of Major form, he or she will receive a new faculty advisor in the chosen discipline. An academic advisor works not only to assist students with course, program, and schedule selection, but also to provide the guidance and support needed to assist students in exploring personal and professional goals. It is very important that students meet with their academic advisors regularly.

Academic Incentive Program (AIP)

The Academic Incentive Program provides the highly motivated, academically underprepared student entering a full-time undergraduate program of study at Sacred Heart University with the academic and personal support necessary to ensure success at college. Students are identified for the program by their high school record, including grade point average (GPA) and class rank, as well as their SAT scores. The English placement test given prior to registration is also used as an indicator.

The program includes:

- placement testing;
- registration interview and college orientation;
- a personal advisor to provide academic counseling on a weekly basis; and
- individual and small-group tutoring at the Jandrisevits Learning Center in reading, writing and study skills.

First-semester freshmen are assigned to an AIP team of 30 students representing two English classes, with two English professors who also serve as faculty advisors and a core curriculum professor. Students register for the following courses:

- EN 109 Introduction to Academic Writing (3 credits)
- Mathematics (according to placement test results)
- A core curriculum course (3–4 credits)
- Electives (3–6 credits)

Second-semester AIP freshmen register for a traditional program of study, with the guidance of an advisor, and continue to study with the 30-student team and faculty advisors.

During the second semester of the freshman year, the student is encouraged to declare a major and transfer to a faculty advisor within that field of study. Students who remain undeclared continue to work with the freshman advisors.

English as a Second Language (ESL)

The ESL program is designed for students whose native language is not English and who wish to study English either full or part-time. Its purpose is to help students improve their oral and written communication skills in English, preparing them for successful study in an American academic institution.

The program offers six levels of English language
courses, from beginning to advanced. The first four levels are pre-academic, intensive courses. The full-time ESL student enrolls in eight-week sessions, taking a cluster of oral communication, written communication and an elective, totaling 20 hours per week. In addition, students work in the multimedia language lab and on computers with audio, video, software and online learning programs.

Levels 5 and 6 are academic levels and are credit-bearing, semester-long courses that focus on college reading and writing. Students in one of these levels may take University classes while they complete their language training. Thus, the full-time, upper-level ESL student takes a combination of ESL and University courses, carefully planned by his or her academic advisor. Whereas the completion of level five satisfies the English language requirement for graduate study at this University, students may be advised to take level six as well. For further support, tutoring is also available at the University Learning Center.

Placement in the ESL program depends on TOEFL, MELAB, or SAT scores, University placement tests, an oral interview and the student's language profile. For more information regarding the program, contact the director at 203-371-7837.

**Honors Program (HP)**

The Honors Program is organized around those ultimate questions about reality and human life that are an unavoidable part of the human experience and that are at the heart of the human puzzle. The program stands firm in the conviction that the Honors experience should offer gifted students the opportunity to confront these questions, to explore the answers that have been offered throughout the history of human thought and reflection, and to test these answers in the light of their own experiences. Honors students are then offered through the University's Honors Program the opportunity to confront, in a special way, the question of meaning and orientation, of suffering and the reality of death; of freedom, responsibility, morality, justice, hope, God, the nature of the physical world; and to understand and appreciate themselves as the historical beings that they are.

For details of the Honors Program and the opportunities and benefits it offers, please consult the Sacred Heart University website.

Honors graduates will be designated as "University scholars," receive special recognition in the Commencement program, receive a special diploma and an Honors designation on their permanent transcript.

**Independent Study and Individual Instruction**

Independent study is available for the qualified student who wants more advanced or specialized work in a given academic area. Faculty members guide the student in the research needed for the study. Only the student who has officially declared a major and who has successfully completed at least 15 credits will be able to enroll. A maximum of 6 credits will be permitted toward the baccalaureate degree.

Independent study courses are designated as course number 399 in the appropriate subject area (e.g., EN 399 Independent Study in English). Usually, an independent study course is awarded three credits.

Individual instruction is available for the student who needs a specific course to fulfill degree requirements but is unable to schedule the course for a valid reason (involvement in student teaching, field experience or unavailability of the course). The syllabus for individual instruction conforms to the usual requirements, including required assignments, for that course. Ordinarily, no student will be permitted to take more than one individual course per semester, and no more than two individual courses to fulfill degree requirements.
Recognizing the increasingly important role of technology in our society and in education, Sacred Heart University has made a commitment to, and a serious investment in computers, networking and its supporting technologies. The University's network infrastructure provides connectivity to every facility on campus via a fiber-optic Gigabit Ethernet backbone. The network architecture is capable of supporting well over 5,000 simultaneous users at any given time.

Network services are provided to the student community via 100-megabit data jacks. These provide access to the University library, Internet and student e-mail 24 hours a day, seven days a week. Wireless access is also provided in the academic buildings, library and most other indoor and outdoor locations where students gather on campus. Virtual Private Networking (VPN) provides an alternate method for accessing Sacred Heart University's network from off campus. VPN, Citrix and terminal services are available to provide connectivity solutions for even the most sophisticated applications, from anywhere on the Internet. Outlook Web Access (OWA) is available through the web, for sending and receiving e-mail from any computer connected anywhere on the Internet.

In order to promote its “Anytime, Anywhere Learning” initiative, Sacred Heart University partnered with Symbol Technologies, Inc. in the summer of 2000 to create one of the first wireless network campuses in New England. This infrastructure allows students to use their laptops in nearly all outdoor areas on campus, and in most public areas indoors. The current wireless standard is 54Mbps 802.11g.

The students' computing laboratories are currently comprised of 300 desktop computers dispersed throughout several academic facilities. Six laboratories are used for computer-related instruction, and an additional lab provides 24/7/365 access for Sacred Heart University students, faculty and staff. The University continues to upgrade regular classrooms to "smart" classrooms with fixed multimedia capabilities that allow instructors to fully integrate technology in their classroom presentations. More than 80 percent of all classrooms are now equipped with a full complement of multimedia and audiovisual equipment. These rooms are equipped with LCD projectors, DVD, VCR, audio capabilities, and PC/laptop connections. All classrooms on campus are equipped with an active data jack for instructors or students to access the network. Additionally, there are data/CATV connections in every room for use by the instructor. The network infrastructure is designed with future technologies in mind and with excess capacity to allow for significant growth. The University is making a serious financial commitment to maintaining the network at peak performance capability and reliability. Upgrading the software and hardware that support the network is a continuous process and not one the University will ever say is complete. Sacred Heart's commitment is to keeping a state-of-the-art system in place for all our campus customers.

In 1995, Sacred Heart University became the first university in Connecticut and the fourth in New England to require incoming freshmen to own a notebook computer that meets a specified standard (networking connectivity to access the Internet, e-mail, University library and other libraries across the country and other networked resources). By fall 1998, all of the University's full-time undergraduate students had notebook computers. In the fall of 2000 the laptop program was changed in order to replace every student-used laptop after two years of use, thereby ensuring that students
have the latest hardware and most current software available. The Mobile Computing Program, and the universal nature of the program on this campus, makes integrating technology across the curriculum and into the daily lives of our students, a much easier process. In addition, Sacred Heart University provides all of its full-time faculty members with a notebook computer. Faculty members are able to incorporate more online information into the curriculum and use computers as a key component of classroom instruction; faculty and students are able to communicate using Sacred Heart's Online Web-based Course Management System, "BLACKBOARD," for class content, assignments, questions and classroom discussion groups; as well as virtual office hours.

Computer Facilities

Sacred Heart University offers a state-of-the-art campus network. The library, classrooms, on-campus residence facilities, health and recreation center, and faculty and administrative offices are all networked. With its fiber-optic infrastructure, the University is positioned to support a wide range of emerging technologies.

The University has established itself as a pioneer in the implementation of technology across the curriculum.

A host of multiprocessor campus servers supports the labs and educational programs. The University's 90 Mbps Internet, 10 Mbps Internet2 and Gigabit backbone support 100 Mbps wired and 54 Mbps wireless links throughout the campus. The network also supports video, voice and data across the campus. State-of-the-art routers and firewalls provide high-speed connectivity and security to Wide Area Network segments and is completely managed in-house. This has allowed the administrators to implement traffic-shaping, intrusion detection and wireless security measures for access as secure as it is convenient.

In support of the laptop program, the University has an on-site Notebook Service Center and Call Center staffed by certified technicians open 12 hours a day, Monday through Friday. The University's Call Center is staffed 12 hours a day, 5 days a week, so that members of the University community can call trained technicians for assistance with anything on campus that pertains to technology. The Call Center can be accessed on campus through the internal telephone system and off campus via a toll-free telephone number. This facility is specifically designed to service and troubleshoot problems with laptops.

In addition, Sacred Heart University has a full-time trainer who provides basic, intermediate and advanced instructional courses on all supported applications included on the laptop. Through Sacred Heart's telephone support hotline, students, faculty and staff can dial a toll-free number to obtain technical assistance.

Jandrisevits Learning Center

Office of Academic Support

The Jandrisevits Learning Center (JLC) is located in the lower level of the Ryan-Matura Library. Staffed by highly experienced faculty tutors and well-trained peer assistants, the JLC provides a warm, friendly learning environment where the needs of students are our primary concern. The JLC offers the following support services to all undergraduate and graduate SHU students:

- individualized one-hour tutoring in all disciplines provided by a staff of 10 faculty tutors;
- monthly workshops on college-level learning skills such as note-taking, time management and test-taking;
- classroom learning assistants (70 peer tutors who provide academic support in disciplines across the curriculum);
- learning disability specialists in compliance
with § 504 of the 1973 Rehabilitation Act;
• adaptive technology instruction for learning
  and physically challenged students;
• an online writing service (IJLC.OWL); and
• drop-in tutoring for selected courses and
  referrals for individualized tutoring.

The JLC is open 7 days a week: Monday–
Thursday, 10a.m–9p.m; Friday, 10a.m–3p.m; and
Saturday–Sunday, 2p.m.–6p.m.

Office of Special Services

Federally Mandated Services

Disclosure Letters. At the written request of
students, the Director of Special Services writes
letters to some or all of the students’ professors
that clearly states the nature of the disability and
the appropriate classroom accommodations.

Extended-Time and Separate Environment
Testing. Extended-time testing (usually
time and a half or double time) takes place
either in classrooms designated by professors or
in a separate, secluded environment within the
JLC.

In-Class Notetaker. In-class notetakers are
fellow students who are also taking the class. By
agreement, these students make copies of their
notes or allow students in need to duplicate notes
on a copy machine paid for by the JLC Disabilities
Office.

Interpreting and/or Technical Services.
Deaf or hard-of-hearing students can request
either an oral interpreter or an American Sign
Language interpreter. If they do not use inter-
preters, but have a significant hearing loss, tech-
nology can be requested to assist in understanding
classroom lectures and obtaining notes.

Alternative Forms of Testing. Depending on
the students’ documentation and disabilities, the
Special Services Office negotiates appropriate
alternative testing methods on a case-by-case basis.

Course Substitutions when Appropriate.
A course substitution policy enables physically and
learning challenged students on a case-by-case
basis to request previously approved alternatives
in place of specific required courses, but only
when it is clear that the required courses would
severely disadvantage students’ ability to success-
fully compete in those courses.

Classroom Learning Assistants Program.
Tutoring in disciplines across the curriculum is
provided for all Sacred Heart University students
free of charge by graduates and undergraduates in
the Classroom Learning Assistants Program (CLA).
The CLAs are responsible for providing students
with a full set of notes for the class, assisting them
with tests, study or paper preparations.

Books on Tape. Students can be provided with
recorded books either through Sacred Heart
University’s institutional membership with Reading
for the Blind and Dyslexic (RFB&D), or by
creating books on tape within the University’s
Adaptive Technology Lab.

Additional Billable Services

L.D. Trained Specialists. The Director of
Special Services along with L.D. specialists, who
collectively provide services day and evening for a
total of 35 hours a week, assist students with spe-
cial needs on a one-to-one basis. These tutors
have expertise in specialized pedagogy for the
learning disabled and, thus, provide services over
and beyond those offered by the University’s regu-
lar tutorial program.

Transcription of Taped Notes. Professional
transcribers collect students’ tapes on a regular
basis and provide them with a complete set of
typed notes.

Technical Services. A closed-caption note-tak-
ing system provides notes for students who choose
to avail themselves of an additional academic
accommodation beyond those required by law.
Content Tutors. Tutoring in disciplines across the curriculum is provided for all Sacred Heart students free of charge by graduates and undergraduates in the Classroom Learning Program. While students with disabilities may attend group CLA tutoring sessions, some also need the special expertise of faculty tutors—over and beyond what is provided by tutors in the Classroom Learning Assistants Program—to provide them with individual assistance on a regular basis.

Hired Scribes. An upperclass student not registered for the class who attends the class for the sole purpose of taking notes for the student requesting the service is available. Scribes are paid not only for taking class notes but also for assisting with homework assignments.

Academic Coaching. A personal service is available that assists learning and physically challenged students to develop organizational life-skills that will foster independence and increase their opportunities for academic success.

Appointments: Call 203-371-7820, or come to the JLC, located in the lower level of the Ryan-Matura Library.

Internship and Co-op Programs
Sacred Heart University embraces the concept of experiential learning as a way of supplementing the classroom experience, exploring different career paths and enhancing the student's marketability when seeking post-graduate employment. Opportunities include both internships and co-ops.

Internships may be paid or unpaid and can be completed by the student for academic credit. The length of the internship and the number of credits awarded vary. A typical placement lasts for one semester and involves 10 to 20 hours of work per week.

In co-op placements, the student works full-time for one or two semesters for a set hourly wage and earns 6–12 academic credits per semester. This allows the student to maintain full-time student status while earning a salary and gaining valuable experience.

The student works with his or her faculty advisor to gain approval for the content of an internship or co-op, and to determine the number of credits that will be awarded. The student must also complete the required documentation from the Office of the Registrar. The Office of Career Development assists the student in locating an appropriate position.

Experiential learning opportunities are available in all fields including the sciences, business, health care, media and government. Students interested in these programs should consult their faculty advisor as well as the Office of Career Development.

The Newcomer (NC) Program
The Newcomer Program, the largest of SHU’s Freshman Advisory Programs, provides academic advising for all freshmen not enrolled in one of the University’s specialized programs. Faculty advisors in the Newcomer Program provide academic advice and support, assist with course and program selection, and make referrals, when appropriate, to other University support services. For the first semester, a student’s Newcomer Advisor will be a full-time faculty member who also serves as the professor in one of the student’s freshman courses. This allows for regular and continuous interaction throughout the semester. Students and advisors will also meet regularly outside of class for additional support and guidance.
Pre-Professional Programs

Sacred Heart University offers pre-professional advising in Pre-Law, Pre-Medical/Pre-Dental, Pre-Optometry, Pre-Occupational Therapy, Pre-Physical Therapy and Pre-Veterinary.

Pre-Law Program

There is no prescribed pre-law course required for admission to law school. The student interested in law as a career is advised to secure a strong education in the liberal arts. The Pre-Law advisor will help design a Pre-Law program and will aid in the law school admission process.

Pre-Medical/Pre-Dental, Pre-Optometry and Pre-Veterinary Programs

The Pre-Medical/Pre-Dental, Pre-Optometry and Pre-Veterinary programs give the student the required educational background to pursue a career in medicine, dentistry or related health professions at a professional college or university. The balanced curriculum for the program consists of studies in biology, chemistry, English, humanities, mathematics and the social sciences, and provides the student with the humanistic values and scientific background needed to pursue a career in the health care field.

Pre-Occupational Therapy and Pre-Physical Therapy Programs

For more information, please refer to the corresponding section under the College of Education and Health Professions.

Study Abroad

Sacred Heart University sponsors undergraduate study abroad programs in Rome, Italy, in partnership with the American University of Rome; in Fremantle, Australia, in partnership with University of Notre Dame Australia; and in Dingle, Ireland, at the Diseart Institute of Education and Celtic Culture. With the help of the Coordinator of Study Abroad, students participating in the Rome and Australia programs select courses from a wide variety of offerings which will further the completion of their degree requirements. Students participating in these programs pay the regular Sacred Heart tuition rate plus a study abroad fee. Federal and state financial assistance as well as Sacred Heart University grants may be applied to the Rome, Australia, and Ireland programs. Students interested in the Ireland program are assisted by the director of the Center for Irish Cultural Studies.

Study Abroad students may also participate during the fall and/or spring semester in a variety of study-abroad opportunities preapproved by the Office of Study Abroad. These preapproved programs are sponsored by a number of U.S. accredited institutions through the CCIS Consortium (College Consortium for International Studies). The coordinator of Study Abroad assists students in selecting and applying to these programs and facilitates the transfer of credits from these programs by clarifying prior to participation how these courses will be used in their Sacred Heart University degree programs. Students who participate in these programs are assessed a study-abroad fee. While federal and state financial assistance may be applied to these programs, Sacred Heart University grants will not.

Short-term programs of two to four weeks, led by Sacred Heart faculty, are also available. Recent short-term summer experiences include programs in Ireland, Amsterdam, Granada, and various cities in Europe.

For more information, contact the coordinator of Study Abroad at 203-396-8022.
Women's Studies Program

Women's Studies is an academic, interdisciplinary program oriented to the study of women and gender roles. The program draws on the new scholarship about women from different cultures and socioeconomic backgrounds in order to examine and critique traditional models of thinking and to develop creative ways of exploring women and their experiences. Theoretical and critical debates that have influenced modern feminist thought are also an integral part of the curriculum. Students select courses cross-listed in Women's Studies and a variety of other disciplines including: Criminal Justice, Literature, Media Studies, Nursing, Philosophy, Political Science, Psychology, Religious Studies and Sociology.

The Women's Studies program provides students with the opportunity to broaden their education by enriching their understanding of women through multiple fields of inquiry. The program supports critical thinking about women's and men's social, economic, cultural and political roles in the past, present and future. It challenges students to develop their intellectual understanding of the impact of gender as an organizing force in society. Students are encouraged to explore the meaning and application of this knowledge to their own lives.
Academic Standards, Policies and Procedures
ACADEMIC STANDARDS, POLICIES AND PROCEDURES

Academic Standards

Academic Probation

1. All students, except first-semester freshmen, whose cumulative grade point average (GPA) falls below 2.0 will be placed on Academic Probation. Any student (including first-semester freshmen) who receives a one-semester GPA of less than 1.8 will also be placed on Academic Probation.

2. A student who receives two or more F's or WF's in any given semester will be placed on Academic Probation.

3. Any full-time student (enrolled for 12 or more credits) who fails to complete 12 credits in a semester will be reviewed and ordinarily placed on Academic Probation.

4. A student on Academic Probation may choose to enroll in courses during the University's Winter session and Summer School. Grades from the Winter session will be applied to the Fall-semester GPA, while grades from the Summer session(s) will be applied to the Spring-semester GPA. This will include grades from all courses taken during Winter session and Summer School, not just repeats of failed courses. Winter session and Summer School grades will also apply to the cumulative GPA.

Student Academic Standing

Satisfactory academic progress is determined by two criteria: good academic standing and normal progress.

Good Academic Standing

A student is in Good Standing if he/she is not on Academic Probation or dismissed from the University.

Any student not in Good Standing may not represent the University in any public manner as a member or officer of a University registered club or organization, delegate to any association meeting or convention or participant in intercollegiate athletic competitions. Any student who is placed on Academic Probation or dismissed from the University is immediately ineligible to represent the University in any of the above activities.

Normal Academic Progress

A student whose credits completed fall below the minimum listed is considered as not making normal academic progress. Many financial assistance programs are contingent on the student's maintaining normal academic progress.

<table>
<thead>
<tr>
<th>Number of Full-Time Semesters Completed</th>
<th>Student Status</th>
<th>Credits Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 ' Freshman</td>
<td>0-23</td>
<td></td>
</tr>
<tr>
<td>4 Sophomore</td>
<td>24-48</td>
<td></td>
</tr>
<tr>
<td>6 Junior</td>
<td>49-72</td>
<td></td>
</tr>
<tr>
<td>8 Senior</td>
<td>73-96</td>
<td></td>
</tr>
<tr>
<td>10 Fifth Year</td>
<td>97-120</td>
<td></td>
</tr>
</tbody>
</table>

Dismissal

All students subject to dismissal for academic reasons will be reviewed individually by the Academic Review Board of their college prior to a final decision and notification:
1. A student who is on Academic Probation for two consecutive semesters will be subject to dismissal.
2. Any student who incurs three Academic Probations during his or her academic career will be subject to dismissal.
3. Any student whose cumulative GPA falls below the following levels will be subject to dismissal:

<table>
<thead>
<tr>
<th>Cumulative GPA</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>After one semester</td>
<td>1.00</td>
</tr>
<tr>
<td>16–30 credits attempted</td>
<td>1.50</td>
</tr>
<tr>
<td>31–90 credits attempted</td>
<td>1.70</td>
</tr>
<tr>
<td>91+ credits attempted</td>
<td>1.90</td>
</tr>
</tbody>
</table>

A student who has been dismissed can appeal the dismissal to the Academic Review Board through the dean of his or her college for reinstatement.

**Grading System**

The Undergraduate System of Grades, along with points issued for each grade, is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>QP/Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D+</td>
<td>1.50</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>0.00</td>
</tr>
<tr>
<td>NP (No Pass)</td>
<td>0.00</td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td>0.00</td>
</tr>
<tr>
<td>WF (Withdrawal Failing)</td>
<td>0.00</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

I (Incomplete) grades may be changed by completing the deficient coursework no later than six weeks after the beginning of the following semester. All incomplete grades not changed within the six-week period will revert to F's. In unusual circumstances, the six-week period can be extended up to one year maximum with the approval of the course instructor and the department chairperson. Extension of Incomplete Grade forms can be obtained from the Registrar's Office.

A grade below C is not an acceptable grade in Rhetoric, Effective Communication or major coursework. In addition, some courses have as their prerequisite a grade of C or better. A course must be repeated until a C or better is obtained. A repeated course can only be credited once toward degree requirements.

**Student Grade Grievance – Policy and Procedure**

A student's dissatisfaction with a course grade is, in general, not sufficient grounds for warranting a grievance, convening a committee, or meriting a hearing.

Grounds for a grievance exist upon presentation of written documented evidence indicating:

- Discriminatory treatment;
- The process determining the grade differs from that outlined in the course syllabus; or
- The process determining the grade was not presented in writing to the students.

A documented grievance associated with a grade must be presented within six (6) months after the original grade was issued.

The procedure for a documented grievance is as follows:

- The student is ordinarily expected to resolve the issue at hand with the faculty member.
- If the solution as provided by the faculty member is unacceptable to the student, the student may present the case in writing with
supporting evidence to the department chairperson of the faculty member involved. The department chairperson will then make a judgment, after consultation with the faculty member and the student, in an attempt to bring the matter to resolution.

- If the department chairperson is unable to bring the matter to resolution or the judgment is unacceptable to the student, the student may present a formal appeal in writing to the dean of the college in which the course was taken or to his/her designee.

- If the dean of the college or his/her designee finds that the appeal has merit, he/she will convene a grievance committee. This committee will consist of only faculty members: one faculty member selected by the student, one faculty member selected by the faculty member concerned, and one faculty member selected by the dean of the college or selected by his/her designee. The chairperson of the faculty member against whom the grievance is filed is not eligible to serve on the Grade Grievance Committee. After reviewing all documented evidence, the grievance committee will then propose a solution, supported by a rationale in writing, that the grade either stands or should be changed by the faculty member. If the faculty member is unavailable to change the grade, the department chairperson shall serve in lieu of the unavailable faculty member.

- In the extraordinary circumstances in which the faculty member does not accept the recommendation of the Grade Grievance Committee to change the grade after the Grade Grievance Committee ascertains that one or more grounds for a grievance outlined above has been substantiated, then the issue shall return to the Grade Grievance Committee, which will make the final grade decision to be implemented by the department chairperson. This step concludes the process.

**Academic Policies**

**Academic Appeals**

Students placed on Academic Probation or dismissed can submit a request for change of status to the Academic Review Board through the dean of the college. Students who have been dismissed in previous semesters must obtain permission from the Academic Review Board of the college before re-enrolling in the University. Contact the dean of the student's college for more information.

**Academic Forgiveness**

When a failed course is repeated, only the most recent of the two grades will be counted in the computation of the grade point average (GPA). The original grade, however, will be kept on the transcript. This policy is limited to the first two F's repeated during undergraduate study. If an F course grade was the result of a violation of the University's policy on academic integrity, the grade is not subject to forgiveness. That is, the grade will remain in the computation of the grade point average (GPA). A student who has repeated a course and wants to make an adjustment to his or her transcript must submit the Repeated Course form to the Registrar's Office.

A student who has not been in attendance at Sacred Heart University for five years or more may apply for academic forgiveness of grades for courses taken at Sacred Heart during an entire semester—defined as one in which the student's GPA was 2.0 or lower. Prior to a written filing for academic forgiveness, the student must complete at least 12 total credits over a two-semester period at Sacred Heart University, with a cumulative average of at least 3.0 in these courses. Upon the successful completion of the 12-credit requirement, the student submits a formal written request.
Academic forgiveness means that the grades from problem semesters remain visible on a student’s transcript, but those grades are not calculated in the student’s overall GPA. Forgiveness will affect whole semesters and not individual courses within a semester.

Academic Integrity
The Meaning of Academic Integrity

As an institution of higher learning, Sacred Heart University places special emphasis on academic integrity, which is a commitment to the fundamental values of honesty, trust, fairness, respect, and responsibility. Only when these values are widely respected and practiced by all members of the University—students, faculty, administrators and staff—can the University maintain a culture that promotes free exploration of knowledge, constructive debate, genuine learning, effective research, fair assessment of student progress, and development of members’ characters.

These aims of the University require that its members exercise mutual responsibilities. At its core, academic integrity is secured by a principled commitment to carry out these responsibilities, not by rules and penalties. Students and faculty should strive to create an academic environment that is honest, fair and respectful of all. They do this by evaluating others’ work fairly, by responding to others’ ideas critically yet courteously, by respecting others’ intellectual and physical property, and by nurturing the values of academic integrity in all contexts of University life.

Appropriate disciplinary action will be taken for violations of academic integrity, including plagiarism, cheating, any use of materials for an assignment or exam that is not permitted by the instructor, and theft or mutilation of intellectual materials or other University equipment. Faculty will assign failing grades for violations of the University’s policy on academic integrity and students may immediately receive an F for a course in which they commit a violation. Violations of academic integrity are kept on file; second violations will bring additional sanctions, up to dismissal from the University. For any disciplinary action, the University affords the student the right of due process in an appeals procedure. All matriculated students will be provided with a full description of the University’s standards for academic integrity, consequences for violations, and the appeals procedure.

Mutual Responsibilities of Faculty and Students

Sacred Heart University faculty have an ethical and professional obligation to take the following steps to promote academic integrity among students:

1. Refer in course syllabi to the University’s policy on academic integrity.
2. Clearly explicate in course syllabi behaviors and actions that constitute academic dishonesty, especially those that may be specific to the assignments of the course.
3. Clearly explicate in course syllabi consequences for violations of academic integrity.
4. Reinforce these expectations and consequences periodically during the semester, such as when giving information for assignments.
5. Model and, where appropriate, teach students those scholarly practices that embody academic integrity.

6. Abide by this policy on academic integrity, including its reporting requirements.

Sacred Heart University students have the ethical obligation to take these steps to promote academic integrity among their peers:

1. Act with integrity in all their coursework.
2. Abide by this policy on academic integrity and any policies established by their professors and the department in which they are majoring.
3. Refuse to share materials with peers for the purpose of cheating, or that they believe will be used for cheating.
4. Take care with their own papers, tests, computer files, etc., lest these be stolen or appropriated by others.
5. Notify the professor of a course if they become aware that any form of cheating or plagiarism has occurred. Such notification is not dishonorable but maintains an academic environment in which all students are evaluated fairly for their work; it may also protect a student from a charge of dishonesty (if, for instance, the student’s work was appropriated by another).

**Violations of Academic Integrity**

Academic integrity can flourish only when members of the University voluntarily govern their personal behavior by high ethical standards. However, it is also crucial for the University to define the boundaries of ethical behavior and to prohibit attacks on the principles of academic integrity. Policies that govern faculty members’ ethical responsibilities are treated in the *Facility Handbook*. Students’ ethical responsibilities are governed by the policy stated here. Departments and programs at the University may supplement this policy with additional guidelines and faculty members may specify additional guidelines in the syllabi for their classes. Students must adhere to such guidelines as well as to University-wide policy.

All Sacred Heart University students in all degree programs, are prohibited from engaging in any of the following types of behavior.

**Cheating**

Forms of cheating include, but are not limited to:

1. Having unpermitted notes during any exam or quiz. Only materials that a professor explicitly instructs students they may use during an examination are permitted.
2. Copying from other students during any exam or quiz.
3. Having unpermitted prior knowledge of any exam or quiz.
4. Copying or rewriting any homework or lab assignment from another student, or borrowing information for such assignments with the intention of presenting that work as one’s own.
5. Using unpermitted materials or taking information from other students for a take-home exam. A take-home exam is an exam; therefore, it requires independent work. Students should follow the procedures given by the professor.

*Note:* These standards require independent work by a student, except for those contexts where professors have specified forms of permitted collaboration with other students. If no form of collaboration has been specified, students must assume that none is permitted. Because assignments that involve group-based work can cause students to question what forms of collaboration are proper, they should seek guidance from their professors in all cases of doubt. Professors should make clear to students what forms of collaboration are permissible and impermissible. The standards on cheating do not prohibit students from studying together or from tutoring each other.
Plagiarism
Plagiarism is any act of misrepresenting the sources of one's information and ideas. When writing essays, it is the act of presenting another person's written words or ideas as one's own. When reporting experimental work, it includes the acts of falsifying data and presenting another's data as one's own. In speeches, it involves quoting passages of others' speeches or written words without mention of the author. Plagiarism is also possible in art and music, if one makes use of a work of art or music in a way that violates the standards of attribution in those fields.

Plagiarism may be willful, as when a student knowingly copies a source without attribution, or negligent, as when a student fails to cite sources properly. Both willful and negligent instances of plagiarism are subject to penalty—in part because professors must judge the result of a student's work, not his or her intentions, and in part because students are expected to know and follow the standards for proper citation of sources.

Forms of plagiarism therefore include, but are not limited to:

1. Copying whole papers or passages from another student or from any source.
2. Allowing another student to copy or submit one's work.
3. Buying or obtaining a paper from any source, including term-paper sellers and Internet sources, and submitting that paper or passages of it as one's own work.
4. Pasting a passage from the Internet or any computer source into one's paper without quoting and attributing the passage.
5. Fabricating or falsifying a bibliography.
6. Falsifying one's results in scientific experiments, whether through fabrication or copying them from another source.
7. Appropriating another person's computer programming work for submission as an assignment.
8. When creating a web page, film or musical composition as a course assignment, failing to attribute material that comes from other media or failing to obtain proper permission for the use of such material.
9. Any other appropriation of another's intellectual property without proper attribution.
10. Submitting an assignment that one wrote during a previous semester or submitting the same assignment for more than one class simultaneously. This action includes reusing substantial portions of previously written work for a current assignment. (Students who are unsure of what work of their own they may use in preparing an assignment should consult their professors.) Assignments must be written the semester in which they are assigned unless a professor approves of the use of previously written material with specific guidelines. Assignments may be submitted for credit in a single course only unless professors in multiple courses are informed of and approve of the multiple submissions.

Note: Improper citation of sources occurs when a student presents all the sources he or she used in preparing a paper but fails to attribute quotations and information from those sources in the body of the paper. Specific examples include:
1. Failure to use quotation marks for direct quotes or for an author's distinctive phrases. (A rule of thumb to follow is that five or more words in succession from a source must be enclosed in quotation marks.)
2. Following an author's structure of writing and ideas, but rephrasing the sentences partially to give the impression that the whole passage reflects the student's structure and ideas.
3. Failure to give page numbers for quotations or for other information that did not originate with the student.
Such acts fall under the rubric of plagiarism. Because they sometimes do not involve willful misrepresentation, professors may have more lenient policies in dealing with them. Yet students should strive to cite all information properly and should note that professors have the discretion to treat these cases as seriously as the forms of plagiarism listed above.

**Other Violations**

Other forms of unethical behavior that disrupt the processes of learning, teaching and research include:

1. Providing to other students exams or papers of one's own or from any source with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
2. Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
3. Theft and defacement of library materials.
4. Theft of other students' notes, papers, homework and textbooks.
5. Posting another person's work on the Internet without that person's permission.

**Course-Based Sanctions for Violations of Academic Integrity**

When a faculty member encounters a suspected case of academic dishonesty, he or she should address the matter with the student, after collecting whatever evidence may be available and relevant. The faculty member has the right to ask the student to provide evidence about sources used or other reasonable requests to establish the work the student did.

If the faculty member discovers that the student did act dishonestly, he or she will assign a penalty of a failing grade for the assignment; he or she may immediately assign the student a grade of F for the course. Cases of improper citation are a matter of faculty discretion.

Faculty will report in writing the incident of academic dishonesty and the sanction imposed to the faculty's chairperson or program director, dean of the college in which the course was taken, and dean of the student's college. The faculty member will provide all parties with appropriate documentation of the incident. The dean of the student's college will inform the student in writing of the accusation, instructor's course-based sanction, and appeals process available to the student.

**Appeals of Course-Based Penalties**

When a student fails a course or receives a reduced course grade based on an accusation of dishonesty, the student may appeal the grade on presentation of a written statement demonstrating that he or she did not violate the present policy. The student should present supporting documentation. A documented appeal associated with a grade must be presented in writing within six months after the original grade was issued.

The procedure for a documented appeal is:

1. The student will initially have presented his or her explanation to the faculty member when the faculty member first consulted the student about the work in question. The student who claims he or she did not act dishonestly should ordinarily attempt a resolution with the faculty member.
2. If, after the first step, the faculty member imposes a sanction because he or she finds the student acted in violation of the policy, the student may present the case in writing with supporting evidence to the department chairperson or program director of the faculty member involved. The chairperson/program director will consult with the faculty member in an attempt to resolve the matter. If the chairperson/program director is unable to resolve the matter, he or she will inform the student in writing. If the student wishes to pursue the matter further, the student may
appeal in writing to the dean of the college in which the course was taken.

3. If the dean of the college in which the course was taken or the dean's designee finds that the appeal has merit, he or she will convene an appeal committee. This committee will consist of three faculty members: one selected by the student, one selected by the faculty member who taught the course, and one selected by the dean. After reviewing all documented evidence, the appeal committee will then propose a solution that the grade either stands or should be reviewed by the faculty member. This concludes the process.

Consequences for Second Violation of Academic Integrity

The deans will maintain central files on all reported cases of student academic dishonesty in their colleges. Should a student transfer his or her major to another college, the dean will transfer files pertaining to that student to the dean of the other college.

When the dean of any college receives confirmed notice of a second violation by a student in that college, the dean will refer the matter to a standing faculty committee on academic integrity. This committee will consist of one faculty member each from the Colleges of Arts and Sciences, Business, and Education and Health Professions. The committee will also include the Dean of Students as a non-voting member. The committee will be elected from their respective colleges for two-year terms in elections run by the Standing Committee on Academic Integrity. The purpose of this committee is to recommend additional sanctions to be taken against the student, including exclusion from the University for one or two semesters or dismissal from the University.

The committee will have available to it the documentation of the student's previous violation of academic integrity; however, the committee is not to reconsider the student's guilt or innocence in those incidents. The committee will hear from the student's advisor and the chair or program director of the student's major department(s). The student will have an opportunity to address the committee if he or she wishes. The student may be accompanied by an advocate who is a current employee of the University who may not act as the student's legal counsel.

The committee will make a recommendation of sanction to the dean of the student's college, who will in turn make a recommendation to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be final.

Violations and Appeals of Violations Outside of a Course

When a student is suspected of having violated academic integrity by an action that did not occur in the context of a course (see section above, Other Violations), the student, faculty, staff or administrator who suspects the violation and has plausible evidence should present this information to the Dean of Students. The Dean of Students will decide how to pursue the matter, and the student will have the right to appeal any consequences according to the Student Handbook.

Academic Honors

Academic honors include the Dean's List and Graduation Honors.

Dean's List

The Dean's List is calculated on a semester basis. A student completing a minimum of 6 credits with a GPA of 3.6 or better is eligible for the Dean's List if, in addition, there is no grade below a C and there is no Incomplete (I), Withdrawal without
Penalty (W), or Withdrawal with Penalty (WF). Students who complete fewer than 6 credits per semester are not eligible for the Dean's List.

**Graduation Honors**

Upon graduation, students who complete the undergraduate program of study with the following cumulative GPAs are eligible for these honors:

- Summa Cum Laude: 3.8 or better
- Magna Cum Laude: 3.6 to 3.79
- Cum Laude: 3.5 to 3.59

Transfer students must complete at least 60 credits for a bachelor's degree or 30 credits for an associate's degree in residence at Sacred Heart University to be eligible to graduate with honors.

**Academic Year**

The academic year consists of two, 14-week semesters. Courses are offered during the day, evenings and on weekends. In addition to this traditional schedule, courses are offered throughout the year in varying course formats, such as in accelerated course modules, intensive courses and through online learning. Sacred Heart University uses the semester credit system of awarding credits. Lecture time for one semester credit is generally 50 minutes per week. For a laboratory course, a longer period of laboratory work is required for a semester credit.

**Auditors**

A student wishing to audit courses must register for the courses as an “auditor.” No credit is granted for an audited course. The University can restrict auditors from certain courses. No student will be permitted to change from credit to audit or audit to credit after the Add/Drop period.

**Changes of Curriculum and Continuous Enrollment**

A degree candidate has the right to graduate under the requirements that existed at the time of his or her matriculation as long as continuous enrollment has been maintained. Continuous enrollment means that a student does not allow a 12-month period to pass without taking at least one course at the University.

**Class Attendance**

Regular class attendance is the responsibility of each student. Instructors are permitted to base a portion of the final grade on attendance. All work missed because of absence from a class must be completed by the student. Excessive absence could result in failure of the course.

**Full-Time Overloads**

The normal credit load for full-time students is 12 to 18 credits. Any student wishing to take more than 18 credits must make this request to the University Registrar with written permission from the student’s academic advisor. Additional tuition is charged for overloads over 18 credits.

**Pass/Fail Option**

A student may choose a course with a pass/fail option. The University's pass/fail policy carries these conditions:

1. Students are permitted to designate for the pass/fail option up to four courses toward the baccalaureate degree, and up to two courses toward the associate’s degree. Once the course is completed with a grade of pass (P), it cannot be repeated for a letter grade.
2. The pass/fail option must be chosen during registration and cannot be changed after the end of the Add/Drop period for that semester.
3. Courses can be taken under pass/fail only from general elective courses.
4. Area B, major (including required supporting courses), minor, Education or BA/BS required courses cannot be taken under the pass/fail option. Exceptions for major, minor or Education courses can be granted by the major, minor or Education Department chairperson.
5. Courses taken under the pass/fail option will not count in the student's GPA.

**Matriculation**

Matriculation is an agreement with the University to a particular set of degree requirements. A student with 18 or more credits and whose anticipated degree reflects developmental study or special student status is required to apply for matriculation. To apply for matriculation, full-time students should contact the Undergraduate Admissions Office at 203-371-7880. Part-time students should contact University College at 203-371-7830.

**Placement Tests**

All students registering for EF 011, EF 012, EF 051, EF 052, or EN 011 and/or MA 006, MA 101, MA 105, MA 109, MA 131, MA 140 or MA 151 must take a placement exam or have completed the appropriate prerequisite courses. Students will be placed in the appropriate course by the results of the placement exam.

Placement exams must be taken prior to registration. Once placement has been determined, students are obliged to accept their placement and course sequence. Additional testing is required for ESL (English as a Second Language) placement.

Students should register for the English Placement Exam by calling the Office of the Academic Incentive Program at 203-371-7812, and for the Math Placement Exam by calling the Mathematics Office at 203-371-7770.

Placement exam dates are published in the course schedule bulletins each semester.

**Academic Procedures**

**Registration**

During regularly scheduled registration periods, the student is required to select courses with help from an academic advisor and to select one of the several payment plans available. The registration schedule, course offerings and registration forms are available from the Registrar's Office Monday through Thursday, 8:30 AM to 8 PM; Fridays, 8:30 AM to 4 PM; and on the Registrar's web page, http://www.sacredheart.edu/registrar.

New students interested in full-time study must apply to the Office of Undergraduate Admissions for matriculation prior to registration. For an appointment, contact the Office of Undergraduate Admissions at 203-371-7880.

New part-time students should contact University College prior to registration for academic advising and application to the University by calling 203-371-7830.

**Web Advisor**

Students may use Web Advisor to view their transcripts and schedule for any given term or search the course schedule database for classes they are interested in taking. Students may view their schedule and their degree progress online and perform “what if I change my course of study” scenarios.

Students may register for classes through Web Advisor, provided they have met with their advisor (in-person), their advisor has flagged the student with permission to register, and they have no holds on their account (balance due, measles or meningitis in compliance, parking tickets, etc.). This ensures that all students comply with SHU policies on registration by meeting with their academic advisors and administrative departments to address any outstanding issues.

Students will be assigned time periods to register online. Messages will display on the screens whenever a student attempts to register for a class for which he or she is not qualified.

Online registration will only be available during specified date ranges but access to inquiry screens will always be available.
Registration Conditions
The University reserves the right to make changes at any time in admission requirements, fees, charges, tuition, regulations and academic programs, if deemed necessary, prior to the start of any class.

The University also reserves the right to divide, cancel, reschedule classes or reassign instructors if enrollment or other factors require. If course cancellations occur, students will be notified in order to adjust their schedules.

Course Changes—Add/Drop
A student may change his or her course selection only within the first week of the semester. A nominal charge for changes is assessed. The procedure for program changes is available at the time of registration each term from the Registrar's Office. The procedure must be followed in order to ensure course registration and the proper calculation of tuition and issuance of refunds as listed in the Expenses and Student Financial Assistance chapter of this catalog.

Course Withdrawal
If withdrawal from a class or the University becomes necessary, the student should obtain an official withdrawal form from the Registrar's Office. Official withdrawal is necessary to assure proper grade entry on the transcript and the issuance of any refunds. Course withdrawals are permitted within the first five weeks of a semester without penalty (W grade). After that, withdrawal without penalty (W grade) or with penalty (WF grade) can be given at the discretion of the instructor. A student's failure to withdraw properly will result in a withdrawal failure (WF grade). Phone withdrawals are not accepted. Students who withdraw unofficially are still responsible for all tuition and fees.

Application for Graduation
In order to receive a degree, a student must complete all requirements for that degree as listed in this catalog and in the official registration guide distributed by the Registrar's Office. A student eligible for a degree must apply for graduation to the Office of the University Registrar at least two semesters before completing the degree. Failure to comply will result in a delay of receiving the degree by a semester.

The Commencement Convocation is held once a year in May.

Students will be billed a graduation fee upon submitting the application for graduation. The graduation application fee is not refundable. In the event the student does not complete the requirements for the degree within one year of the originally indicated date, a new application including a new application fee will be required.

Students completing a credit certificate must submit an application for the certificate at least one semester in advance of completing the requirements. Failure to comply may result in a delay of receiving the certificate by a semester. There is no fee for the application for credit certificate at this time.

Enrolling in Courses at Other Institutions
All matriculated students are expected to take the remaining courses for their degree at Sacred Heart University. Under special circumstances, a student may appeal to take the course(s) at another institution. The following guidelines will be used to determine approval for taking courses at other institutions:

• The courses are required in the course sequence at this time for the degree as indicated by the student's academic advisor.
• The other institution's courses must be equivalent to the required Sacred Heart University
courses in the major, as determined by the department chairperson.

- The last 30 credits required for graduation must normally be taken at Sacred Heart University.
- The last 60 credits toward the degree must be taken at a four-year institution.
- A maximum of 6 credits will be permitted at another institution in any one semester.
- Commuting students residing in the immediate area must take their courses at Sacred Heart University.
- Students financially unable to attend Sacred Heart University who need the courses in their programs of study must obtain written verification of their financial need from the Director of Student Financial Assistance. Final approval must be given by the student's academic advisor and the University Registrar. Credit will not be awarded without prior approval.

Substitutions and Waivers

In order to maintain academic quality and integrity, no student will be granted a substitution for a course or credits, unless it is in accordance with the University's policy. A substitution may be granted at the discretion of the department chair/program director for any course in the respective discipline.

If the basis for the requested substitution is a learning or physical disability, the student must submit verification of the disability to the Director of Special Services prior to the request for the substitution. If the Director of Special Services concludes that the documentation is deficient or inconclusive, the director may require further documentation to establish the disability. The cost of the documentation shall be borne by the student. Once the student's documentation has been accepted by the Director of Special Services, the student may forward his or her request to the appropriate department chair/program director for determination of substitution, if appropriate.

Based on the appropriate documentation, a student is granted permission to fulfill a specific course requirement with a course having many of the components of the original.

Requests for a substitution not stemming from a disability may be forwarded directly to the appropriate department chair/program director. Only upon approval from the department chair/program director may the request be forwarded to the Registrar's Office.

All waivers and substitutions must meet the requirements of any academic program accredited and/or licensed by an outside accrediting body or governmental agency.

Proficiency Waivers

The University core provides for proficiency waivers in the following areas: English Composition, Mathematics, Modern Foreign Languages and Speech. For waivers in English Composition, Modern Foreign Languages and Speech, contact the chairperson of the Department of Languages, Literature and Media Studies. For waivers in Mathematics, contact the chairperson of the Department of Mathematics. Proficiency waivers exempt the student from taking the course(s). No credits are awarded for waived courses. A student who is proficient in one of the above-listed areas should consider advanced-standing credits through one of the advanced placement tests (CLEP, DANTES, Excelsior). For further information, contact University College, which administers these tests.

Transcripts

The transcript is the student's official academic record. Official transcripts are sent at the written request of the student to other universities, graduate schools or prospective employers. The
student's written consent must be received before a transcript will be released. The student can complete a Transcript Request form available in the Registrar's Office or online at the Registrar's web page (www.sacredheart.edu/registrar), or send a written request. A fee is charged for each transcript requested. Transcripts will be withheld if the student has a financial obligation to the University. Allow two weeks for processing a transcript request.

University Cross-Registration Program

Full-time students may take courses at Fairfield University and the University of Bridgeport as part of their regular full-time course load, provided the courses are not offered that semester at Sacred Heart University. See the Office of the Registrar for details.
College of Arts and Sciences
COLLEGE OF ARTS AND SCIENCES

Claire J. Paolini, Ph.D.
Dean and Professor of Modern Languages

The College of Arts and Sciences is the largest of the four colleges at Sacred Heart University and is its most diverse. The College offers the Bachelor of Arts and the Bachelor of Science degrees; the Associate in Arts and the Associate in Science degrees; Master's degrees in Chemistry, Computer Science and Religious Studies; and a large variety of minors. Degrees are offered through the following academic departments: Art and Design; Biology; Chemistry; Computer Science; English and Modern Foreign Languages; Government and Politics; History; Mathematics; Media Studies and Digital Culture; Philosophy and Religious Studies; Psychology; Sociology; Social Work and Criminal Justice. The College also offers programs in Music and Physics.

The mission of the College of Arts and Sciences is to provide students at Sacred Heart University with a sound liberal arts education rooted in Catholic ideals. The College offers instruction in a wide variety of academic disciplines. It also seeks to ensure that all undergraduate students at the University acquire a balanced education characterized by the following: clarity in oral and written expression; the ability to think critically, to make judgments based on careful evaluation and to make ethical and moral decisions; the capacity for aesthetic appreciation; the ability to appreciate an accumulated knowledge of the past; and the responsibility to relate with justice and charity to all persons.

To further the above mission, the College strives to provide a learning environment that fosters the growth, development and nurturing of the entire individual.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Courses Only (No Major/Minor)</th>
<th>Associate's Degree</th>
<th>Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Major</td>
<td>Minor</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td>AA</td>
<td></td>
</tr>
<tr>
<td>Graphic Design</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Illustration</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Biology</td>
<td>AA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biotechnology</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Ecology and Conservation Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroscience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>AA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and Technology Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science and Information Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>AS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Information Technology</td>
<td>AS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Anthropology

Anthropology is the study of human culture, behavior and biology from a holistic, global and comparative perspective. As a field of study it examines the similarities, differences and development of human culture, behavior and biology.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Courses Only (No Major/Minor)</th>
<th>Associate's Degree</th>
<th>Bachelor's Degree Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>English</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Communications Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Education Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>European Studies</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Global Studies</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>History</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Media Studies</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polish</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Music</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Psychology</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>AA</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Women's Studies (Refer to pg. 65 for description)</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

The Anthropology curriculum emphasizes the subfield of cultural anthropology. Cultural anthropology focuses on the concept of culture, role of culture in contemporary problems and issues, and on the wide range of human cultural patterns in the contemporary world.
Course Descriptions

†AN 102 Cultural Anthropology  3 CR
The goal of this course is for students to develop an anthropological imagination and understand its relevance for living in the contemporary world. An anthropological imagination involves an interest in and an understanding of the unity, diversity, and development of human biology, society, and culture. As an introduction to cultural anthropology, this course emphasizes the concept of culture and focuses on socio-cultural variation and patterns of socio-culture change in contemporary human societies. This course introduces students to the aims, methods, issues, and insights of cultural anthropology.

AN 103 Archeology  3 CR
Focuses on how archeology as a scientific discipline attempts to understand the development of the cultural adaptations of human groups throughout prehistory and history, and how archeology interprets the past. Topics include how archeological sites are formed, dating techniques and the analysis of plant, animal, and human artifacts and remains. With a hands-on approach, students are presented case scenarios relating to archeological digs to better understand the thinking process involved in reconstructing the past.

†AN 201 World Cultures  3 CR
Examines a cross section of societies, including hunter-gatherer, horticultural, peasant, pastoral and industrial. Themes of cultural diversity, cultural contact and understanding “the other.”

†AN 205 North American Indians  3 CR
 Covers the cultural development and diversity of aboriginal North America, the impact of European contact on Native American societies and contemporary issues among North American Indians.

†AN 240 Urbanism and Urban Development in World Perspective  3 CR
Focuses on the origins and growth of cities, the nature of urban society and culture and trends in urbanization in the developed and developing areas of the world. Prerequisite: AN 102 or SO 101

†AN 280 Native American Literature  3 CR
Native American literature is explored in order to develop an understanding of the history, society and culture of Native Americans, and an appreciation of their literary contributions.

AN 299 Special Topics in Anthropology  3 CR
Designates new or occasional courses (i.e., one capitalizing on a timely topic). Prerequisites: Established by the department as appropriate for the specific course.

Art and Design

The Sacred Heart University Art program serves the University's mission to challenge its students to think visually, observe critically, develop analytical skills and problem-solving abilities, evaluate with a sense of proportion, and communicate observations in an intelligible and articulate fashion. In this program, students learn to develop an aesthetic visual dimension of their environment and to sharpen their abilities to imagine, create and appreciate. The Art program is designed to create visual communication skills within the students and to engage them in verbal dialogue and, thus, establish a foundation for ongoing experience, learning and enrichment in their lives ahead.

Three concentrations are offered in the Art major: Graphic Design and Illustration.

Graphic Design students study three-dimensional design, typography/layout and computer graphics and learn to select the best method of visual solutions to specific problems. Exploration of career markets includes corporate identity, web design, signage, promotional materials, point-of-sale items and editorial design.

The Illustration concentration includes courses in painting, drawing and computer rendering to provide a foundation for a variety of challenges faced
in the profession. Students are trained in all facets of illustration, including book production, periodical publishing, preparation of educational aids, advertising and television.

**Faculty**

John S. de Graffenried, MFA, *Assistant Professor*
Ted Gutswa, MFA, *Associate Professor*
Mary Treschitta, MA, *Instructor*
Jonathan Walker, MFA, *Assistant Professor*

**Art Studios**

Facilities include painting, design, drawing and illustration studios. Major equipment provided includes Macintosh computers, color and black-and-white scanners, color and black-and-white laser printers, light tables and artograph projectors.

**Major in Art and Design**

The major in Art and Design requires the completion of 51 credits for a concentration in Graphic Design, Illustration and Painting. All Art majors complete 24 credits in foundation courses plus 27 credits in their areas of concentration.

**Required Courses for All Art and Design Concentrations**

- AR 101 Art in the Western World
- AR 110 Design: Visual Organization
- AR 111 Design II: Color
- AR 120 Drawing I
- AR 201 Studies in Modern Art
- AR 214 Computer Design Basics
- AR 220 Drawing II
- AR 224 Multimedia

**Additional Required Courses for Graphic Design Concentration**

- AR 112 Three-Dimensional Design
- AR 130 Painting I
- or
- AR 131 Watercolor
- AR 160 Illustration I
- AR 211 Graphic Design I
- AR 270 Graphic Design II
- AR 271 Graphic Design III
- AR 370 Graphic Design IV
- Graphic Design or Computer Graphic elective
- AR 390 Graphic Design Portfolio

**Additional Required Courses for Illustration Concentration**

- AR 130 Painting I
- AR 160 Illustration I
- AR 211 Graphic Design I
- AR 221 Drawing III
- AR 223 Three-Dimensional Drawing
- AR 260 Illustration II
- AR 261 Illustration III
- AR 360 Illustration IV
- AR 392 Illustration Portfolio

**Minor in Art and Design**

The minor in Art and Design requires the completion of 18 credits, which may be taken in one of three areas of concentration.

**Required Courses for Graphic Design Minor Concentration**

- AR 110 Design: Visual Organization
- AR 111 Design: Color
- AR 112 Three-Dimensional Design
- AR 120 Drawing I
- AR 211 Graphic Design I
- AR 214 Computer Design Basics

**Required Courses for Illustration Minor Concentration**

- AR 110 Design: Visual Organization
- AR 111 Design: Color
- AR 120 Drawing I
- AR 160 Illustration I
- AR 220 Drawing II
- AR 260 Illustration II

**Associate in Arts General Studies**

**Emphasis Requirements** (15 credits)

- AR 101 Art in the Western World
- Four Art electives
Course Descriptions

†AR 101 Art in the Western World  3 CR
Explores ideas and arts of cultures that initiate and develop into the Western tradition. Includes an analysis of the basic characteristics of the art and architecture of these eras in the context of general cultural trends.

†AR 104 American Art: Colonial to Modern  3 CR
Covers the ideas and ideals in American art in reference to the European mainstream. Emphasis is on styles and forms of the American environment and experience that constitute the characteristic tradition in painting, sculpture and architecture.

†AR 110 Design: Visual Organization  3 CR
Investigates the compositional elements of art structure. Principles and elements of two-dimensional design line, shape, value, texture and space are examined, with emphasis on the visual communication of ideas.

AR 111 Design: Color  3 CR
Design principles are explored through the investigation of color interaction and color theory. Emphasis is on pigment mixing and the control of intervals of value, chroma and intensity. Prerequisite: AR 110

AR 112 Three-Dimensional Design  3 CR
Explores ideas dealing with mass, volume and planes in space using various materials. Prerequisite: AR 110

†AR 120 Drawing I  3 CR
Explores fundamental problems of composition and perception as related to drawing. Experimentation is with varied media directed toward both the descriptive and expressive visual conceptualization of ideas.

AR 130 Painting I  3 CR
An introduction to painting methods and media. Guided experimentation in oil or acrylic with emphasis on content, color interaction and properties of the media. Prerequisites: AR 111 and AR 120

AR 131 Watercolor  3 CR
An introduction to varied techniques of paint application. Assignments are based on direct studies of nature, still life and conceptual thinking. Prerequisites: AR 111 and AR 120

AR 160 Illustration I  3 CR
Introduction of fundamental techniques used in professional illustration. Secondary emphasis on business aspects of commercial art. Assignments range from portraiture to sequential art storyboards. Prerequisite: AR 220

AR 161 Animation, Comic and Fantasy Art I  3 CR
The academic study of the human body in motion, with an emphasis on dynamic positions that are the common denominators in animation, comic or fantasy art. Prerequisite: AR 120 or permission of instructor

AR 162 Animation, Comic and Fantasy Art II  3 CR
Emphasis on each student's given area of professional interest, such as animation cells, comic storytelling, or fantasy book cover art. Prerequisite: AR 161

†AR 201 Studies in Modern Art  3 CR
An analysis of the works and questions raised by the arts of the 19th and 20th centuries. Examines the roles of modern artists as they reflect and project or comment on life in the 20th century.

†AR 204 Renaissance Art  3 CR
A critical discussion of the historical, conceptual and formal changes in the visual arts within the 15th and 16th centuries. Includes an analysis of the influence of Italian and northern European painting on European cultures.

†AR 205 European Art: 17th—19th Century  3 CR
Discussion of the major developments in painting,
sculpture and architecture during the 17th and 18th centuries as modified by the historical situations and humanistic values in specific countries.

AR 206 Contemporary Art 3 CR
Examines art currently in galleries and museums. Surveys the development of new approaches to form and analyzes the formal idea as related to execution and content. **Prerequisite:** AR 201

AR 208 Introduction to Eastern Art 3 CR
Explores issues such as continuity and dichotomy of subject and style and other significant issues of Eastern art. Eastern attitudes are compared and contrasted with the art and ideas of parallel Western periods.

AR 211 Graphic Design I 3 CR
An introduction to classical and modern typefaces, the mechanics of type composition and the fundamentals of layout. Consideration is given to the selection of typefaces that enhance thought and idea. **Prerequisite:** AR 110 and AR 214

AR 214 Computer Design Basics 3 CR
An introduction and exploration of primary graphic design programs: Adobe Photoshop, Adobe Illustrator and page layout. Only the most basic design concepts are explored in assignments, ensuring a basic understanding of the technological tools of design. **Prerequisite:** AR 110

AR 220 Drawing II 3 CR
Development of the student's ability to conceive the figure as form and volume with stress on gesture, proportion and anatomy. Emphasis is on a refinement of techniques for individual expression and self-awareness. **Prerequisite:** AR 120

AR 221 Drawing III 3 CR
An intensive investigation of media and form as related to the figure. Problems progress from structural ideas to more sophisticated exploitation of subject matter and finally to individual interpretations. **Prerequisite:** AR 220

AR 223 Three-Dimensional Drawing 3 CR
Deals with the rendering of three-dimensional space and forms. Visual processes relating to depth of field, objects in deep space, volume modeling and conceptualizing are explored. **Prerequisites:** AR 110 and AR 120

AR 224 Multimedia 3 CR
An introduction to multimedia as it applies to presentation methods and as an interactive-animation tool. Students explore this media through presentation and animation projects. **Prerequisite:** AR 214

AR 230 Painting II 3 CR
Development of painting techniques with emphasis on pictorial organization and color sensitivity. Focus on the development of creativity and individuality. **Prerequisite:** AR 130

AR 231 Painting III 3 CR
Development of individual expression through exploration of independent compositional ideas and technical means related to content. Critiques and evaluations are constant. **Prerequisite:** AR 230

AR 260 Illustration II 3 CR
Emphasis is on the technical study of color pencils and watercolor. As the semester progresses, greater emphasis is placed on content and imaginative solutions. Focus is on the information gathering inherent in illustrative problem solving. **Prerequisite:** AR 230

AR 261 Illustration III 3 CR
Continued emphasis on traditional illustrative techniques used in conjunction with the digital application of Adobe Photoshop. Students are encouraged to create works of substance and complexity in regard to composition and thematic content. **Prerequisite:** AR 260

AR 262 Head Painting and Drawing 3 CR
Covers structural painting and drawing of the head and its character. Emphasis on historical and
traditional methods of representation using various media and techniques. *Prerequisite:* AR 220

**AR 264 Advertising Illustration 3 CR**
Deals with imparting visual impact and excitement for the selling of products and services. Developing illustrations for advertising with consideration of reproduction requirements. Problems deal with line, black-and-white, limited and full-color advertising. All media. *Prerequisite:* AR 261

**AR 270 Graphic Design II 3 CR**
Includes development of ideas as related to print media, package design, publication design and corporate identity systems. Emphasis on the ability to create effective problem-solving concepts. *Prerequisites:* AR 211 and AR 214

**AR 271 Graphic Design III 3 CR**
Focuses on solving specific design problems by establishing ideas from rough layout to tight comps and coordinating the elements to create effective visual statements. *Prerequisite:* AR 270

**AR 272 Advertising Design 3 CR**
Explores aspects of print advertising, including its creation and presentation. Stresses concepts as related to advertising promotion. *Prerequisite:* AR 270

**AR 274 Computer Graphic Design 3 CR**
Explores complex design software programs with primary focus on the application of computer design in the preparation of print material. *Prerequisite:* AR 270

**AR 275 Web Page Design 3 CR**
The development of fundamental skills for creating web sites, with particular emphasis on the effective organization and visual presentation of information. Students analyze existing sites as well as create one of their own. Includes an introduction to HTML language and standard web design programs. *Prerequisites:* AR 224 and AR 270

**AR 299 Special Topics in Art 3 CR**
New or occasional courses that may become part of the department's permanent offerings. Courses capitalize on timely topics, an instructor's particular interest or alternatives to existing courses. *Prerequisite:* Established by department

**AR 320 Drawing IV 3 CR**
Focuses on advanced problems of perception, structure, anatomy and concepts in drawing the human figure. Emphasis on independent development of the expressive use of various drawing media. *Prerequisite:* AR 221

**AR 330 Painting IV 3 CR**
Studio emphasis on development and clarification of personal and imaginative statements. Initiative and discipline toward the production of a sustained body of consistent work is expected. *Prerequisite:* AR 231

**AR 360 Illustration IV 3 CR**
Focus is on editorial- and thematic-based subject matter utilizing illustrative tools and techniques introduced in previous illustration classes including traditional and digital applications. Emphasis is on the continued development and preparation of idea sketches in relation to problem solving of illustrative art. *Prerequisite:* AR 261

**AR 363 Editorial Illustration 3 CR**
A study of illustration with short story and editorial views. Preparation of idea sketches in relation to the text, page layout and finished illustrations. *Prerequisite:* AR 260

**AR 370 Graphic Design IV 3 CR**
An in-depth investigation of realistic promotional programs ranging from concept to finished visual. Emphasis on individual creative solutions relative to product and idea, budget and client. *Prerequisites:* AR 112 and AR 271

**AR 390 Graphic Design Capstone 3 CR**
Development of a professional portfolio, resume and promotional materials. Guidance from faculty and visiting professionals. *Prerequisites:* All required art courses in major emphasis

---

**COLLEGE OF ARTS AND SCIENCES 87**
AR 391 Senior Project Capstone 3 CR
Encompasses problem-solving and techniques indicative of the ability to work as a mature and independent artist. Includes preparation and presentation of work. Prerequisites: All required art courses in major emphasis

AR 392 Illustration Capstone 3 CR
The continued development and final construction of a professional presentation portfolio, resume and promotional materials. Additional focus on business-related information, such as taxes, expenses and contracts. Prerequisites: AR 390, all required art courses in major emphasis

AR 396 Internship 3 CR
By permission of department chair.

Biology
The Biology Department’s curriculum is designed to reflect the complexity and diversity of the living world. Graduates will be conversant in the cellular and molecular basis of life, the design and functioning of individual organisms and the ecological interactions of organisms. They will respect the primacy of evidence and appreciate its role in the historical development and advancement of a discipline. Graduates will be able to analyze evidence in a critical fashion through exposure to data analysis in literature and in laboratory coursework. Finally, graduates will be cognizant of the possible social impact of biological progress and will be prepared to wrestle with the difficult ethical conflicts resulting from such advancement.

Students may choose from one of four different concentration areas to support these academic objectives: Traditional, Biotechnology, Ecology and Conservation Biology, and Neuroscience. The foundation of each of these concentrations is a common set of core biology courses, including genetics, evolutionary analysis, cell biology or animal physiology, and ecology. The Traditional program emphasizes a broad training in biology by requiring one upper-division elective in each of three modules corresponding to different levels of biological organization. The Biotechnology concentration emphasizes coursework in biotechnology, microbiology and cell/molecular biology, and is ideal for students preparing for graduate or professional training in the biomedical sciences or employment in the pharmaceutical and biotechnology industries. The Ecology and Conservation Biology concentration is designed to prepare students for graduate training and/or careers in environmental protection and restoration, and emphasizes field work in ecology and conservation. Students concentrating in Neuroscience will have the opportunity to integrate coursework in neurobiology with coursework in psychology. This concentration is excellent preparation for graduate and professional training in the biomedical sciences and careers in the health professions. The Biotechnology, Ecology and Conservation Biology, and Neuroscience concentrations also require hands-on learning in the form of supervised research and/or internship, and these experiences are also strongly encouraged for students pursuing the Traditional program. Admission to the Biotechnology, Ecology and Conservation Biology, and Neuroscience concentrations is by application only.

Faculty
Kirk Bartholomew, Ph.D., Assistant Professor
Mark Beekey, Ph.D., Assistant Professor
Charles H. Boyd, Ph.D., Visiting Assistant Professor
Suzanne M. Deschênes, Ph.D., Assistant Professor
Mark Jareb, Ph.D., Assistant Professor
Marian Leal, M.S., Instructor
Anton Leenders, drs., Visiting Assistant Professor
Jennifer H. Mattei, Ph.D., Associate Professor
Barbara Pierce, Ph.D., Assistant Professor
Biology Laboratories
The University supports the biology program with four teaching laboratories, four research laboratories, a field van and a climate-controlled greenhouse. Modern equipment is available for such techniques as electrophoresis, spectrophotometry, high-speed centrifugation, recombinant DNA work, biochemical purification and analyses, oscillography, histological preparation, cell culture, microinjection, digital data and image acquisition, fluorescence microscopy, physiological measurement and aquatic and terrestrial environmental studies.

Major in Biology
The B.S. degree in Biology requires the completion of 41-45 credits in biology and 27-45 credits in supporting courses, many of which also fulfill University elective requirements.

Required Courses for All Concentrations

Required Biology Core Courses
BI 111, 112 Concepts in Biology I and II
BI 113, 114 Concepts in Biology I and II Laboratory
BI 220 Genetics
BI 225 Evolutionary Analysis
BI 311 Cell Biology OR BI 312 Systems Physiology
BI 350 Ecology
BI 399 Senior Seminar

Required Supporting Courses for All Concentrations
CH 151, 152, 153, 154 General Chemistry I and II w/Lab
CH 221, 223 Organic Chemistry I w/ Lab
MA 131 Statistics for Decision Making
At least 4 credits in physics at the 100 level or above
One other mathematics course: MA 140 or above; MA 151 is recommended
One course in bioethics or medical ethics

Additional Required Courses for the Traditional Concentration

Additional Required Courses for the Traditional Concentration
Students must elect at least one course from each of the three following modules. Where a course appears in more than one module, its selection can satisfy only one of those modules.

Environmental Biology Module
BI 210 Plant Biology
BI 240 Invertebrate Biology
BI 245 Vertebrate Biology
BI 255 Animal Behavior
BI 260 Marine Biology
BI 265 Conservation Biology

Organismal Biology Module
BI 205 Essentials of Neuroscience
BI 210 Plant Morphology and Function
BI 212 Animal Development
BI 230 Microbiology
BI 240 Invertebrate Biology
BI 245 Vertebrate Biology
BI 255 Animal Behavior
BI 312 Systems Physiology
BI 345 Neurobiology

Molecular Biology Module
BI 212 Animal Development
BI 230 Microbiology
BI 235 Principles of Biotechnology
BI 311 Cell Biology
BI 345 Neurobiology
BI 355 Molecular Biology

In addition to the three module electives, a student in the Traditional program must elect one additional biology course from the 200 level or above. BI 132 is the only exception to this rule. Both BI 390 Supervised Research and BI 360 Internship can be used to meet this elective requirement.
Additional Required Supporting Courses for the Traditional Concentration
CH 222, 224 Organic Chemistry II w/Lab

Additional Required Courses for the Biotechnology Concentration

Additional Required Biology Electives for the Biotechnology Concentration
BI 235 Principles of Biotechnology
BI 230 Microbiology
BI 311 Cell Biology (fulfills the biology core requirement)
BI 355 Molecular Biology
BI 360 Internship or BI 390 Supervised Research
One additional biology course from the 200 level or above.

Additional Required Supporting Courses for the Biotechnology Concentration
CH 341, 342 Biochemistry I and II
CH 343, 344 Biochemistry Laboratory I and II
MA 151 Calculus I (fulfills the MA 140 or above requirement)

Additional Required Courses for the Biotechnology Concentration
MA 151 Calculus I (fulfills the MA 140 or above requirement)

Additional Required Courses for the Neuroscience Concentration

Additional Required Biology Electives for the Neuroscience Concentration
BI 205 Introduction to Neuroscience
BI 255 Animal Behavior
BI 311 Cell Biology or BI 312 Systems Physiology or BI 212 Animal Development (fulfills the biology core requirement)
BI 345 Neurobiology
BI 360 Internship or BI 390 Supervised Research

Additional Required Supporting Courses for the Neuroscience Concentration
CH 222, 224 Organic Chemistry II w/Lab
MA 151 Calculus I (fulfills the MA 140 or above requirement)

Three psychology electives from the following:
PS 335 Learning and Memory
PS 351 Physiological Psychology
PS 352 Hormones and Behavior
PS 353 Psychopharmacology
PS 362, 365, or 369 Experimental Psychology (Learning, Cognitive or Physiological)
PS 389 Special Topics in Neuroscience

Minor in Biology
The minor in Biology requires the completion of the following 24 credits:
BI 111 Concepts in Biology I
BI 112 Concepts in Biology II
BI 113 Concepts in Biology I Laboratory
BI 114 Concepts in Biology II Laboratory
CH 151 General Chemistry I
CH 153 General Chemistry Laboratory I
Three biology courses at the 200 or 300 level in consultation with a Biology advisor

Associate in Arts General Studies Emphasis Requirements (24 credits)

BI 111 Concepts in Biology I
BI 112 Concepts in Biology II
BI 113 Concepts in Biology I Laboratory
BI 114 Concepts in Biology II Laboratory
CH 151 General Chemistry I
CH 153 General Chemistry Laboratory I

Three biology electives at the 200 or 300 level chosen in consultation with a Biology advisor

Course Descriptions

†BI 010 The Nature of Life 4 CR
Examines molecular and cellular nature of life, energy systems in plants and animals, origin of life, basic evolutionary strategies and ecological principles. Three hours of lecture and two hours of experiment and discussion per week. Nonscience majors.

†BI 020 Heredity and Society 3 CR
A genetics course examining the evidence for proposing the existence of genes, the molecular nature of genes and the ethical implications of recent advances in genetic research. Three hours of lecture per week. Nonscience majors.

†BI 025 Connecticut Wildlife 3 CR
A laboratory and field-oriented core course. Emphasis on wildlife and habitat diversity in the American Northeast, especially Connecticut. The central theme is adaptation. Topics include predation, migration, reproduction and species identification. Five hours per week. Nonscience majors.

†BI 026 Winter Wildlife 3 CR
A laboratory and field-oriented core course. Emphasis on winter adaptations of wildlife in the American Northeast, especially Connecticut. Topics include migration, species identification, tracking and feeding ecology. Five hours per week. Nonscience majors.

†BI 030 The Human Body 3 CR
Focuses on human physiology and the role humans play in the health and maintenance of their bodies. Topics include human organization, processing and transporting, integration and coordination and reproduction. Three hours of lecture per week. Nonscience majors.

†BI 040 Coastal Ecology 3 CR
This course investigates the interrelationship between coastal environments and the organisms living in these environments. It also looks at related societal implications. Nonscience majors

†BI 052 Humans and the Environment 3 CR
Students will learn about environmental science, exploring how human activity changes our natural environment. The importance of clean air, land, and water will also be discussed. Nonscience majors.

†BI 111 Concepts in Biology I 3 CR
Discusses cell biology, energetics, genetics, origin of life and evolution. Three hours of lecture; one hour of discussion per week. Corequisite: BI 113

†BI 112 Concepts in Biology II 3 CR
Addresses organismal organization, transport, nutrition, control of the internal environment, hormonal and neural control and reproduction in plants and animals. Three hours of lecture, one hour of discussion per week. Prerequisite: BI 111; Corequisite: BI 114

BI 113 Concepts in Biology I Laboratory 1 CR
Focuses on fundamental biological methods, including microscopic techniques; cell structure; biological chemistry; cellular physiology; molecular biology; cell division; and survey of the Kingdoms Monera and Fungi. One three-hour session per week. Corequisite: BI 111

BI 114 Concepts in Biology II Laboratory 1 CR
Surveys Kingdoms Plantae and Animalia. Topics
include the structure, function, reproduction and development of plants and animals with emphasis on angiosperms and vertebrates. One three-hour session per week. Prerequisite: BI 113; corequisite: BI 112

BI 131 Human Anatomy and Physiology I 4 CR
Lecture and laboratory investigation of cell structure and function; tissues; and skeletal, muscle and nervous systems. Three hours of lecture, one hour of discussion and one three-hour laboratory per week. Prerequisites: BI 111 and BI 113 for Pre-Physical Therapy, Pre-Occupational Therapy and Human Movement students; no prerequisite for Nursing students.

BI 132 Human Anatomy and Physiology II 4 CR
Lecture and laboratory investigation of endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory and reproductive systems. Three hours of lecture, one hour of discussion and one three-hour laboratory per week. Pre-Physical Therapy, Pre-Occupational Therapy, Nursing and Human Movement students. Prerequisite: BI 131

Note: BI 132 may not be taken for credit after completion of BI 312.

BI 161 Introduction to Microbiology 4 CR
The study of microorganisms with emphasis on morphology; cultivation; genetics of bacteria, viruses and fungi, and infectious diseases caused by these microbes. Laboratory work stresses aseptic technique and the microscopic, nutritional and biochemical characteristics of bacteria. Nursing students. Three hours of lecture and one three-hour laboratory period per week.

BI 205 Essentials of Neuroscience 3 CR
This course is an introduction to neuroscience, a discipline in which the biological and psychological sciences are integrated. This broad overview addresses topics ranging from the cellular physiology of neurons to issues of human language, cognition and mental illness. Prerequisite: BI 111, BI 113, PS 101

BI 210 Plant Biology 4 CR
Three diverse topics in plant biology are introduced: plant evolution and diversity; the physiological ecology of plants, and the linked topics of ethnobotany and economic botany. Laboratory work concentrates on intensive investigations of the life cycle and physiology of the popular laboratory organisms Arabidopsis thaliana and Ceratopteris richardii. Three hours of lecture and three hours of laboratory per week. Prerequisites: BI 112 and BI 114

BI 212 Animal Development 4 CR
Examines cellular and molecular aspects of animal development, from gametogenesis to morphogenesis and pattern formation. Laboratory work includes investigations on fertilization, cellular differentiation, regeneration and the development of vertebrate organ systems. Three hours of lecture and three hours of laboratory per week. Prerequisites: BI 112, BI 114 and BI 220

BI 220 Genetics 4 CR
The study of inheritance, with emphasis on the evidence that led to the emergence of the areas of transmission and the development of molecular genetics. Ethical issues precipitated by genetic research are discussed. Laboratory work demonstrates the power of organisms such as maize, Drosophila, and S. cerevisiae in studying transmission genetics and mutagenesis. Basic techniques in molecular biology and microbiology are introduced. Three hours of lecture and three hours of laboratory per week. Prerequisites: BI 111, BI 113, MA 131, CH 151 and CH 153 (math and chemistry courses may be taken concurrently)

BI 225 Evolutionary Analysis 4 CR
Utilizing an investigative framework, students explore the relevance of evolution to real-life problems, and understand that both evolution and
natural selection are observable processes. Mechanisms of evolutionary change, and the history of life on earth will also be explored. Three hours of lecture and one three-hour laboratory period per week. **Prerequisite:** MA 131, BI 112/114

**BI 230 Microbiology** 4 CR
Microbial diversity and the evolution, physiology, genetics and ecology of microbes are addressed. Specific topics include: epidemiology and infectious disease and the use of microorganisms in industry and research. Laboratory work focuses on modern molecular methods of experimental microbiology and bacterial identification, including a student-designed research project. Three hours of lecture and three hours of laboratory per week. **Prerequisites:** BI 111, BI 113, CH 151 and CH 153

**BI 235 Principles of Biotechnology** 4 CR
This course focuses on the fundamental biotechnology techniques (e.g., nucleic acid analysis and genomics, bioinformatics, cell culture and proteomics) used in modern industrial research laboratories through the application of a semester-long project. **Prerequisite:** BI 220, MA 131; **prerequisite or corequisite:** CH 221/223

**BI 240 Invertebrate Biology** 4 CR
Investigation of the major invertebrate phyla including a consideration of phylogenetic relationships and morphological adaptations related to the ecology or level of organization of each phylum. Laboratory and field work. Three hours of lecture and three hours of laboratory per week. **Prerequisites:** BI 112 and BI 114

**BI 245 Vertebrate Biology** 4 CR
Examines the evolution and ecology of the vertebrates including taxonomy, life history anatomy and physiology of extant and extinct vertebrates. Three hours of lecture and three hours of laboratory per week. **Prerequisites:** BI 112 and BI 114

**BI 255 Animal Behavior** 4 CR
An introduction to how animals of all different types use behaviors as strategies for interacting with the environment. Behaviors studied include communication, habitat selection, migration, mate choice, breeding and parental care. Development and physiological control of behaviors are also examined. Three hours of lecture and one laboratory/field session per week. **Prerequisites:** BI 112, BI 114, MA 131

**BI 260 Marine Biology** 4 CR
Explores the biology of marine organisms, their adaptations to the marine environment, and their ecological niches. Laboratory and field activities focus on oceanographic/ecological methods and the natural history of New England marine biota. Three hours of lecture and one three-hour laboratory per week. **Prerequisites:** BI 112 and BI 114

**BI 265 Conservation Biology** 4 CR
The focus of this course is on the science of conservation biology in the context of environmental policy, socioeconomic demands and environmental ethics. **Prerequisite:** BI 112, BI 114

**BI 299 Special Topics in Biology** 3–4 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and prerequisites.

**BI 311 Cell Biology** 4 CR
Covers advanced topics in eukaryotic cell biology with emphasis on protein biochemistry. Laboratory work includes enzyme kinetics, biochemical pathway studies and other biological analyses. Three hours of lecture and three hours of laboratory per week. **Prerequisites:** BI 220, CH 152 and CH 154
BI 312 Systems Physiology 4 CR
Investigation of the physiology of vertebrate systems. Topics include cardiovascular, respiratory, neural, muscular, digestive, endocrine, reproductive and excretory physiology. Laboratory instruction includes practical investigation and survey research projects into the above topics and related illnesses. Prerequisites: BI 112, BI 114, CH 152 and CH 154

BI 345 Neurobiology 4 CR
Covers cell biology of neurons, electrical and biochemical signaling, motor control, sensation and perception, learning and memory, and brain anatomy. Laboratory instruction includes practical investigations and survey research projects into the above topics and related illnesses. Prerequisites: BI 112, BI 114, CH 152 and CH 154

BI 350 Ecology 4 CR
Examines fundamental concepts of plant and animal interactions as revealed by field and laboratory studies of populations, communities and ecosystems. Three hours of lecture and one laboratory/field session per week. Prerequisites: BI 112, BI 114, CH 152, CH 154 and MA 131; Recommended course: MA 151

BI 355 Molecular Biology 4 CR
Provides foundations of molecular biology and recombinant DNA technology, analysis of relevant primary journal articles, hands-on training in recombinant DNA techniques, and exposure to the use of computers in DNA sequence analysis and scientific communication. Prerequisites: BI 220, CH 152 and CH 154

BI 360 Internship 3–6 CR
A study of a biological topic or of an interdisciplinary project that provides majors with an opportunity to gain experience not specifically available in Sacred Heart University's Biology curriculum. Students complete an internship portfolio under the direction of an appropriate professional in consultation with a biology faculty advisor.

BI 390 Supervised Research 3 CR
Individual research projects in the basic areas of Biology under the supervision of faculty. Prerequisites: A 3.0 GPA and permission of the supervising faculty member

BI 399 Senior Seminar 2 CR
A capstone course for the Biology major. A review of current research and literature in a specialized field of biological science. A research paper and final oral presentation on a selected topic is required. Prerequisites: Senior status and permission of advisor

Certificates in Catholic Studies
Catholic Studies refers to academic programs that allow students to explore the Catholic Intellectual Tradition as it is manifested in any and every academic field. Catholic Studies programs are broadly interdisciplinary, and so distinguished from programs of theological or religious studies. Catholic Studies embraces the humanistic quest for knowledge, with a particular focus on the role of Catholic thinkers, Catholic ideas and values, and Catholic institutions in that quest. The insight here is that the exploration of the particular gives a deeper appreciation of the universal. Thus, the word "Catholic" in the phrase "Catholic Studies" has two meanings. On the one hand, it conveys a scholarly focus on the Roman and Eastern Catholic heritage in its theological, philosophical, historical, literary, artistic, and scientific expressions; on the other, it suggests an intellectual quest that is truly catholic—"universal" in the sense of considering how a tradition of ideas, beliefs, and values has exerted influence "throughout the whole" of Western culture and, indeed, of global society.

The goal of this certificate is to provide students an interdisciplinary exposure to the ideas that constitute the Catholic intellectual traditions. To complete the certificate, a student must take four courses identified by the Center for Christian
Thought, Ethics, and Culture (CCTEC) as part of the Catholic Studies Program. The courses must come from at least two different departments/disciplines, one of which must be Religious Studies.

A sample of courses approved for the Catholic Studies Certificate follows:

- AN 299 Special Topics: Native Americans and Catholicism
- EN 299 Special Topics: Dante Catholicism
- EN 299 Special Topics: The Rhetoric of Social Justice
- EN 312 Studies in Seventeenth-Century British Literature
- EN 310 Studies in British Literature to 1603
- EN 354 Studies in Fiction: Ethnic American Fiction
- HI 218 Modern France
- HI 252 Medieval History
- HI 254 The Renaissance and Reformation
- HI 299 Special Topics: Medieval Spain
- HI 299 Special Topics: Catholics in America
- MS 299 Special Topics: Catholicism and the Media
- MU 299 Special Topics: Music of the Catholic Church
- MU 299 Special Topics: Music of the Middle Ages
- PH 241 Medieval Philosophy
- PH 283 Philosophical Theology
- PH 299 Special Topics: Love in the Western Tradition
- RS 212 Christology
- RS 220 Women in Christianity
- RS 238 Spiritual Teachers and Thinkers
- RS 242 Medieval Theology
- RS 245 Contemporary Roman Catholic Thought
- RS 247 Christian-Jewish Relationships and Contemporary Church Teachings
- RS 259 Faith and Justice
- RS 267 Mysticism
- RS 268 Classics of Western Spirituality
- RS 299 Special Topics: Paul and the Early Church
- RS 299 Special Topics: Moral Theology of JPII and B XV
- RS 299 Special Topics: Pilgrimage
- RS 301 The Church: Roman Catholic Perspectives
- SP 299 Special Topics: The Cultures of Medieval Spain

**Portfolio and Capstone Paper**

To receive the Catholic Studies Certificate, the student must compile a portfolio of at least one piece of writing or other creative work that was evaluated for credit in each course. Concurrent with or after the completion of the fourth course, the student will write, as part of the portfolio, a capstone paper. This paper will present the student's personal understanding of the Catholic intellectual tradition, or critically explain two major themes in the Catholic intellectual tradition; the paper must relate this discussion to each of the courses taken. The portfolio is due to the Catholic Studies coordinator no later than the add/drop date of the semester following the semester in which the fourth course was completed. For more information, contact the director of CCTEC.

A second track in the Catholic Studies Certificate will be available for students in the Catholic Social Thought Scholars (CSTS) Program. Since 2000, Sacred Heart University has offered the CSTS Program, a multiyear interdisciplinary learning experience that combines study of the Catholic Church's social teachings with a field placement in community service, culminating in a research project designed to address a particular social justice issue. Under this certificate, Catholic Social Thought Scholars take twelve (12) credits in the following distribution:

**Candidacy semester (typically spring of Freshman year):**

- CSP 100 CST Candidacy Seminar 1 credit

**Curriculum year (typically Sophomore year):**

- RS 259 Faith and Justice 3 credits
SO 200 Social Issues and Social Change 3 credits
CSP 101 CST Practicum 1 credit

Capstone year (typically Junior year):
CSP 300 CST Research Seminar 1 credit
CSP 398 or XX 299 CST Capstone Project 3 credits

Course Descriptions

CSP 100 Catholic Social Thought Candidacy Seminar 1 CR
Candidates in the Catholic Social Thought Scholars Program are introduced to volunteer service, economic problems of the local community, and theological reflection.

CSP 101 Catholic Social Thought Practicum 1 CR
Catholic Social Thought Scholars engage in a minimum of 70 hours of service learning for the year and write a reflective/analytical journal.

CSP 300 Catholic Social Thought Research Seminar 1 CR
The Catholic Social Thought Scholar learns research methods in theological ethics and social analysis and prepares a capstone project.

CSP 398 Catholic Social Thought Capstone Project 3 CR
In the third year of the program, the Catholic Social Thought Scholar undertakes a 3-credit independent study project that synthesizes the course of studies, extracurricular experiences, and service projects in the program. Continuing to employ the methodologies of theological, ethical, and social reflection, the scholar will develop a research project designed to address a specific aspect of a social justice issue that has informed the scholar’s study thus far.

Chemistry

The Chemistry program is committed to academic excellence and seeks to prepare students for industry, graduate school or professional school. This is achieved through a broad-based education that includes exposure to the major areas of Chemistry (analytical, biochemistry, environmental, inorganic, organic and physical) in both the classroom setting and in the laboratory. The required undergraduate research component of the degree provides an opportunity for the investigation of an original project.

The strengths of the department include small class sizes; extensive interaction with faculty; an award-winning student affiliate American Chemical Society chapter; instruction that uses the latest innovations in technology, teaching pedagogy and lab equipment; opportunities for community service; and the possibility for internship and co-op positions. The department also provides strong support for students majoring in other sciences as well as for nonscience majors.

The Chemistry program offers a balanced curriculum that prepares students for graduate study in the various areas of chemistry and for employment in the chemical industries. Also, the Chemistry major, coupled with selected supporting courses, provides excellent preparation for the study of medicine, dentistry and other health-related professions. To accomplish these objectives, the Chemistry program offers two degrees: the Bachelor of Science and the Bachelor of Arts. The student majoring in Chemistry with a BS degree can choose a Traditional, Biochemistry or Environmental concentration.

The Traditional concentration provides a curriculum with strong supportive courses in mathematics and physics. This program is recommended for graduate study in chemistry or as preparation for an industrial position.

The Biochemistry concentration is strongly recommended as preparation for a career in biochemistry, clinical chemistry or pharmaceutical chemistry. The program is also suitable for...
graduate study in biochemistry and pharmacology. The Environmental concentration prepares the student for a career in the growing field of environmental chemistry. The student receives a strong chemistry background and takes appropriate courses in supporting disciplines. This concentration is appropriate for the student planning a career or graduate work in any of the allied environmental professions.

Faculty
Eid A. Alkhathib, Ph.D., Associate Professor
Joseph Audie, M.S., Instructor
Linda Farber, Ph.D., Assistant Professor
Dhia A. Habboush, Ph.D., Professor
Penny A. Snetsinger, Ph.D., Associate Professor

Chemistry Laboratories
There are eight chemistry laboratories serving the needs of analytical chemistry, biochemistry, environmental chemistry, inorganic chemistry, organic chemistry and physical chemistry. These laboratories contain the following major equipment:

Spectroscopy
NMR 400 MHz + Autosampler; Flame and Graphite Furnace Atomic Absorption Spectrometer + Autosampler; Raman Spectrometer; two FT-IR Spectrometers; Ultraviolet/Visible Spectrophotometers; Near Infrared Spectrometers; Spectrofluorometer.

Chromatography
Programmable Gas Chromatographs; HPLC system + Autosampler.

Electrochemistry
Polarographic Analyzer, Polarographic Analyzer/Stripping Voltmeter, SMDE Electrode, RDE Electrode and Electrogravimetric Analyzer.

GC-MS
GC, MSD, Flame Ionization Detector with EPC, Purge-and-Trap Liquid Sample Concentrator, Library of Spectra and Chemical Structure Database.

Other Equipment
Automatic Polarimeter; Magnetic Susceptibility Balance; Flame Photometer.

Computer Facilities
Three SGI Molecular Modeling Stations; Chemistry server providing licensed software for the use of students.

Major in Chemistry
Requirements for the BS Degree
The B.S. degree requires the completion of 38 major credits, plus 20 credits in the related fields of mathematics and physics for the Traditional concentration; and 20 credits in the related fields of biology, mathematics and physics for the Biochemistry concentrations.

Required Courses for All Concentrations
CH 151 General Chemistry I
CH 152 General Chemistry II
CH 153 General Chemistry Laboratory I
CH 154 General Chemistry Laboratory II
CH 221 Organic Chemistry I
CH 222 Organic Chemistry II
CH 223 Organic Chemistry Laboratory I
CH 224 Organic Chemistry Laboratory II
CH 252 Analytical Chemistry
CH 254 Analytical Chemistry Laboratory
CH 331 Physical Chemistry I
CH 333 Physical Chemistry Laboratory I
CH 351 Instrumental Analysis
CH 353 Instrumental Analysis Laboratory
CH 393 Undergraduate Project
CH 395 Undergraduate Research

Required Supporting Courses for All Concentrations
MA 140 Precalculus (waived on examination)
MA 151 Introductory Calculus
MA 152 Mathematical Analysis I
PY 151/153 Principles of Physics I/Physics Laboratory I
PY 152/154 Principles of Physics II/Physics Laboratory II

Additional Required Courses for Traditional Concentration
CH 332 Physical Chemistry II
CH 334 Physical Chemistry Laboratory II
CH 355 Advanced Inorganic Chemistry

Additional Required Supporting Course for Traditional Concentration
MA 253 Mathematical Analysis II

A minimum of 10-12 credits of chemistry electives should be taken to enhance career and graduate study opportunities. Electives should be selected in consultation with the student's faculty advisor.

Additional Required Courses for Biochemistry Concentration
CH 341 Biochemistry I
CH 342 Biochemistry II
CH 343 Biochemistry Laboratory I
CH 344 Biochemistry Laboratory II

Additional Required Supporting Course for Biochemistry Concentration
BI 111 Concepts in Biology I

In addition to the above courses, two to three chemistry electives and one to three computer science courses are strongly recommended. For pre-health professions students, BI 111 and BI 112 and two Biology courses at the 200 level or higher are recommended.

Requirements for the BA Degree in Chemistry
The B.A. degree requires the completion of 32 major credits plus 16 credits in the related fields of mathematics and physics.
CH 151 General Chemistry I
CH 152 General Chemistry II
CH 153 General Chemistry Laboratory I

CH 154 General Chemistry Laboratory II
CH 221 Organic Chemistry I
CH 222 Organic Chemistry II
CH 223 Organic Chemistry Laboratory I
CH 224 Organic Chemistry Laboratory II
CH 252 Analytical Chemistry
CH 254 Analytical Chemistry Laboratory
CH 331 Physical Chemistry I
CH 333 Physical Chemistry Laboratory I
CH 351 Instrumental Analysis
CH 353 Instrumental Analysis Laboratory
Chemistry elective (with department approval)

Required Supporting Courses
MA 151 Introductory Calculus
MA 152 Mathematical Analysis I
PY 151/153 Principles of Physics I/Physics Laboratory I
PY 152/154 Principles of Physics II/Physics Laboratory II

Minor in Chemistry
The minor in Chemistry requires the completion of the following 20 credits:
CH 151 General Chemistry I
CH 152 General Chemistry II
CH 153 General Chemistry Laboratory I
CH 154 General Chemistry Laboratory II
CH 221 Organic Chemistry I
CH 222 Organic Chemistry II
CH 223 Organic Chemistry Laboratory I
CH 224 Organic Chemistry Laboratory II
4 credits of Chemistry electives from 200- or 300-level courses

Associate in Arts General Studies

Emphasis Requirements (33 credits)
CH 151 General Chemistry I
CH 152 General Chemistry II
CH 153 General Chemistry Laboratory I
CH 154 General Chemistry Laboratory II
CH 221 Organic Chemistry I
SACRED HEART UNIVERSITY UNDERGRADUATE CATALOG ~ 2006–2007

CH 222 Organic Chemistry II
CH 223 Organic Chemistry Laboratory I
CH 224 Organic Chemistry Laboratory II
CH 252 Analytical Chemistry
CH 254 Analytical Chemistry Laboratory
MA 151 Introductory Calculus
PY 111 General Physics I
PY 112 General Physics II
PY 113 Physics Laboratory I
PY 114 Physics Laboratory II
or
PY 151 Principles of Physics I
PY 152 Principles of Physics II
PY 153 Physics Laboratory I
PY 154 Physics Laboratory II

Course Descriptions

†CH 015 Chemistry for the Artist 4 CR
Explores chemistry of the materials used by the artist, chemistry of color, detection of art forgeries, art restoration, art hazards and safety precautions. Two 75-minute lectures and one two-hour discussion/laboratory per week.
Prerequisite: Art major or minor or permission of instructor

†CH 020 Drugs and Their Implications to Society 3 CR
Different classes of drugs, both legitimate and illicit, and their metabolism in the human body are studied. Basic organic chemistry is introduced. This course is designed for non-science majors.

†CH 025 Forensic Chemistry 4 CR
Examines the principles of chemistry as related to preservation and analysis of physical evidence in criminal cases and the presentation of evidence in a court of law. Two 75-minute lectures and one three-hour laboratory or one two-hour discussion on alternate weeks.
Prerequisite: Criminal Justice major or permission of instructor

†CH 030 The Chemistry of Nutrition 3 CR
Designed for non-science majors, this course explores the fundamentals of nutrition, elaborating on the essential chemistry needed for a basic understanding of the subject matter. The course examines how carbohydrates, lipids, proteins, minerals, vitamins and antioxidants are chemically related to nutrition. The course focuses also on nutrition throughout the various life stages and how this relates to one's environment.

†CH 035 The Chemistry of Foods and Beverages 3 CR
Evaluates the “definition” of a food, nutritional composition of foods and beverages, measurement of these nutrients and their basic activities in the human body. Some basic chemistry is covered, but only to provide some foundation for understanding the activity of nutrients in our diet. This course is intended for non-science majors.

†CH 040 Chemistry, Society and the Environment 3 CR
Explores the workings of chemistry as an experimental science in the context of the need for science literacy and of the things affecting the everyday world and the environment. Two 75-minute lectures per week.

†CH 100 Principles of Chemistry 4 CR
Explores fundamentals of chemistry and its role and importance to the health sciences as preparation for CH 125 and/or CH 151. Two 75-minute lectures and one three-hour laboratory or one two-hour discussion on alternate weeks.

†CH 125 Principles of Organic and Biochemistry 4 CR
Surveys organic chemistry in sufficient depth and breadth to make biochemistry understandable. Followed by a study of biochemistry and biological chemistry. Two 75-minute lectures per week and one three-hour laboratory or one two-hour discussion on alternate weeks.
†CH 151 General Chemistry I 3 CR
Explores modern theories of atomic and molecular structure, chemical bonding and periodic relations, chemical reactions and stoichiometry, states of matter, and solutions. Three 50-minute lectures and one 50-minute discussion per week. **Prerequisite:** CH 100 or high school chemistry.

CH 152 General Chemistry II 3 CR
Explores chemical thermodynamics; chemical kinetics; chemical, ionic and acid-base equilibria; electrochemistry; chemistry of the representative elements and transition elements; and nuclear reactions. Three 50-minute lectures and one 50-minute discussion per week. **Prerequisite:** CH 151.

CH 153 General Chemistry Laboratory I 1 CR
Illustrates basic concepts presented in CH 151. Experiments include qualitative analysis of cations and anions, chromatography, synthesis and FT-IR. One three-hour laboratory per week. **Corequisite:** CH 151.

CH 154 General Chemistry Laboratory II 1 CR
Illustrates basic concepts presented in CH 152. Experiments include quantitative analysis, equilibria, thermochemistry, spectrophotometry and GC-MS. One three-hour laboratory per week. **Prerequisite:** CH 153; **corequisite:** CH 152.

CH 221 Organic Chemistry I 3 CR
Covers hydrocarbons; stereochemistry; arenes; alkyl halides; nucleophilic substitution and elimination reactions; and IR, NMR, MS and UV spectroscopy in relation to structure determination. Two 75-minute lectures and one 50-minute discussion per week. **Prerequisite:** CH 152.

CH 222 Organic Chemistry II 3 CR
Covers aromaticity; electrophilic and nucleophilic aromatic substitution reactions; ethers, epoxides, carboxylic acids and their functional derivatives; aldehydes; ketones; amines; phenols; carbanion reactions; and alpha-beta unsaturated compounds. Emphasizes organic reaction mechanisms, organic synthesis and structure determination. Two 75-minute lectures and one 50-minute discussion per week. **Prerequisite:** CH 221.

CH 223 Organic Chemistry Laboratory I 1 CR
Covers basic techniques in organic chemistry: extraction, distillation, recrystallization; thin layer chromatography; gas chromatography and IR spectroscopy. Emphasizes techniques in organic synthesis. One three-hour laboratory per week. **Corequisite:** CH 221.

CH 224 Organic Chemistry Laboratory II 1 CR
Covers simple and multistep organic syntheses using a wide variety of organic reagents and some important functional group analyses. Employs spectroscopy and GC-MS for structure determination. One three-hour laboratory per week. **Prerequisite:** CH 223; **corequisite:** CH 222.

CH 252 Analytical Chemistry 3 CR
Explores data analysis and classical methods of quantitative analysis. Focuses on the basics of analytical chemistry and the development and application of equilibrium models to all branches of classical analysis. Two 75-minute lectures per week. **Prerequisite:** CH 220 or CH 221.

CH 254 Analytical Chemistry Laboratory 2 CR
Provides laboratory experience in volumetric, gravimetric and instrumental methods. Experiments correlate with lecture material in CH 252 to help students understand the chemistry involved and develop proper analytical procedures and techniques. One six-hour laboratory per week. **Prerequisite:** CH 154; **corequisite:** CH 252.
CH 331 Physical Chemistry I 3 CR
Explores thermodynamics, statistical thermodynamics, kinetic theory of gases, changes of state, solutions and kinetics. Two 75-minute lectures per week. Prerequisites: CH 152, CH 154, MA 151 and PY 152

CH 332 Physical Chemistry II 3 CR
Explores advanced kinetics and quantum mechanics. Two 75-minute lectures per week. Prerequisite: CH 331; co- or prerequisite: MA 253 or permission of instructor

CH 333 Physical Chemistry Laboratory I 1 CR
Explores various techniques used to apply the fundamental concepts of physical chemistry to real chemical systems. One three-hour laboratory per week. Corequisite: CH 331

CH 334 Physical Chemistry Laboratory II 1 CR
Explores more advanced techniques of physical chemistry and applies theoretical concepts learned in CH 332 to real chemical systems. One three-hour laboratory per week. Prerequisite: CH 333; corequisite: CH 332

CH 341 Biochemistry I 3 CR
Covers chemical and physiological properties of carbohydrates, lipids, amino acids, proteins, enzymes and nucleic acids. Explores metabolic pathways and enzymology. Two 75-minute lectures per week. Prerequisite: CH 222

CH 342 Biochemistry II 3 CR
Continues the study of metabolic pathways. Two 75-minute lectures per week. Prerequisite: CH 341

CH 343 Biochemistry Laboratory I 1 CR
Investigates chemical and physical properties of biologically important compounds using chromatography, electrophoresis, enzyme assays and various techniques for isolation and identification of biochemicals and enzymes. One three-hour laboratory per week. Corequisite: CH 341

CH 344 Biochemistry Laboratory II 1 CR
Examines isolation and purification of lipids, proteins, enzymes and nucleic acids from biological materials employing electrophoresis, chromatography, spectrophotometry and fluorometry. One three-hour laboratory per week. Corequisite: CH 342

CH 351 Instrumental Analysis 3 CR
Explores theory and practice of instrumental methods of analysis; spectrophotometric, electroanalytical and chromatographic methods of separation and quantification. Two 75-minute lectures per week. Prerequisites: CH 252 and CH 331 or permission of instructor

CH 353 Instrumental Analysis Laboratory 1 CR
Provides hands-on experience with modern analytical instrumentation, including UV/visible infrared, atomic absorption spectrophotometry, potentiometric and ion selective electrode methods, electrodeposition, gas chromatography and mass spectrometry. One three-hour laboratory per week. Corequisite: CH 351

CH 355 Advanced Inorganic Chemistry 4 CR
Explores physical and chemical properties of the elements and their compounds, periodic relations, theories of atomic and molecular structures and molecular symmetry with emphasis on coordination chemistry. Two 100-minute lectures per week. Prerequisite: CH 331

CH 361 Environmental Chemistry 3 CR
Explores chemical aspects of the human environment and sources, reactions, transport, effects and fates of chemical species in water, soil and living environments and effects of technology thereon. Two 75-minute lectures per week. Prerequisite: CH 220 or CH 222

CH 363 Hazardous Waste Management 3 CR
Explores types, sources, treatment and disposal of
hazardous and solid wastes; conservation and reuse of material; economics of waste treatment, disposal and reuse. Prerequisite: CH 220 or CH 221

CH 365 Environmental Sampling and Analysis 3 CR
Laboratory and field work including sampling of surface and groundwater using EPA-approved methods for analyzing water, wastewater, soil and sediments. Also covers QA/QC plans and statistics in chemical analysis and sampling protocols. One 100-minute lecture and one three-hour laboratory per week. Prerequisite: CH 361

CH 393 Undergraduate Project 3 CR
A special project may be carried out under the advisement of a Chemistry faculty member. Prerequisite: Permission of project advisor

CH 395 Undergraduate Research 3 CR
Research may be carried out under supervision of a Chemistry faculty member. Prerequisite: Permission of research advisor

CH 399 Special Topics in Chemistry 2–3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Consult the current course schedule for available topics.

Communication and Technology Studies
An interdisciplinary program, the major in Communication and Technology Studies (CTS) is directed to students who wish to become leaders in creating the communication environment of the future, to those interested in the broader implications of communication technology, understanding the theory as well as the practice, and adapting to a changing world.

In response to the need for leadership in technology, CTS focuses on the macro social and ethical issues of mediated communication, such as policy making, data information privacy, intellectual property, moral agency and the notion of the community as global. At the heart of the major is the study of the social, ethical and historical implications of computer technology. Students study a core of interdisciplinary courses that focus on communication technology, including computer technology, media studies, oral and written communication, history, sociology, psychology, philosophy and art.

Faculty
Jeffrey Cain, Ph.D., Associate Professor
James Castonguay, Ph.D., Associate Professor
Gregory Golda, M.Ed., Instructor
Frances Grodzinsky, Ph.D., Professor
Robert McCloud, Ed.D., Assistant Professor
Andrew Miller, Ph.D., Assistant Professor

Major in Communication and Technology Studies
The major in CTS consists of 42 credit hours, including 12 required courses and 6 elective credits. For Communication Technology majors CT 101 is a prerequisite for all other courses in the major.

Required Courses
CS 100 Introduction to Information Technology
CS 101 Web Design and Visual Tools
CS 102 Multimedia for Non-Majors
CS 232 Human Computer Interaction
CS 319 Computer Ethics: Society and Technology
CT 101 Foundations of Communication Tech Era
CT 118 Technical Communications I
CT 218 Technical Communications II
CT 399 Capstone in Communication Technology
MS 280 Digital Culture
MS 287 Media and Democracy
MS 288 Democratic Technologies

Elective Courses
Students will take any two of the following:
AR 211 Graphic Design I
AR 214 Computer Design Basics
CA 231 Interpersonal Communication
CA 299 Special Topics in Oral Communication
EN 207 History and Structure of the English Language
HI 276 The Rise of Modern Science
MS 195 History of Broadcasting
MS 200 Mass Media: Specific Subject
MS 213 Video Production
MS 215-315 Digital Film Production I, II
MS 293 Alternative Media
MS 297 Public Relations/Advertising: An Overview
MS 298 Public Relations/Advertising: Practical Applications
MS 299 Special Topics in Media Studies
MS 300 Special Topics in Media Production
MS 395 Multimedia Field Production
PH 256 The Philosophy of Technology
PS 299 Special Topics in Psychology
SO 253 The Global Social System
SO 256 Political Sociology

Course Descriptions

CS 100 Introduction to Information Technology
An introduction to computing and data processing for non-computer science majors. This course is half theory and half hands-on application using Microsoft Office. It includes word processing, spreadsheets, databases and some work with the Internet. This course provides the knowledge and understanding necessary to communicate effectively in the personal computing environment of business today.

CS 101 Web Design and Visual Tools
This course aids in the understanding of the design and production of web sites. It discusses what design elements go into web page development. Students browse sites and identify good design elements. They construct their own web page early on and allow it to evolve throughout the semester. Prerequisite: CS 100 or permission of department chair

CS 102 Multimedia for Non-Majors
This course aids the non-programmer in the understanding of multimedia authoring, incorporating text, graphics, sound and video. It discusses design and planning elements that go into multimedia development. Students use Director and some of the scripting language, Lingo, to choreograph media objects onto a stage using a score. Prerequisite: CS 100 or permission of department chair

CS 232 Human Computer Interaction
Focuses on how developers and designers of computer systems can produce computers that are beneficial to the user and easy to use. Human-computer interaction is the intersection of human behavior and computer technology. In understanding human behavior, developers can evaluate what makes the computer easy to learn and use. The course examines the ways people interact with computers and how to incorporate this knowledge into the design and evaluation of new technology. Prerequisite: CS 100 or CS 112

CS 319 Computer Ethics: Society and Technology
This course focuses on the ethical and social issues associated with computer technology such as privacy, theft, intellectual property, accountability, hacking, and cracking, codes of ethics and professional responsibility. Students also examine philosophers such as Aristotle, Kant and Mill, as well as Virtue ethicists. This course is a Senior-level capstone course. It emphasizes both oral and written communication as students discuss and examine their own ethical beliefs. Prerequisites: Junior/Senior status, PH 101, RS 101, or permission of instructor

CT 101 Foundations of Communication Tech Era
Explores the intersections and divergences of various technologies of mediated communication, from traditional inscription (print) to film, radio,
television and electronic media. Emphasizes student inquiry and encourages web-based study and digitally-enhanced final portfolios. **Prerequisite:** Permission of CT coordinator

**CT 118 Technical Communications I** 3 CR
Introduces the most important elements of communications in the professional world of technology and newer media. Students study common types of reports and learn fundamental techniques for preparing reports, final copy, and web page content. **Prerequisites:** EN 110, CT 101

**CT 218 Technical Communications II** 3 CR
Develops skills in research techniques and increases proficiency in technical communications by focusing on all phases of the preparation of a communication technology-related project. Emphasizes the acquisition of the ability to "translate" technical information to non-specialists. **Prerequisite:** CT 118

**CT 399 Capstone in Communication Technology** 3 CR
Culminating course for the CT major. Students integrate what they have learned in the major in an experiential setting. Must be accomplished under guidance of a faculty director and in consultation with CT Coordinator. **Prerequisite:** Senior standing

**MS 280 Digital Culture** 3 CR
Considers digital and technologically mediated environments as "mass media" in the tradition of film, radio or television. Using a variety of approaches, including historical, sociological, economic, technological, cultural and aesthetic, this course looks at questions such as how does the Internet codify reality? How are communities both created and thwarted? What are the characteristics of the global media culture? Readings, screenings and written reports required. **Prerequisite:** MS 101 or CT 101

**MS 287 Media and Democracy** 3 CR
Examines the relationships between the mass media (film, television, newspapers and the Internet), the public and politics. Historical case studies analyze from ethical, economic, social, historical, aesthetic and technological perspectives how the media provide (or do not provide) a place through which people express their views as citizens in a democracy. Current media examples are also investigated. Readings, screenings and written reports required. **Prerequisite:** MS 101 or CT 101

**MS 288 Democratic Technologies** 3 CR
Focuses on the creative use of technologies available to the American consumer. Instruction in alternative audio and visual production encourages students to express themselves and distribute media content using available consumer and public access technologies. Laptop computers are required to digitize audio and visual projects and for Internet research. **Prerequisite:** MS 101 or CT 101

**AR 211 Graphic Design I** 3 CR
An introduction to classical and modern typefaces, the mechanics of type composition and the fundamentals of layout. Consideration is given to the selection of typefaces that enhance thought and idea. **Prerequisite:** AR 214

**AR 214 Computer Design Basics** 3 CR
An introduction and exploration of the three primary graphic design programs: Adobe Photoshop, Adobe Illustrator and Quark Express. Only the most basic design concepts are explored in assignments, ensuring a basic understanding of the technological tools of design. **Prerequisite:** AR 110

**CA 231 Interpersonal Communication** 3 CR
Current research, student-designed projects and communication "games" provide opportunities for explorations of breakdowns, barriers and bridges in interpersonal contexts. Service learning may be required. **Prerequisite:** CA 101
CA 299 Special Topics in Oral Communication 3 CR
Designates new or occasional courses, offered as an experimental alternative to existing courses, which may or may not become part of the department's permanent offerings. Consult the current schedule for current topics and prerequisites.

EN 207 History and Structure of the English Language 3 CR
A survey of the major changes in structure, vocabulary and uses of the language from the earliest times to the present. Explores important findings of modern linguistic scholarship. Required for secondary education. Prerequisite: EN 110

HI 276 The Rise of Modern Science 3 CR
Starting with their origins in the Scientific Revolution of the 16th century, this course presents the major scientific developments in Western life and their impact on society. Topics include the Copernican Universe, Darwinian biology and several major scientific advancements in the 20th century.

MS 293 Alternative Media 3 CR
Explores nonmainstream and noncommercial media—mechanical, electronic and digital—to understand their content, form and roles they play in our culture. The course looks at the aesthetic theories and/or social motivations, implicit or explicit in the alternative culture and in individual works. Readings, screenings and written reports required.

PH 256 The Philosophy of Technology 3 CR
Representative views of the social role of technology. Two fundamental questions are addressed. The extent of technology's impact on social institutions and individual lives. And, to what degree is this impact beneficial or harmful? Prerequisite: PH 101

PS 299 Special Topics in Psychology 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

SO 253 The Global Social System 3 CR
This course is designed to give students an understanding of the world system as a social system. Emphasis is on the social processes resulting from interaction over time in the world system. Prerequisite: SO 200 for Sociology majors, all other students SO 101

SO 256 Political Sociology 3 CR
Examines how corporations, social movements, interest groups, governments and other large-scale organizations amass power and use power to pursue objectives. Prerequisite: SO 200 for Sociology majors, all other students SO 101

Communications

The undergraduate minor in Communications or the Communications concentration of the English major is designed to provide students with an opportunity to acquire an understanding of theory and practice of the process and impact of communications in a variety of social contexts.

In addition to acquiring a broad awareness of the role of communications in society, students may study interpersonal communications, public speaking, oral interpretation of literature and nonverbal communications, and may enhance these skills further through service learning and/or internship placements.

Students can utilize their learning in the fields of education, telecommunications, journalism, business, advertising, public relations, personnel, politics, medicine and law.
Course Descriptions

CA 101 Effective Communication 3 CR
Explores and analyzes the communication process through instruction and practice in individual and group presentations and oral interpretation of literature. Laptop required. Does not count toward satisfying minor or concentration requirements.

CA 115 American Sign Language I 3 CR
An introduction to signing at Level 1, basic vocabulary through finger spelling, alphabet, numbers and colors. Introduction to the culture of the deaf. Does not count toward satisfying minor or concentration requirements.

CA 141 Introduction to Theater 3 CR
A survey course introducing theater as a form of literature, a performing art and a profession. Students are required to act in or work behind the scenes on a departmental production and will attend performances of plays at professional, university and/or community theaters. Several plays are read and discussed. Short papers required.

CA 171 Acting I 3 CR
An exploration of the actor's "instrument," body, voice, thoughts and feelings. Basic physical and vocal work including exercises in relaxation, flexibility, concentration, alignment, centering, breathing and sound. Theater games designed to free the actor's imagination are performed to develop improvisatory skills. Prerequisite: CA 101 or permission of the department chairperson.

CA 215 American Sign Language II 3 CR
An extension of CA 115. Signing at Level 2. Course deals with describing the family and the home. Grammar and classifiers are studied. Prerequisite: CA 115. Does not count toward satisfying minor or concentration requirements.

CA/BU 221 Business Communications 3 CR
Corporate business-focused oral and written communication skills are analyzed and practiced. Individual and group presentations, memos, letters, reports, resumes and interview preparation are included. Laptop required. Prerequisites: EN 110 and CA 101. Does not count toward satisfying major, minor or concentration requirements.

CA 231 Interpersonal Communication 3 CR
Current research, student-designed projects and communication "games" provide opportunities for exploration of breakdowns, barriers and bridges in interpersonal contexts. Service learning may be required. Prerequisite: CA 101.

CA 261 Public Speaking 3 CR
Organization and delivery of extemporaneous, informative and persuasive speeches are stressed. Audience analysis, context and using support materials in diverse speaking situations are studied. Service learning may be required. Laptop required. Prerequisite: CA 101.

CA 270 Nonverbal Communication 3 CR
Analyzes how we consciously and unconsciously communicate without words. Research and student-designed projects examine proxemics, gesture, touch, signs and expressions. Prerequisite: CA 101.

CA 271 Acting II 3 CR
A continuation of the work begun in CA 171 and its application to the process of scene study and the building of characters. Focus is on script analysis, rehearsal techniques and selected special problems such as Shakespeare, acting styles and auditioning. Prerequisite: CA 171 or permission of the department chairperson.

CA 280 Oral Interpretation of Literature 3 CR
Literature is "recreated" and analyzed through a use of voice and body as well as through study of theories of criticism and aesthetics. Public performances required. Service learning may be required. Prerequisite: CA 101.

CA 299 Special Topics in Oral Communication 3 CR
Designates new or occasional courses, offered as an experimental alternative to existing courses, which may or may not become part of the
department's permanent offerings. Consult the current schedule for current topics and prerequisites.

CA 321 Communication Theory 3 CR
Explores communication theory and practice while building upon composition and presentation skills mastered in CA 021. Provides guided experimentation. Laptop required. Prerequisite: CA 101

CA 375 Theater Practicum 3 CR
This course offers students an opportunity to participate in an on-stage production sponsored by the Department of English and Modern Foreign Languages each spring. Students may receive credit for this course three times. Given on a pass/fail basis. Prerequisite: Permission of instructor

CA 380 Play Directing 3 CR
Covers a range of directorial skills, including play analysis and concept, blocking, casting, scheduling and working with actors. Prerequisites: CA 141, CA 171 or permission of the department chairperson

CA 399 Special Topics in Communications or Theater 3 CR
Content varies each semester course is given.

Computer Science and Information Technology

The computer science field has demonstrated dramatic growth and technological development within the last decade. The 21st century will see the emergence of nanotechnology, ubiquitous computing and wireless networking. The Computer Science and Information Technology (CS/IT) Department responds to these technological challenges by offering a dynamic course of study that is responsive to the ever-changing field of computer technology. (CS/IT) curriculum has two concentrations: Science and Information Technology. The Science option is geared to those students with strong mathematics and the desire to participate in the research and development side of computer science. The Information Technology option is for those students interested in interface, multimedia and system design for business applications.

Faculty
Allana Adams, M.S., Instructor
Frances Grodzinsky, Ph.D., Professor
Sandra Honda Adams, M.S., Associate Professor
Efim Kinber, Ph.D., Associate Professor
Robert McCloud, Ed.D., Assistant Professor
Keri Matthews, M.S., Instructor
Domenick J. Pinto, M.A., M.A., M.S., Associate Professor

Computer Science Facilities
There are two state of the art computing labs dedicated to computer science courses. These contain the latest flat screen Pentium 4 computers with DVD, CD-R/W drives. In addition the conference room of the CS/IT department serves as a mini-lab used exclusively by CS/IT majors for projects, homework and tutoring and is equipped with the same state of the art equipment. There is also a Networking/UNIX lab equipped with ten Sunblades, 4 Pentiums and a variety of Cisco routers. This closed LAN laboratory is used for networking and UNIX shell programming courses and is open 24 hours a day, seven days a week for those students. All labs are on a 3-year replacement cycle.

Software available in the labs include:
• Microsoft Office
• Macromedia Director MX 2004
• Macromedia Flash MX 2004
• Macromedia Fireworks MX 2004
• Macromedia Dreamweaver MX 2004
• Macromedia Authorware
• V.B. Net 2005
• Visual C++
• Borland JBuilder

Major in Computer Science
The major in Computer Science with a concentra-
tion in Computer Science requires the completion of 52 credits. The major in Computer Science with a concentration in Information Technology requires 48 credits.

**Required Courses for Both Concentrations**
- CS 111 Introduction to Structured Programming
- CS 112 Data Structures
- CS 113 Discrete Structures
- CS 215 Computer Systems Organization with Assembler
- CS 311 Database Design
- CS 312 Software Engineering
- CS 318 Project Course
- CS 319 Computer Ethics
- CS 339 Networking and Data Communication

**Required Courses for Computer Science Concentration**
- CS 241 Advanced Programming Concepts Using "C"
- CS 242 Introduction to Graphics Using JAVA
- CS 341 Analysis of Algorithms
- CS 348 The Anatomy of Programming Languages
- CS 349 Operating Systems
- One Computer Science elective

**Required Supporting Courses for Computer Science Concentration**
- MA 151 Introductory Calculus and Math 152 Mathematical Analysis I should be taken as part of the required Baccalaureate core.
- MA 261 Linear Algebra
- MA 331 Mathematical Probability and Statistics I

**Required Courses for Information Technology Concentration**
- Math 109 Mathematics for Decision Making and Math 110 Calculus for Decision Making should be taken as part of the required Baccalaureate core.
- CS 232 Human-Computer Interaction
- CS 233 Visual Basic
- CS 331 Multimedia Applications
- CS 338 Systems Analysis and Design
- One Computer Science elective

**Required Supporting Courses for Information Technology Concentration**
- Math 109 Mathematics for Decision Making and Math 110 Calculus for Decision Making should be taken as part of the required Baccalaureate core.
- BU 103 Business: Its Nature and Environment or
- BU 201 Organization Management
- MA 131 Statistics for Decision Making

**Network Security Concentration for Computer Science and Information Technology Tracks**

**Courses Required for Both Tracks**
- CS 111 Introduction to Structured Programming
- CS 112 Data Structures
- CS 113 Discrete Structures
- CS 215 Computer Systems Organization with Assembler
- CS 311 Database Design
- CS 312 Software Engineering
- CS 318 Project Course
- CS 319 Computer Ethics
- CS 339 Networking and Data Communications

**Required Courses for Computer Science Tracks**
- CS 241 Advanced Programming Concepts Using "C"
- CS 242 Introduction to Graphics Using Java
- CS 341 Analysis of Algorithms
- CS 349 Operating Systems
- CS 367 Managing, Securing, and Designing Modern Networks
- CS 368 Hands-on Network Security
Required Supporting Courses for Computer Science Tracks
MA 151 Calculus I
MA 152 Calculus II
MA 261 Linear Algebra
MA 331 Probability and Statistics I

Required Courses for Information Technology Tracks
CS 232 Human-Computer Interaction
CS 233 Visual Basic
CS 338 Systems Analysis and Design
CS 368 Hands-on Network Security
CS 367 Managing, Securing, and Designing Modern Networks

Required Supporting Courses for Information Technology Concentration
BU 103 Business: Its Nature and Environment
or
BU 201 Organization Management
MA 109 Mathematics for Decision Making
MA 110 Calculus for Decision Making
MA 131 Statistics for Decision Making

Minor in Computer Science
CS 111 Introduction to Structured Programming
CS 112 Data Structures
CS 113 Discrete Structures
CS 215 Computer Systems Organization with Assembler
CS 241 Advanced Programming Concepts Using "C"
CS 233 Visual Basic
CS 311 Database Design
CS 312 Software Engineering
One Computer Science elective

Associate’s Degree in Computer Science
The Associate of Science degree in Computer Science offers two areas of emphasis: Computer Science and Information Technology. Both emphases require the completion of 60 credits. The program is designed for high school graduates who intend to make a career in the field of Computer Science and college graduates who want to obtain a sufficient level of computer experience.

The Computer Science emphasis is intended for college students majoring in mathematics or the sciences who wish to supplement their major in order to increase their employment opportunities after graduation.

The Information Technology emphasis is intended for high school graduates who wish to make a career in information technology and for business students or individuals working with computers who want a formal education in order to advance their careers.

Courses Required for Both Concentrations
CS 111 Introduction to Structured Programming
CS 112 Data Structures
CS 113 Discrete Structures
CS 215 Computer Systems Organization with Assembler

Required Core Courses for Both Concentrations
EN 110 Academic Writing
Four Liberal Arts electives

Required Courses for Computer Science Concentration
CS 241 Advanced Programming Concepts Using "C"
CS 311 Database Design
CS 312 Software Engineering
CS 319 Computer Ethics
CS 341 Analysis of Algorithms
Two Computer Science electives

Required Supporting Courses for Computer Science Concentration
MA 151 Calculus I
MA 152 Calculus II

Required Courses for Information Technology Concentration
CS 233 Visual Basic
CS 311 Database Design
CS 312 Software Engineering
CS 319 Computer Ethics
CS 338 Systems Analysis and Design
Three Computer Science electives

Required Courses for Both Concentrations
CS 111 Introduction to Structured Programming
CS 112 Data Structures

Required Courses for Computer Science Concentration (choose three)
CS 241 Advanced Programming Concepts Using “C”
CS 311 Database Design
CS 312 Software Engineering
CS 319 Computer Ethics
CS 341 Analysis of Algorithms

Required Courses for Information Technology Concentration
CS 101 Web Design and Visual Tools
CS 102 Multimedia for Non-Majors
CS 233 Visual Basic
CS 368 Microsoft Windows NT

Course Descriptions
CS 100 Introduction to Information Technology 3 CR
An introduction to computing and data processing for non-computer science majors. This course is half theory and half hands-on application using Microsoft Office. It includes word processing, spreadsheets, databases and some work with the Internet. This course provides the knowledge and understanding necessary to communicate effectively in the personal computing environment of business today. Non-majors only

CS 101 Web Design and Visual Tools 3 CR
This course aids in the understanding of the design and production of web sites. It discusses what design elements go into web page development. Students browse sites and identify good design elements. They construct their own web page early on and allow it to evolve throughout the semester. Prerequisite: CS 100 or permission of department chair. Non-majors only

CS 102 Multimedia for Non-Majors 3 CR
This course aids the non-programmer in the understanding of multimedia authoring, incorpo-
rating text, graphics, sound and video. It discusses design and planning elements that go into multimedia development. Students use Director and some of the scripting language, Lingo, to choreograph media objects onto a stage using a score. **Prerequisite:** CS 100 or permission of department chair

CS 110 Introduction to Computer Science 3 CR
An introduction to programming logic, using a suitable introductory programming language. This course presents an overview of major programming concepts (selection, loops, input-output operations, procedures and functions) and serves as an introduction to the Unix operating system and Unix-based editors. For computer science majors. **Prerequisite:** computer science major or permission of department chair

CS 111 Introduction to Structured Programming 3 CR
A first course in programming using a structured programming language. Topics include iteration, selection, procedures, functions and arrays with the use of flowcharts and modules. Presents applications in both business and scientific areas. **Prerequisite:** CS 110 or permission of department chair

CS 112 Data Structures 3 CR
A continuation of CS 111 using a structured programming language to implement multidimensional arrays, stacks, queues, linked lists and binary trees. Also introduces recursion and generic packaging. **Prerequisite:** CS 111

CS 113 Discrete Structures 3 CR
Presents mathematical concepts for computer science, including sets, relations and functions; partitions; order relations; countability; permutations and combinations; probability; recurrences; big-O notation; elements of abstract algebra such as groups, rings and Boolean algebras. **Prerequisite:** MA 006

CS 215 Computer Systems Organization with Assembler 3 CR
This course presents an overview of computer architecture and computer organization as they relate to computer science. Topics include computer components, interconnection structures, internal memory, instruction sets, number representation in computers, parallel processing and an elementary introduction to assembly programming. **Prerequisite:** CS 112

CS 232 Human-Computer Interaction 3 CR
Focuses on how developers and designers of computer systems can produce computers that are beneficial to the user and easy to use. Human-computer interaction is the intersection of human behavior and computer technology. In understanding human behavior, developers can evaluate what makes the computer easy to learn and use. The course examines the ways people interact with computers and how to incorporate this knowledge into the design and evaluation of new technology. **Prerequisite:** CS 100 or CS 112

CS 233 Visual Basic 3 CR
Explores the use of controls and tools, forms, menus, frames, file browsers and buttons, creating windows interfaces for databases, linking to Windows and Excel, writing and debugging Visual Basic code. Uses VB.net. **Prerequisite:** CS 112

CS 241 Advanced Programming Concepts Using “C” 3 CR
Covers advanced programming techniques in “C,” using pointers, data structures and recursion. Emphasis on functions and use of make files. **Prerequisite:** CS 112

CS 242 Introduction to Graphics Using JAVA 3 CR
Introduces concepts of classes and main JAVA graphics tools. Topics include: structure of JAVA system, introduction to classes, dialog boxes, data types, introduction to applets, HTML files, graph-
ics class and its methods, JAVA widgets, event-driven programming, class containers, and layouts. 

**Prerequisite:** CS 112 and CS 113

**CS261 Programming for the Web**

An introduction to Web-enabling technologies, this course addresses web design with HTML code, Cascading Style Sheets and Layers, Photoshop and JavaScript. Problems and trends faced by webmasters today are also discussed. 

**Prerequisites:** CS111 and Sophomore status

**CS 299 Special Topics I** 3 CR

Various courses of current interest to the Computer Science major are introduced from time to time. 

**Prerequisite:** Sophomore status

**CS 311 Database Design** 3 CR

Explores fundamentals of database design theory and applications. Includes data models with emphasis on the relational model. 

**Prerequisites:** CS 112 and CS 215

**CS 312 Software Engineering** 3 CR

The study of software development methodology, both procedural and object oriented. This is a project-based design course where teams develop software projects from requirements analysis through detailed design and testing. Umbrella activities such as configuration management, quality assurance, writing documentation, ethics and costing are covered. Automated software design tools are used and oral and written presentations required. 

**Prerequisite:** CS 311

**CS 318 Project Course** 3 CR

It is strongly recommended that students sign up for this course one semester before the graduating semester, because of the independent study/work involved. Students work with a faculty member in the department to define and implement an acceptable project. The student is required to write a report and is to make a public presentation of the work. 

**Prerequisites:** Senior status and permission from Computer Science Department

**CS 319 Computer Ethics** 3 CR

This course focuses on the ethical and social issues associated with computer technology such as privacy, theft, intellectual property, accountability, hacking and cracking, codes of ethics and professional responsibility. Students also examine philosophers such as Aristotle, Kant and Mill, as well as Virtue ethicists. This course is a Senior-level capstone course. It emphasizes both oral and written communication as students discuss and examine their own ethical beliefs. 

**Prerequisites:** Junior/Senior status, PH 101, RS 101 or permission of instructor

**CS 331 Multimedia Applications** 3 CR

This course aids in the understanding of multimedia authoring, incorporating text, graphics, sound and video. It discusses design and planning elements that go into multimedia development. Students use Director and its scripting language, Lingo, to choreograph media objects onto a stage using a score. It is designed for students with programming experience. 

**Prerequisite:** CS 112

**CS 338 Systems Analysis and Design** 3 CR

An advanced design course that studies the application of computer solutions to business problems. This is a project-based course where teams set milestones and present object-oriented analysis and design of their solutions. Oral and written presentations are required and automated software tools are used. 

**Prerequisite:** CS 312

**CS 339 Networking and Data Communication** 3 CR

The study of networks and data communication concentrating on the first four levels of the OSI model including physical, datalink, network and transport. This is a laboratory-based course that includes projects implemented in the SUN Networking Laboratory. Topics such as LANs, WANs and MANs; hardware, software, protocols, routing, circuit-switching and packet-switching networks, analog and digital systems, compres-
sion and error handling are among those studied. Students use a simulation package to design and simulate networks. **Prerequisites:** CS 338 or CS 341 and Senior status

**CS 341 Analysis of Algorithms** 3 CR
Emphasis on theory and techniques underlying the analysis of algorithms including big/little-Oh, graphs and networks, searching, sorting, recursion and classical algorithms. **Prerequisites:** CS 112 and MA 151

**CS 348 The Anatomy of Programming Languages** 3 CR
Studies the structure of programming languages, their similarities and their differences. It examines semantics and formal description of languages, names and bindings, modeling objects, expressions and evaluation, functions and parameters, control structures, functional languages, logic programming, types, modules and objects, generics and dispatching with inheritance. Students are expected to program in three different languages that illustrate the theory they are studying. An independent project will also be developed using one of these three languages. **Prerequisites:** CS 241 and CS 341

**CS 349 Operating Systems** 3 CR
Examines resource management, including memory allocation and management, virtual memory, process scheduling, protection, deadlock and concurrency, case studies and multiprocessing. **Prerequisite:** CS 341

**CS 366 Object-Oriented Programming (OOP) in C++** 3 CR
Focuses on principles of OOP, including encapsulation, objects and classes, inheritance and polymorphism. This course covers the differences between C and C++ and includes a detailed discussion of C++ features such as classes, constructors, destructors, friends, exceptions, etc. **Prerequisite:** CS 241

**CS 367 Managing, Securing, and Designing Modern Networks** 3 CR
Focuses on wireless and mobile networks, multimedia networking, network management infrastructure, configuration management, network security, cryptography, authentication, access controls, network design (OpNet), designing network performance. **Prerequisite:** CS 339

**CS 368 Hands-on Network Security** 3 CR
Focuses on networking security topics, firewalls (using Linux), packet filters, NAT and PAT, public key infrastructure (using Microsoft Certification Server), encryption algorithms, decrypting passwords, dictionary decryption, brute force decryption, certificate servers, vulnerability assessment, identifying security holes, forensics, Layer 5 vulnerabilities, packet monitoring. **Prerequisite:** CS 367

**Criminal Justice**
The Criminal Justice program provides students with a comprehensive understanding of the criminal justice system, which consists of public and private police, courts and corrections.

The course of study enables the graduate to pursue a career in law enforcement, correctional security and counseling, probation, parole, court administration, personnel management in various criminal justice agencies or private security. The program also prepares students to enter law school or graduate school in the social and behavioral sciences. It provides an excellent opportunity for criminal justice personnel, and community and junior college graduates, to obtain a bachelor's degree in Criminal Justice. Applicants who have completed the municipal, state or FBI training may apply for advanced standing.

**Faculty**
Pearl Jacobs, Ph.D., *Associate Professor, Criminal Justice Program Director*
Pamela Morris, M.P.A., *Instructor*
Matthew Semel, J.D., *Assistant Professor*
Major in Criminal Justice
The major in Criminal Justice requires the completion of a minimum of 39 major credits plus 3 credits in the related field of Computer Science.

The Criminal Justice student is advised to take SO 101 as part of the required baccalaureate core, since it is a prerequisite for certain Criminal Justice courses. Criminal Justice majors choosing to minor in Sociology are required to take Sociology courses.

Required Courses
CJ 101 Introduction to Criminal Justice
CJ 200 American Constitutional Law
CJ 201 Criminal Law and Procedure
CJ 270 Issues and Problems in Criminal Justice
or
CJ 251 Criminal Courts and Discretion
or
CJ 253 Criminal Justice Ethics
CJ 381 Research Methods in Criminal Justice
SO 235 Criminology
SO 236 Juvenile Delinquency
or
CJ 216 Juvenile Justice
SO 237 Deviance and Social Control
or
CJ 242 White Collar Crime
or
CJ 250 Crisis Intervention
MA 131 Statistics for Decision Making
or
PS 301 Statistics for the Behavioral Sciences

Elective Course Requirements
A 12-credit sequence is required for all students. No specific courses are required. The course of study is created by the student, in consultation with an advisor.

Corrections Courses
CJ 213 Probation and Parole
CJ 216 Juvenile Justice

CJ 220 Introduction to Corrections
CJ 223 Interviewing and Counseling
CJ 390 Internship

Law Enforcement Courses
CJ 230 Introduction to Law Enforcement
CJ 231 Criminal Investigation
CJ 232 Police–Community Relations
CJ 235/LW 235 Law of Evidence
CJ 239 Police Administration and Supervision
CJ 390 Internship

Security Courses
CJ 240 Introduction to Security
CJ 243 Private Security Law
CJ 247 Security Administration
CJ 248 Introduction to Fraud Examination
CJ 390 Internship

Minor in Criminal Justice
The minor in Criminal Justice requires the completion of the following 18 credits

Required Courses in the Minor
CJ 101 Introduction to Criminal Justice
SO 235 Criminology
Four Criminal Justice electives

Course Descriptions
CJ 101 Introduction to Criminal Justice 3 CR
Provides an overview of the criminal justice system and its processes. Prerequisite: SO 101

CJ 200 American Constitutional Law 3 CR
Focuses on the development of the Constitution through interpretations of the U.S. Supreme Court. A study of civil rights and civil liberties. Prerequisites: CJ 101 and CJ 201

CJ 201 Criminal Law and Procedure 3 CR
Substantive aspects of criminal law with emphasis on statutory criminal law. Examines the purpose and goals of criminal law and the historical development of its basic concepts. Prerequisite: CJ 101 or SO 235
CJ 210 Family Law 3 CR
Covers the legal entanglements in which people find themselves and considers the rights of middle- and low-income groups. Prerequisite: CJ 101

CJ 211 Women and the Law 3 CR
Traces the development of sex discrimination as a legal and social phenomenon. The law is covered in terms of its historical perspective. Prerequisite: CJ 101

CJ 213 Probation and Parole 3 CR
Teaches the application of probation, pardon and parole methods for both juveniles and adults. Analyzes the most effective methods and techniques as they apply to these services. Prerequisite: CJ 101

CJ 216 Juvenile Justice 3 CR
Includes an in-depth examination of the juvenile justice system, its history and its practices. The course also examines the nature and causes of juvenile delinquency, sociological factors that influence such behavior, typologies of juvenile offenders, and current trends in the control of such behavior. Prerequisite: CJ 101

CJ 220 Introduction to Corrections 3 CR
A general overview of the corrections system including the historical development of control of human behavior in society. Analysis of the major issues confronting corrections. Prerequisite: CJ 101

CJ 223 Interviewing and Counseling 3 CR
Practice-oriented course designed to provide the basic techniques of counseling and interviewing. Prerequisite: CJ 101

CJ 224 Women and the Criminal Justice System 3 CR
Explores the changing roles of women in the criminal justice system. The course focuses on women offenders, women victims and women criminal justice professionals. Prerequisite: CJ 101

CJ 230 Introduction to Law Enforcement 3 CR
Explores the law enforcement system in the United States. Examines police activities and their relationship to the criminal justice system. Prerequisite: CJ 101

CJ 231 Criminal Investigation 3 CR
A study of investigative techniques, sources of information and an analysis of the relationships of investigative units with other law enforcement units and agencies. Prerequisite: CJ 101

CJ 232 Police–Community Relations 3 CR
Examines various human relations issues that affect policing and police management. Also explores programs established by the police in community relations and community involvement in police policies. Prerequisite: CJ 101

CJ 235/LW 235 Law of Evidence 3 CR
An explanation and analysis of the rules of evidence. Examines court decisions concerning the rights of citizens and the rules for giving testimony and the protecting and safeguarding of evidence. Prerequisite: CJ 101

CJ 239 Police Administration and Supervision 3 CR
Examines management principles as they apply to police organizations. This course includes discussion on the organization and management of police personnel at all levels of operation, leadership styles, policy formation and the internal control of the organization. Prerequisite: CJ 101

CJ 240 Introduction to Security 3 CR
Discusses the historical, theoretical and legal bases of security, including the purpose of security in modern society, ethics and security, standards and goals for the security industry. Prerequisite: CJ 101

CJ 242 White-Collar Crime 3 CR
Examines the parameters and magnitude of white-collar crime and the literature that has been professed as explanation for it. Prerequisite: CJ 101

COLLEGE OF ARTS AND SCIENCES 115
CJ 243 Private Security Law 3 CR
Examines the relationship between the law and private security operations and criminal law principles of particular concern to security personnel. Prerequisite: CJ 101

CJ 246 Organized Crime 3 CR
Explores how organized crime is structured and how it can be controlled. The impact of organized crime on major crimes is also assessed. Prerequisite: CJ 101

CJ 247 Security Administration 3 CR
Presents an overview of security operations in both the public and private sectors. This course includes an examination of loss prevention strategies and safety and fire prevention programs. Prerequisite: CJ 101

CJ 248 Introduction to Fraud Examination 3 CR
Examines the legal elements of fraud and fraud investigation. This course also explores the methods of preventing, detecting, and deterring fraud in organizations as well as preserving the chain of custody for the court and compiling evidence for court proceedings. Prerequisite: CJ 101

CJ 250 Crisis Intervention for Public Safety Personnel 3 CR
Examines the concepts and techniques used by criminal justice practitioners in handling crisis situations. Deals with limited, on-site crisis intervention provided by those first to respond. Prerequisite: CJ 101

CJ 251 Criminal Courts and Discretion 3 CR
Examines the criminal courts as the fulcrum of the criminal justice system. Emphasis on the actual mechanics of the system and the decision making of its functionaries. Prerequisites: CJ 101 and CJ 200

CJ 252 Comparative Criminal Justice Systems 3 CR
Examines how culture, history and economics influence legal systems and the treatment of offenders in various countries. Prerequisite: CJ 101

CJ 253 Criminal Justice Ethics 3 CR
Examines the fundamentals of ethical theory, controversies and rules of moral judgment as they relate to criminal justice practitioners. Prerequisites: CJ 101 and CJ 200

CJ 254/SW 140 Perspectives on Family Violence 3 CR
Examines the effects and characteristics of family violence in today's society from the legal, medical and social perspectives. Prerequisite: CJ 101 for Criminal Justice majors

CJ 255 Constitutional Rights of Prisoners 3 CR
Examines the constitutional rights of prisoners focusing on recent Supreme Court rulings. The Eighth Amendment and its application to prisoners and prison officials are analyzed and discussed through court cases and current events. Prerequisite: CJ 101

CJ 256 Criminalistics 3 CR
An introduction to forensic science, this course examines the application of forensic science to criminal investigations as well as the techniques of the crime lab through actual and case histories. Prerequisite: CJ 101

CJ 257 Serial Killers and Profilers 3 CR
An introductory study of the topic of serial killers and criminal profiling. Analyzes both the individual and collective sociological, psychological and emotional aspects of serial killers in an effort to determine why they kill. Prerequisite: CJ 101

CJ 270 Issues and Problems in Criminal Justice 3 CR
Description and analysis of crucial issues and problems relating to selected structure and processes in the criminal justice system. Prerequisites: CJ 101 and CJ 200
CJ 299 Special Topics in Criminal Justice 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Consult the current course schedule for available topics and prerequisites. Prerequisite: CJ 101

CJ/PO/LW 352 The First Amendment 3 CR
Examines U.S. Supreme Court cases involving the freedom of religion, speech, press, assembly and petition. Attention is given to the balance between liberty and an ordered society. Prerequisite: CJ 101 for Criminal Justice majors

CJ 381 Research Methods in Criminal Justice 3 CR
Examines the methods of research and the types of data used to develop an understanding of criminal behavior and to create and change policy in the criminal justice system. Prerequisites: CJ 101, CJ 270, MA 131, CS 100

CJ 390 Internship 3–6 CR
Supervised placement in a criminal justice agency. Prerequisite: Permission of program director

English
The major in English is concerned with the attempt to communicate, both orally and in writing. A variety of courses in literature, writing, speech/communications and drama is offered to develop skills for reading analytically, writing clearly and effectively, and expressing thoughts cogently, while providing a foundation experience in a broad spectrum of literature.

Selections from the wide range of courses within the major and its five concentrations, along with related studies in other areas, will prepare the English major for graduate school, for the professions (teaching, law, medicine), for business and industry (advertising, company writing, editing, personnel relations, press relations, sales) and for the arts (acting, radio/TV, journalism and cinema).

Faculty
Jeffrey Cain, Ph.D., Associate Professor
Jane Carlin, M.A., Instructor
Patricia Conti, M.S., Instructor
David Curtis, Ph.D., Professor
Debra Danowski, Ph.D., Assistant Professor
Angela DiPace, Ph.D., Associate Professor
Carol Hampton, M.S., Instructor
Michelle C. Loris, Ph.D., Psy.D., Professor
Richard Magee, Ph.D., Assistant Professor
Robin L. McAllister, Ph.D., Associate Professor
E. Kyle Minor, M.F.A., Instructor
Robert Novotny, M.A., Instructor
Roberta L. Staples, Ph.D., Professor
Sandra Young, Ph.D., Associate Professor

Major in English
The major in English requires the completion of 39 credits and is organized to include the major core of 24 credits, plus 15 credits taken in one of five areas of concentration: Communications, English Education, Literature, Theater, or Writing.

Required Courses for All English Concentrations
EN 121/122 The British Tradition I/II
EN 131/132 American Voices I/II
EN 265 Shakespeare
EN 375 Advanced Composition
Two Literature offerings from the 200 level or above, one of which must deal with literature written prior to 1900.

Comprehensive Examination
Upon successful completion (a grade of “C” or better in each course) of the four-course sequence of EN 121, EN 122, EN 131, and EN 132, English majors are required to take and pass a comprehensive examination administered by the Department to certify their acquisition of the fundamental knowledge and skills necessary to their continuance in the major. Failure to pass the
examination necessitates a retesting at a subsequent date before advanced literature courses may be taken.

Students receiving a "D" in any one of the four courses are allowed to take the comprehensive examination. If they pass it, they will be allowed to proceed in the major but they will be required to take an additional upper-level literature course—beyond those required for the completion of the major—to make up for the course in which they earned the "D."

Students receiving a grade of "D" in two or more of the four courses or receiving a grade of "F" or "WF" in any one of them will not be permitted to take the comprehensive examination. They will need to consult with the department chair about continuing in the English major.

In certain cases the department chair may modify this policy in respect to the courses that will need to be taken to make up for the multiple failures.

**Additional Required Courses for Communications Concentration**

CA 321 Advanced Effective Communication

Four courses from the following:

CA 231 Interpersonal Communication
CA 171 Acting I
CA 261 Public Speaking
CA 270 Nonverbal Communication
CA 271 Acting II
CA 280 Oral Interpretation of Literature
CA 299 Special Topics in Oral Communication
CA 375 Theater Practicum
CA 399 Special Topics in Communications or Theater

**Additional Required Courses for English Education Concentration**

The concentration is used primarily by Education minors. Required courses:

**Elementary Education**

EN 207 History and Structure of the English Language
EN/ED 387 Children's Literature
CA 280 Oral Interpretation of Literature
Two electives in Communications or English, in consultation with academic advisor.

**Secondary Education**

EN 207 History and Structure of the English Language
MS 101 Introduction to Media Studies
EN 380 Rhetoric and Composition Pedagogy
EN 390 Literary Criticism
Elective, in consultation with academic advisor.

**Additional Required Courses for Literature Concentration**

EN 390 Studies in Literary Criticism: Special Topics
Four courses from the 200-level or higher literature offerings exclusive of courses used to fulfill the English major core requirements

Students taking a concentration in Literature are urged to elect advanced studies in related disciplines such as Fine Arts, History, Media Studies, Philosophy, Psychology and Religious Studies.

**Additional Required Courses for Theater Concentration**

CA 141 Introduction to Theater
EN 230-239 Studies in Drama (one course)

Three courses from the following:

CA 171 Acting I
CA 271 Acting II
CA 375 Theater Practicum (may be taken 3 times for credit)
CA 380 Play Directing
CA 399 Special Topics in Communication or Theater (when topic relates to theater)
Additional Required Courses for Writing Concentration
Five courses from the following:
EN 170 Journal Writing
EN 171–179 Studies in Writing: Special Topics
EN 175 Introduction to Creative Writing
EN/MS 211 Introduction to News Writing and Reporting I
EN 270–274; EN 276-279: Studies in Creative Writing
EN 275 Developing a Writing Voice
EN/MS 311 News Writing and Reporting II
EN/MS 333 Screenwriting
EN 371–379 Studies in Writing: Special Topics
EN 399 Independent Study/Internship

Minor in English
The minor in English requires the completion of 18 credits in one of four following areas of concentration: Communications, Literature, Theater and Writing.

Required Courses for Communications Minor
CA 321 Advanced Effective Communication
Plus five other Communications courses, excluding CA 101, CA 115, CA 215, CA 221.

Required Courses for Literature Minor
Two courses in British literature, one course in American literature and three courses in Literature at the 200 level or above. EN 121, EN 122, EN 131, and EN 132 will not fulfill minor requirements.

Required Courses for Theater Minor
CA 141 Introduction to Theater
EN 265 Shakespeare
EN 230-239 Studies in Drama: Special Topics (one course)
Three courses from the following:
CA 171 Acting I
CA 271 Acting II
CA 375 Theater Practicum (may be taken 3 times for credit)
CA 380 Play Directing
CA 399 Special Topics in Communication or Theater (when topic relates to theater)

Required Courses for Writing Minor
EN 375 Advanced Composition
Four courses in Writing and one course in Literature at the 200 level or above

Associate in Arts General Studies
Emphasis Requirements (15 credits)
One British literature course, one American literature course and three English electives. EN 121, EN 122, EN 131, EN 132 will not fulfill the AA requirements.

Course Descriptions
Note: Students must complete the Sacred Heart University English Placement Proficiency Exam before they are allowed to register for English courses. Placement is based on a combination of high school GPAs, decile, rank, SAT and AP scores as well as on the three-part English Placement Proficiency Exam. The University's objective is to place every student in the appropriate English proficiency level in order to maximize student achievement and success.

Once placement has been determined, the student is obliged to accept his or her placement and course sequence. The University deems this policy crucial in meeting the needs of the student and his or her success in college.

Additional testing is required for students identified for English as a Second Language (ESL) placement.

EN 101 Approaches to Literature 3 CR
An introduction to the experience of literature,
including fiction, poetry and drama. Introduces critical techniques, critical and technical vocabulary and a broad spectrum of critical approaches. It also requires written work and introduces research tools specific to literature. This is not a required course for English majors. **Prerequisite:** EN 110

**EN 108 Reading in an Academic Environment** 3 CR
Focus is on developing reading skills appropriate to University study. Students learn to analyze structure in a piece of writing, find and articulate themes, and establish criteria for critical evaluation of an argument or thesis. Placement is by the department.

**EN 109 Introduction to Rhetoric** 3 CR
Introduces the student to rhetorical strategies and techniques for clear and effective writing. Stresses the recursive nature of writing, encouraging students to think of writing as a means to generate thinking and enhance learning as well as to communicate. English Placement/Proficiency Exam required. Students must pass this course with a C or better.

**EN 110 Academic Writing** 3 CR
This course introduces students to the rhetorical strategies and techniques necessary for clear and effective college-level writing. Students study and practice academic discourse, including research techniques. The course emphasizes essay organization and development, analysis, argument, documentation and critical evaluation of academic writing. **Placement by department testing**

**EN 121 The British Tradition I** 3 CR
From Beowulf to the Augustans, from Anglo-Saxon runes to Restoration comedy, this course features writings by Chaucer, Spenser, Shakespeare and Milton. Sophomore level, for English majors. Does not satisfy Area B1 Literature requirement.

**EN 122 The British Tradition II** 3 CR
From the Age of Reason to the Age of Anxiety. Course highlights romantic writers like Wordsworth and Keats, Victorians like Dickens and Arnold, modernists like Joyce and Woolf. Sophomore level, for English majors. Does not satisfy Area B1 literature requirement. **Prerequisite:** EN 121

**EN 131 American Voices I** 3 CR

**EN 132 American Voices II** 3 CR
Success and failure, triumph and tragedy. From the Gilded Age to the America of giant corporations and global supremacy. Writings of Twain, Dickinson, James, Hemingway, Morrison, Frost and Eliot are examined. Sophomore level, for English majors. Does not satisfy Area B1 literature requirement. **Prerequisite:** EN 131

**EN 170 Journal Writing** 3 CR
A series of in-class private writing exercises aimed at self-discovery and tapping resources of creative energy. Class trips serve as the basis for descriptive journal writing exercises that stress description, narration, exposition and the editing process. **Prerequisite:** EN 110

**EN 171–179 Studies in Writing: Special Topics** 3 CR
A series of courses designed to meet the multitude of writing needs demonstrated by students in a variety of majors. Course topics include writing poetry, short story, fiction and nonfiction, freelance writing, corporate writing, journalism, etc. Advanced-level courses are offered under EN 371–379. **Prerequisite:** EN 110

**EN 175 Introduction to Creative Writing** 3 CR
Introduction to writing in three major forms of fiction: poetry, the short story and drama. Includes
daily writing assignments with attention to the creative preferences of the individual student. Workshop atmosphere allows peer interaction and frequent student/instructor consultation. **Prerequisite:** EN 110

**EN 201 Masterpieces in Literature** 3 CR

Designed for students at the Sophomore level. Description varies each time it is offered. **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN 207 History and Structure of the English Language** 3 CR

A survey of the major changes in structure, vocabulary and uses of the language from the earliest times to the present. Explores important findings of modern linguistic scholarship. Required for secondary education. **Prerequisite:** EN 110

**EN/MS 211-311 News Writing and Reporting I and II** 3 CR each

An introduction to basic news writing and journalistic reporting principles. Concepts of journalism provide a format for analysis of the news media and responsibilities of a journalist in today's society. Workshop sessions attempt to utilize the concepts in practical work. **Prerequisites:** For EN/MS 211: EN 110 and MS 101; for EN/MS 311: EN/MS 211

**EN 220 Introduction to Women's Studies** 3 CR

An interdisciplinary course introducing feminist theory and practice. Course examines gender as an organizing force in our society and culture, in our language and literature, in our sense of self and in our personal relationships.

**EN 225 Shakespeare's Sisters: Women Writers from the Middle Ages to the Present** 3 CR

Literature written by women and examined through the lens of feminist literary theory. Some of the writers highlighted are Woolf, Morrison, Naylor, Bronte, Rosseti and Eliot. **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN 230–239 Studies in Drama: Special Topics** 3 CR

The focus and content of the course vary each semester but a given semester may involve itself with a study of American drama or modern drama (1850–present), Theater of the Absurd, classical Greek drama, comedy, tragedy, Elizabethan/Jacobean drama, period courses or a specific dramatist theme. The course studies plays as literature meant for stage production. **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN 250 Studies in Literature in a New Land** 3 CR

Focuses on Colonial American Writing: 1620–1800. Bradford, Edwards, Taylor and Franklin are studied. **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN 255 Studies in Early American Black Literature** 3 CR

African-American literature from 1790 to 1900, including the slave narratives, the mockingbird school and folk poetry. **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN 256 Studies in The American Renaissance** 3 CR

A study of transcendentalists, Hawthorne, Melville, Poe. **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN 257 Studies in Dickinson to Eliot** 3 CR

Reveals much about America's "Gilded Age" and America's emergence into the modern world with its writers of the wasteland, the "lost generation." **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN 258 Studies in Faulkner to Present** 3 CR

Modern American literature in content and technique reflects 20th-century preoccupation with
loss of faith, the rise of individual consciousness and the dilemma of radical alienation in an increasingly fragmented society. Prerequisites: EN 101, or EN 122 and EN 13 for English majors

†EN 265 Shakespeare 3 CR
Explores a wide variety of plays from a literary as well as a theatrical perspective, with emphasis on Shakespeare's development as a dramatist and the relationship of his plays to their historical and cultural context. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

EN 270-274; 276-279 Studies in Creative Writing 3 CR
These writing courses build upon techniques developed in EN 175, Introduction to Creative Writing. Areas might include the writing of poetry and particular poetic forms, the short story, the novel, drama and the literary essay. Prerequisite: EN 175, or permission of the department chair

EN 275 Developing a Writing Voice 3 CR
From the colloquial to the informal to the formal, this course examines the development of writing voice and explores the stylistic and rhetorical choices writers make to communicate meaning and knowledge. Prerequisite: EN 110

†EN 280-289 Studies in World Literature: Special Topics 3 CR
Course description varies each time the course is offered. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

EN 299 Special Topics in English 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses cover timely topics. An experimental alternative to existing courses. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics.

†EN 310 Studies in British Literature to 1605 3 CR
Major works of British poetry and prose, beginning with Old English and Beowulf and expanding through the literature of the Middle Ages with special emphasis on Chaucer and Elizabethan poets. Some drama, exclusive of Shakespeare, is included. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

†EN 312 Studies in Seventeenth-Century British Literature 3 CR
Examines the works of Jonson, Donne, Herbert, Marvell, some of the lesser-known Metaphysical and Cavalier poets and Milton. Prose writings of Browne, Burton and Bunyan are also studied. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

†EN 313 Studies in Restoration and Eighteenth-Century British Literature 3 CR
Dryden, Pope, Swift and Johnson are read, as well as Restoration dramatists (Congreve, Etherege, Wycherely) and early novelists (Defoe, Richardson, Fielding). Prerequisites: EN 101, or EN 122 and EN 132 for English majors

†EN 314 Studies in the Romantic Period in British Literature 3 CR
Emphasis on the literature written during and immediately after the French Revolution and England's ensuing war with France. The relationship between the individual and political, social and intellectual environments is studied. Blake, Wordsworth, Shelley and Keats are read. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

†EN 315 Studies in the Victorian Period in British Literature 3 CR
Explores the literature of Tennyson, Browning, Arnold, Dickens, Eliot, Newman, Ruskin, Pater, Swinburne and others. Focuses on major writers of the period (1830–1901) beginning with the
poetry and concluding with studies in the Victorian novel. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

EN 316 Studies in Twentieth-Century British Literature 3 CR
Addresses modernism as it is shaped and constructed in the classic texts of Conrad, Woolf, Yeats, Joyce, Lawrence and others. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

EN 320–329 Studies in Poetry: Special Topics 3 CR
Course description varies each time the course is offered. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

EN/MS 333 Screenwriting 3 CR
An introduction to writing for fiction and nonfiction film and television. Topics include basic dramatic theory, narrative structure, characterization, dialogue, adaptation and the unique demands of the audiovisual media, as well as pragmatic matters of format and the marketplace. Prerequisite: EN 110 and MS 101

EN 340–359 Studies in Fiction: Special Topics 3 CR
Course description varies each time the course is offered. Prerequisites: EN 101, or EN 122 and EN 132 for English majors

EN/MS 370 Newspaper Publication 3 CR
Introduction to newspaper publication provides editing and publications practice. Emphasis on copy selection, copy editing, story placement, headline writing, use of art, page layout, copy fitting and use of stylebooks. In addition, issues affecting newspaper production are discussed including libel, production economics and legal restrictions such as copyright and First Amendment rights. Prerequisite: EN/MS 211 or permission of instructor

EN 371–379 Studies in Writing: Special Topics 3 CR
A series of courses designed to meet the multitude of advanced writing needs demonstrated by students in a variety of majors. Course topics include nonfiction writing, freelance writing, corporate writing, journalism, etc. Prerequisite: EN 110 or permission of instructor

EN 374 Studies in Writing: Nature Writing 3 CR
This course explores the connections between our natural environment and the diverse ways we communicate our ideas, perceptions and feelings about that environment. Writers work to discover a rhetorical stance and voice that effectively evokes the natural world in prose. Prerequisite: EN 110

EN 375 Advanced Composition 3 CR
Explores writing strategies beyond the introductory level. Stresses refining style, finding a voice, determining an audience and discovering the rhetorical strategies appropriate for particular genres. This course is a workshop; students write and revise in class. Prerequisite: EN 110

EN 376 Freelance Writing: Writing for Magazines 3 CR
This course requires students to write, revise, and submit feature and news articles for publication. Designed to provide basic audience and journalistic theory, this course allows students to research magazine focus and audience as well as submit articles to professional magazines. Prerequisite: EN 110

EN 380 Rhetoric and Composition Pedagogy 3 CR
This course is designed for students who will be teaching writing in a secondary educational environment. The course demonstrates how research, scholarship, and theory can inform the teaching of writing. Prerequisite: EN 110

EN 384–385 Studies in Black Literature: Special Topics 3 CR
A detailed study of such Black authors as Hughes, Wright, Ellison, Brooks, Baldwin, Baraka and
others with attention to selected themes in four
genres. **Prerequisites:** EN 101 or EN 122 and EN 132 for English majors

**EN 386 Studies in Black Writers in America** 3 CR
A consideration of Black writers from Dunbar and Chesnutt to the present. Study of Harlem Renaissance writers, including Wright, Ellison, Hayden, Brooks, Tolson, Baldwin, Baraka and the Black arts movement. Emphasis on the relation of the works to traditional images of Blacks in America and to themes found in American literature as a whole. **Prerequisites:** EN 101, or EN 122 and EN 132 for English majors

**EN/ED 387 Children's Literature** 3 CR
A survey of children's literature, including an introduction to the mythology and folklore of the world. Attention given to techniques of motivating children to enjoy stories. Required for all elementary education students and for English majors concentrating in elementary education. Will not satisfy area B-1 Literature requirement. **Prerequisites:** EN 101 or EN 122 and EN 132 for English majors

**EN 390 Studies in Literary Criticism: Special Topics** 3 CR
Course description each time course is offered. **Prerequisite:** EN 101 or permission of the department chairperson

**EN 391 British Literature Seminar** 3 CR
Studies the works of and criticism written on a single British author. Limited enrollment. **Prerequisite:** Permission of the department chairperson

**EN 392 American Literature Seminar** 3 CR
Studies the works of and criticism written on a single American author. Limited enrollment. **Prerequisite:** Permission of the department chairperson

**EN 398 Senior Seminar** 3 CR
Open to qualified seniors by invitation of the Department of English. Course enables students to synthesize their understanding of English and American literature through the study of selected problems in literature and literary criticism.

**EN 399 Independent Study** 1–3 CR
Work on a special topic to be arranged with an instructor who will direct this work. Permission of the department chairperson is granted to qualified English majors on the basis of a written prospectus. By special arrangement.

**English as a Second Language**

**EF 009-010 Intensive English as a Second Language I, II** Non-credit
The beginning and high-beginning levels of English as a Second Language, these are intensive, eight-week courses. Basic oral and written communication skills in English are developed through proven methods of language instruction and the use of video, audio, short stories, computer software and the Internet. Work in the multimedia language lab is required. Placement by the director of ESL.

**EF 011 Intensive English as a Second Language III** 4 CR
The low-intermediate level of English as a Second Language, this is an intensive eight-week course. Students participate in pair, small and large group activities. In addition, they attend some University lectures. Written work is at the multiparagraph level, leading to the publication of a newsletter. Materials used include mini-lectures on tape, authentic popular literature, news articles and broadcasts, computer software and the Internet. Work in the multimedia language lab is required. Placement by the director of ESL.

**EF 012 English as a Second Language IV** 4 CR
The intermediate level of English as a Second Language, this semester course further refines reading, writing, listening and speaking skills in English through the use of authentic literature,
writing, computer software and the Internet. Written work focuses on paragraph development, as students learn to become proficient in the writing of academic essays. Work in the multimedia language lab is required. Placement by the director of ESL.

**EF 151-152 English as a Second Language V, VI** 3 CR

The high-intermediate and advanced levels in English as a Second Language, these courses are designed to strengthen the student's academic reading and writing skills. Focus is on writing the well-developed essay with stress placed on the appropriate elements of grammar, syntax, vocabulary development and strategies for reading college-level texts. Oral and aural skills are emphasized. Work in the multimedia language lab is required. Placement by the director of ESL.

**Environmental Science**

The Environmental Science program focuses on the interaction among the aquatic, atmospheric, terrestrial, living and anthropological environments. The students in this program explore the human impact on the environment and how to deal with it. The curriculum of the program is interdisciplinary. It draws from the basic science disciplines of chemistry, biology, physics, math and sociology. These basic science disciplines are then integrated within the environmental science discipline. Such integration is necessary to describe the interaction between various components of the environment and to create a solid Environmental Science program that provides the students with comprehensive undergraduate training.

Because of the nature of the environmental problems, the curriculum emphasizes a practical approach in order to teach the students how to deal with environmental issues. The practical curriculum includes hands-on laboratory experiments, field testing and measurements, field trips and dynamic interaction with industries and regulating agencies via seminars and internship programs. The program is an advocate of sustainable development, quality of life for all based on renewable resources, equitable sharing of benefits and life in harmony with nature. Students are urged to become involved leaders individually and collectively and to work positively to protect and improve our local and global environment.

**Faculty**

Eid A. Alkhateeb, Ph.D., Associate Professor, Director of the Program

**Supporting Faculty, Chemistry**

Linda Farber, Ph.D., Assistant Professor
Dhia A. Habboush, Ph.D., Professor
Penny A. Snetsinger, Ph.D., Associate Professor

**Supporting Faculty, Biology**

Kirk Bartholomew, Ph.D., Assistant Professor
Mark Beekey, Ph.D., Assistant Professor
Suzanne Deschenes, Ph.D., Assistant Professor
Mark Jareb, Ph.D., Assistant Professor
Jennifer Mattei, Ph.D., Associate Professor
Barbara Pierce, Ph.D., Assistant Professor

**Supporting Faculty, Physics**

Marina Slamet, Ph.D., Associate Professor

**Laboratories**

There are currently six equipped chemistry labs, five biology labs, a physics lab and an environmental lab serving the needs of the program. Many of the state-of-the-art instruments are available to environmental science students such as GC/MS, FTIR Spectrometer, Ultraviolet/Visible Spectrophotometer, infrared Spectrophotometer, Graphite Furnace Atomic Absorption Spectrometer, Ion Chromatograph and other field sampling and testing equipment.

**Major in Environmental Science**

This curriculum for the Environmental Science degree requires the completion of 40 credits in basic sciences and 18 credits in environmental science.
Required Environmental Science Courses

BI 111 Concepts of Biology I
BI 112 Concepts of Biology II
BI 113 Concepts of Biology I Laboratory
BI 114 Concepts of Biology II Laboratory
BI 350 Ecology
CH 151 General Chemistry I
CH 152 General Chemistry II
CH 153 General Chemistry I Laboratory
CH 154 General Chemistry II Laboratory
EV 221 Introduction to Environmental Science
EV 223 Environmental Science Laboratory
EV 331 Water and Wastewater Treatment Systems
EV 332 Environmental Sampling and Analysis
EV 333 Environmental Sampling and Analysis Lab
EV 338 Toxicology
EV 342 Senior Environmental Seminar

Five credits of elective Environmental Science courses from: EV 334 Environmental Hydrogeology, EV 335 Air Pollution, EV 337 Environmental Regulation, EV 341 Environmental Research Project.

Required Supporting Courses

CH 221 Organic Chemistry I
CH 223 Organic Chemistry Laboratory I

Twelve credits of elective Basic Science courses

Additional required courses, including MA 131 (Statistics for Decision Making), MA 151 (Introductory Calculus), PY 111, PY 112, PY 113, PY 114 (General Physics I and II lecture and lab), EC 201 or EC 202 (Principles of Economics I or II) and PO 121 (Introduction to American Government) or PO 212 (American State and Local Government and CS 100 (Introduction to Information Technology) may be met through the core curriculum.

Course Descriptions

EV 221 Introduction to Environmental Science 2 CR
Overview of global and local environmental concerns. Emphasis on the human environment and the impact of human life upon it. Topics discussed include ecosystems, energy, resources and pollution control. *Prerequisite:* Permission of program director; *corequisite:* EV 223

EV 223 Environmental Science Laboratory 1 CR
Covers general laboratory and field experiments designed for evaluating environmental quality parameters in water, air and soil. *Corequisite:* EV 221

EV 331 Water and Wastewater Treatment Systems 3 CR
Explores the development of water quality standards. Discusses the concepts and design of physical, chemical and biological treatment processes and their application to water and wastewater purification systems. *Prerequisites:* EV 221/223, CH 152 and MA 151

EV 332 Environmental Sampling and Analysis 2 CR
Discusses methods and protocols of environmental sampling and analysis in water, air and biological matrices. Addresses EPA quality assurance and quality control plans. *Prerequisites:* EV 221, CH 152; *corequisite:* EV 333

EV 333 Environmental Sampling and Analysis Laboratory 2 CR
Provides laboratory and fieldwork, including sampling of surface water and groundwater, chemical and biological analyses of water, monitoring techniques, wastewater effluent control and detection of hazardous contaminants. *Corequisite:* EV 332

EV 334 Environmental Hydrogeology 3 CR
Emphasizes concepts related to water resource management, including hydrologic cycle, water
budget, hydrologic measurements and monitoring, surface hydrology, groundwater hydrology, hydrologic modeling and groundwater pollution. 

Prerequisites: EV 221/223 and MA 151

EV 335 Air Pollution 3 CR
Explores the sources and characteristics of urban-industrial air pollution, allowable concentrations and control of air pollution, stack emissions, chemical supplements in air pollution control, diffusion of pollutants, site selection and abatement programs. Prerequisite: EV 221/223

EV 336 Waste Disposal and Management 3 CR
Explores the types, sources, treatment and disposal of hazardous and solid wastes; conservation and reuse of material; economics of waste treatment, disposal and reuse. Prerequisite: EV 221/223

EV 337 Environmental Regulations 2 CR
Focuses on the administration agencies that promote environmental, health and safety goals at all levels of government. Discusses environmental regulations dealing with air, water and soil pollution such as the Clean Water Act (CWA), the Clean Air Act (CAA), and the Resource Conservation and Recovery Act (RCRA). Prerequisite: EV 221/223

EV 338 Toxicology 2 CR
Investigates the effects and interaction of toxic chemical species on organisms and biological tissues. Also explores various toxic test methods and risk assessment. Prerequisites: EV 221/223 and CH 152

EV 341 Environmental Research Project/Internship 1–3 CR
Advanced work on a special subject in the area of environmental science. The student selects a particular subject area in consultation with a supervising faculty member. Prerequisite: Junior or Senior standing

EV 342 Environmental Seminar 1 CR
Series of presentations on current environmental research and issues. Speakers from environmental agencies, industries and faculty. A final oral presentation on a selected environmental topic is required from each student. Prerequisite: Junior standing or permission

**European Studies**

**European Studies Minor**

The multidisciplinary European Studies minor allows students to concentrate on a broad study of Europe in all its dimensions: history, politics and government, business, economics, language and literature. The focus of this minor will be on contemporary, 20th-century Europe. The minor will require 18 credit hours, with at least 3 credits from four areas:

- Political Science
- History
- Economics or International Business
- Language or Literature

The courses listed below qualify for the above requirements:

- BU/IB 203 Intercultural Management
- BU/IB 278 Principles of International Business
- EC 322 International Economics
- EC 325 European Economic Community
- EC 342 European Economic Development
- EN 316 Studies in Twentieth-Century British Literature
- FR 280 French Civilization and Culture
- FR 353–359 Topics in French/Francophone Film
- FR 363–369 Topics in French/Francophone Culture
- FR 373–379 Topics in French/Francophone Literature
- HI 214 French Revolution and Napoleon
- HI 218 Modern France
- IT 280 Italian Civilization and Culture
- IT 353–359 Topics in Italian Film
- IT 363–369 Topics in Italian Culture
- IT 373–379 Topics in Italian Literature
- PO 302 Development of Modern Political Theory
- PO 303 Modern Political Ideologies
PO 311 Comparative Western European Politics  
PO/EC 313 The Politics of European Integration  
PO 341 International Law  
SP 280 Hispanic Civilization and Culture: Spain  

**Language**  
It is strongly advised that students follow the BA degree with the requirements of a modern foreign language. A sufficient understanding of foreign languages is an important aspect of this program. Therefore, three credit hours in language will only be accepted after completion of introductory-level courses.

**Global Studies**  

**Global Studies Minor**  
The interdisciplinary 18-credit minor in global studies is designed to prepare students for a rapidly changing, increasingly complex and global interdependent world. The Internet, multinational corporate power, international trade and international peacekeeping commitments, political and economic organizations of global magnitude, as well as the migration and integration of population groups from diverse religious, cultural and ethnic backgrounds, are clear indicators of a planet in a state of dramatic transition. Economics, politics and more generally the people of this world are becoming closely linked and interconnected. Sacred Heart's Global Studies minor is therefore a timely practical response to the unpredictable, but exciting, challenges of the 21st century.

**Requirements**  
Students who minor in Global Studies must complete 18 credits, including a mandatory 3-credit course GS 150: World Geography. The remaining 15 credits are distributed over at least three of the five clusters, with no more than 6 credits per cluster.  
Students who minor in Global Studies should pursue the BA degree in the interest of obtaining proficiency in a foreign language.

**Groupings and Coursework**  

**GS 150 World Geography**  

**Anthropology/ Sociology, Social Work, Criminal Justice**  
AN 102 Cultural Anthropology  
AN 201 World Anthropology  
SO 239 Diversity and Oppression in Contemporary Society  
SO 254 Society and Economic Change  
SO 355 Changing Human Populations  
CJ 252 Comparative Criminal Justice Systems  

**History**  
HI 207 History of Latin America to 1826  
HI 208 History of Latin America Since 1826  
HI 212 Twentieth-Century Latin America  
HI 218 Modern France  
HI 236 History of the Arab World I From Muhammad-Ottoman Empire  
HI 238 The Modern Arab World  
HI 283 The History of Modern China to 1921  
HI 285 China in Revolution  
HI 300 The Vietnam War  

**Political Science**  
PO 122 Introduction to International Relations  
PO 240 War  
PO 241 Peace  
PO 242 International Organizations  
PO 243 Terrorism  
PO 311 Comparative Western European Politics  
PO 312 Comparative Eastern European Politics  
PO 313 The Politics of European Integration  
PO 314 Middle East Politics  
PO 315 Latin American Politics  
PO 316 South Asian Politics  
PO 317 African Politics  
PO 341 International Law
Religious Studies
RS 213 Comparative Religion
RS 214 Introduction to Eastern Religions
RS 215 Introduction to Islam
RS 216 Celtic Religious Tradition
RS 217 Introduction to Western Religions
RS 219 Women in World Religions

International Business/Business Economics
BU/IB 233 International Business Law
BU/IB 278 Principles of International Business
BU 375 E-Commerce
MK/IB 264 International Marketing
EC 322 International Economics
EC 342 European Economic Integration
FN/IB 316 International Financial Management

Course Description
GS 150 World Geography 3CR
Surveys the wide spectrum of topics that comprise modern physical and cultural geography. Topics include earth/sun relationships, atmosphere, landforms, hydrology, biosphere and energy flow. Also, population, culture, religion, politics, economics, agriculture and industrial/urbanization. Overview concepts include mapping, regions, and environmental issues.

History
The History degree opens doors to many career possibilities. Although teaching has been a frequent goal in the past, the History major provides excellent preparation for a career in law, politics, business, government, journalism, foreign service, curatorship or many other fields. The analytical ability to think and solve problems and the breadth of knowledge that a major in History imparts are qualities sought in today's world.

The student of history not only acquires knowledge, but also skills in research, analysis, judgment of evidence and the organization and expression of ideas.

Faculty
R. Bryan Bademan, Ph.D., Assistant Professor
Thomas D. Curran, Ph.D., Associate Professor
Jennifer McLaughlin, M.A., Instructor
John B. Roney, Ph.D., Professor
Paul Siff, Ph.D., Associate Professor

Major in History
A major in History requires the completion of 33 credits.

Required Courses
HI 121 United States History to 1865
HI 122 United States History since 1865
HI 201 Historical Method and Criticism
HI 398 Senior Seminar
Seven history electives, including at least one in each of the following areas: Europe, Latin America and East Asia

Minor in History
A minor in History requires the completion of the following 18 credits:

Required Courses
HI 121 United States History to 1865
HI 122 United States History since 1865
Four History electives, including one in each of the following areas: Europe, Latin America and East Asia
See also Minors in European Studies, Global Studies and Latin America.

Associate in Arts General Studies
Emphasis Requirements (15 credits)
HI 121 United States History to 1865
HI 122 United States History since 1865
Three History electives including one in each of the following areas: Europe, the Far East and Latin America.
Course Descriptions

HI 101 Civilizations 3 CR
Brings the student into contact with the complexities of human history through a study of various topics and themes selected from major civilizations. The approaches utilized vary from a consideration of political structures to the examination of art, literature and popular culture.

HI 121 United States History to 1865 3 CR
Examines American development from the period of exploration to the conclusion of the Civil War. Major themes include colonial society, the Revolution, 19th-century expansion and economic growth, slavery and the War for the Union.

HI 122 United States History since 1865 3 CR
Analyzes United States development from Reconstruction to the present, examining major social, political, economic and foreign policy developments and their impact on American life.

HI 128 History of American Business Enterprise 3 CR
Examines the development of business enterprise in America. Topics include the entrepreneur, rise of business specialization, the corporate form and "big" business, innovations in management and marketing, interplay of business enterprises and other aspects of American society.

HI 129 History of Sport in America 3 CR
Examines the development of major spectator sports in America from their fragmentary, localized beginnings to their highly organized and enormously powerful present condition.

HI 201 Historical Method and Criticism 3 CR
An introduction to the history of historical thinking and writing, the contemporary field of historical methods and theories and the research tools and skills necessary for the study of history and the writing of papers and essays.

HI 207 History of Latin America to 1826 3 CR
Examines the Spanish and Portuguese conquest and empire building, culture and society during the colonial age and the disintegration of the empires by 1826.

HI 208 History of Latin America since 1826 3 CR
Examines the historical development of Latin America beginning with the wars of independence to the end of the 20th century. Topics include Latin America and the world economy, 20th-century revolutions, the emergence of mass politics, the changing role of religion and foreign nations.

HI 209 The U.S. and Latin America through History 3 CR
Traces the connections between the two regions from the colonial period to the present. Topics covered include political, economic and diplomatic relations, border conflicts, immigration; and questions of identity.

HI 210 Central American Conflicts 3 CR
Examines problems in the historical development of Central America in the 20th century, including ideological and military conflicts, underdevelopment and dependency, challenges faced by indigenous people, options for change offered by the left neo-liberalism and the Catholic Church.

HI 211 Discovery and Conquest, 1492–1598 3 CR
Examines the major themes of the Spanish conquest and colonization of the Americas from Columbus's discovery of the New World in 1492 to the death of Philip II in 1598. Topics include Spanish and Indian worldviews, biological and demographic consequences of contact, development of a conquest culture in the Americas and the role of missionaries and conquistadors.
†HI 212 Twentieth-Century Latin America 3 CR
An in-depth study of the changes in Latin America during the 20th century. Examines the major issues from the Mexican Revolution of 1910 to the Cuban Revolution of 1959 as well as current problems. Topics include dependency, Marxism, Peronism, and social and political change in the region.

†HI 214 French Revolution and Napoleon 3 CR
Traces the path of the French Revolution from its origins through each of its political phases from 1789 to 1799. It culminates with the rise of Napoleon Bonaparte, his achievements and failures and the end of the empire in 1815.

†HI 216 Princes to Peasants 3 CR
A survey of European social history from the 14th century to the late 19th century. Emphasis on the household and family, gender, social class and rank, the body and death and material and daily life.

†HI 218 Modern France 3 CR
Follows the political, economic and religious developments from 1789 to the 1960s. It examines the last monarchy under Louis Philippe, the rise of democracy by 1848 and numerous political factions and World War I and II, culminating in the person of Charles de Gaulle. Attention is given to continuity and change to understand the character of France.

†HI 221 American Colonial History 3 CR
Explores the cultural, social and political history of the British North American colonies from the eve of the first contact of indigenous and colonizing cultures to the eve of the American Revolution (roughly 1492–1763).

†HI 222 Freedom in American History 3 CR
Examines the history of freedom in America as a contested ideal. Treatment of blacks in slavery and the political rights of women are among the topics covered.

†HI 225 African-American History 3 CR
Examines the forced migration of Africans to America, the condition and nature of slavery, abolitionism, emancipation, twilight zone of freedom, growth of civil rights and Black Power movements.

†HI 228 The Immigrant Experience 3 CR
A comparative, historical study of American immigration focusing on motives for immigration, patterns of settlement, adjustment and subsequent generational experience of successive immigrant groups.

†HI 230 The Civil War 3 CR
Examines an epic and transformative period in U.S. history from a multidimensional perspective. The clash of arms, military and civilian leaders, lives of ordinary soldiers and civilians, politics and economies of the Union and Confederacy, and “new birth of freedom” that ended slavery are reviewed and discussed.

†HI 231 The Cold War and American Society 3 CR
Explores the roots and development of the Cold War between the United States and U.S.S.R. (1946–91); its impact on American social, political, economic and cultural values and practices; and some of its long-term consequences for the nation’s society and place in the world.

†HI 236 History of the Arab World I: From Muhammad—Ottoman Empire 3 CR
A study of the rise of Islam and the emergence of the Arabs as a world power. Discussion focuses on the achievements of Muhammad, the institution of the caliphate, Umayyad and Abbasid empires, Crusades and decline of Arab influence in the Near East under the pressure of Turkish expansion.

†HI 238 The Modern Arab World 3 CR
This course begins with the breakup of the
Ottoman Empire and delineates the rise of the Arab states in recent times.

†HI 252 Medieval Europe 3 CR
Topics include Feudalism and Christendom, Islam and the Crusades, the Carolingian Empire and the rise of national states. Important elements include art and architecture, cosmology and alchemy, hierarchy, the rise of the early Renaissance, as well as different types of work and “callings.”

†HI 254 The Renaissance and Reformation 3 CR
A study of the transition from medieval to modern society through investigation of political, social, economic, religious and cultural factors involved in the change.

†HI 276 The Rise of Modern Science 3 CR
Starting with their origins in the Scientific Revolution of the 16th century, this course presents the major scientific developments in Western life and their impact on society. Topics include the Copernican Universe, Darwinian biology and several major scientific advancements in the 20th century.

†HI 277 The New Deal Transformation 3 CR
This course examines the transformative changes in American government and society created during the New Deal administration of President Franklin D. Roosevelt.

†HI 281 Introduction to the Civilization of East Asia 3 CR
An overview of the history of China and Japan from prehistoric times to the late traditional period (approximately 1800). Intended to enhance students’ appreciation of the uniqueness and coherence of these two ancient civilizations.

†HI 283 The History of Modern China 3 CR
Presents the history of modern China from approximately 1800 to 1920 emphasizing the decay of traditional culture and the Chinese response to the West.

†HI 285 China in Revolution 3 CR
Examines the history of 20th-century China focusing on the rise to power of the Chinese Communist Party and its efforts to transform China into a modern nation.

†HI 287 The Holocaust 3 CR
Explores man’s inhumanity to man as exemplified by the Nazi murder of two-thirds of European Jewry. Historical, psychological, sociological and literary themes; prejudice in general and anti-Semitism in particular are studied and followed by an inquiry into the Nazi years.

†HI 299 Special Topics in History 3 CR
Designates new or occasional courses that may or may not become part of the department’s permanent offerings. Courses capitalize on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student’s transcript. Consult the current course schedule for available topics.

†HI 300 The Vietnam War 3 CR
A survey of the war in Vietnam emphasizing the colonial origins of the conflict, United States and Vietnamese strategies and the causes of the American defeat.

†HI 322 U.S. Foreign Policy 3 CR
Evolution and expansion of American foreign policy from the Revolutionary period to the present. Analyzes the aims of foreign policy, influences upon it and its impact on the nation’s domestic politics.

†HI 391 Internship Program 3–6 CR
Offers qualified students supervised field experience in an area allied with their own interests. Internships are arranged in advance of the semester they are to be taken. Prerequisite: Permission of the instructor.

HI 398 Senior Seminar 3 CR
Students are exposed to the experience of
researching, writing and defending a major historical project. Permits students to learn, on a one-to-one basis with a project director, the importance of critical analysis and writing within the disciplines of history.

†HI 399 Independent Study 1–3 CR
Directed study of a specific, well-defined topic, by special arrangement with an instructor and with the prior approval of the department chairperson.

Latin American Studies

Latin American Studies Minor
In keeping with students' interest in global and multicultural issues, Sacred Heart University offers an interdisciplinary minor in Latin American Studies. The minor should be particularly attractive to students majoring in Economics, History, Political Science, Business and International Business and Spanish. This minor is also of benefit to students who wish to apply to a graduate program in Latin American Studies or who wish to enhance their prospects in the job market by linking a disciplinary major with a regional specialization.

Requirements
Requirements include six courses, three of which must be from three different disciplines selected from approved courses in Anthropology, Economics, English, History, Music, Political Science and Spanish. Students must demonstrate competency in Spanish or Portuguese at the intermediate level.

Economics
EC 323 Economic Stabilization Programs in Latin America

Fine Arts
MU 114 Latin American and Caribbean Music

History
HI 207 History of Latin America to 1826
HI 208 History of Latin America from 1826
HI 209 The U.S. and Latin America Through History
HI 210 Central American Conflicts
HI 212 Twentieth Century Latin America

Political Science
PO 315 Latin American Politics

Spanish
SP 281 Hispanic Civilization and Culture: Spanish America
SP 283 The Hispanic Caribbean
SP 315-320 Contemporary Issues
SP 363-369 Advanced Topics in Spanish-America Literature

Mathematics
The primary objective of the Mathematics program is to provide an appropriate mathematical background to all University students, focusing on the ability to think critically and solve problems through oral and written communication, in order to foster quantitative literacy.

In addition, the Mathematics program is designed to:
1. Provide Mathematics majors with the basic undergraduate mathematical knowledge necessary for graduate studies, a teaching career or a variety of statistical or business careers.
2. Provide Science and professional majors with the mathematical and statistical background for their fields and highlight the wide applicability of mathematics.
3. Provide Business majors with a foundation in finite mathematics and calculus and illustrate the relevance of mathematics to increasing complexities of the business world.
4. Provide Liberal Arts majors with an introduction to mathematical ideas and promote an
appreciation and understanding of the important role of mathematics.
The strengths of the department include small class sizes in developmental and major courses, emphasis on student/faculty interaction and classroom instruction utilizing relevant software and technology.
Sacred Heart University is an institutional member of the Mathematical Association of America, as well as the American Mathematical Society.

**Faculty**
Rosemary M. Danaher, M.B.A., *Instructor*
Hema Gopalakrishnan, Ph.D., *Assistant Professor*
George Goss, M.A., *Instructor*
Kathleen O. Kingston, Ph.D., *Assistant Professor*
Rose Marie B. Kink, M.A., *Assistant Professor*
Peter Loth, Ph.D., *Associate Professor*
Jason Molitierno, Ph.D., *Assistant Professor*
Phani Papachristos, M.A., *Instructor*
Jean T. Sells, Ph.D., *Associate Professor*
Jean Silva, M.A., *Instructor*

**Major in Mathematics**
The Mathematics major requires the completion of 40 mathematics credits plus 8 credits in calculus-based physics

**Required Courses**
MA 151 Calculus I
MA 152 Calculus II
MA 253 Calculus III
MA 261 Linear Algebra
MA 301 Mathematical Structures and Proofs
MA 331 Probability and Statistics I
MA 354 Differential Equations
MA 362 Abstract Algebra
MA 371 Real Analysis
MA 398 Senior Seminar in Mathematics

In addition to the required courses, the Mathematics major must choose two of the following electives:

**Electives**
MA 311 Geometry
MA 320 Graph Theory
MA 332 Probability and Statistics II
MA 372 Complex Analysis.

**Required Supporting Courses**
PY 151/153 Principles of Physics I and Lab
PY 152/154 Principles of Physics II and Lab

**Minor in Mathematics**
The minor in Mathematics requires the completion of the following 19 credits:

**Required Courses**
MA 151 Calculus I
MA 152 Calculus II
MA 253 Calculus III
MA 261 Linear Algebra
MA 331 Mathematical Probability and Statistics I

**Associate in Arts General Studies Requirements**
(16 credits)
MA 140 Precalculus
MA 151 Calculus I
MA 152 Calculus II
MA 261 Linear Algebra

Course Descriptions
**MA 006 Intermediate Algebra** 3 CR
Explores the real number system, exponents and radicals, polynomials, rational expressions, linear and quadratic functions and their graphs. Does not carry degree credit. A grade of C or better is required. *Prerequisite: Mathematics Placement Exam*

†MA 101 Modern College Mathematics I 3 CR
Examines systems of numeration, the real number system, finite mathematical systems, number theory, sequences and basic financial mathematics. *Prerequisite: C or better in MA 006 or placement by Mathematics Department*
MA 102 Modern College Mathematics II 3 CR
Systems of linear equations, inequalities, probability and introductory statistics.

MA 104 Mathematics for Elementary School Teachers 3 CR
This one-semester course is designed specifically for students planning to teach at the elementary school level. Topics include geometry, measurement, rational numbers, ratio, proportion, percents, problem solving, mathematical reasoning and connections, probability and statistics. 
Prerequisite: MA 101

MA 105 Mathematical Applications for Health Sciences 3 CR
Designed exclusively for Nursing students. Topics include college-level algebra, graphing, basic trigonometric functions and appropriate applications for the health sciences. It is a problem-solving approach to mathematics. Prerequisite: MA 101

MA 109 Mathematics for Decision Making 3 CR
Designed specifically for the Business major. Focus is on linear functions, systems of equations, matrices, probability and linear programming. Prerequisite: MA 101 or placement by Mathematics Department

MA 110 Calculus for Decision Making 3 CR
Designed specifically for the Business major. Includes study of limits; differentiation of algebraic, exponential and logarithmic functions; integration; and applications of calculus. Prerequisite: MA 109 or placement by Mathematics Department

MA 131 Statistics for Decision Making 3 CR
Emphasizes the use of computer software. Descriptive statistics, probability distributions, confidence intervals, correlation and hypothesis testing are studied. Prerequisite: One college-level Mathematics course or placement by Mathematics Department

MA 133 Business Statistics 3 CR
Introduces statistics to Business majors. Problem-oriented course discussing the use of statistics, frequency distribution, probability sampling, hypothesis testing, correlation analysis, linear regression analysis and graphic representation of statistical data using Excel. Prerequisites: MA 109, or MA 110, or MA 140

MA 140 Precalculus 4 CR
Addresses the algebra of functions, polynomial and rational functions, exponential and logarithmic functions and trigonometric functions, including analytical trigonometry. Prerequisite: C or better in MA 006 or placement by Mathematics Department

MA 151 Calculus I 4 CR
Explores limits and approximation, differential and integral calculus of the elementary algebraic and transcendental functions, applications of differentiation and integration. Prerequisite: MA 140 or placement by Mathematics Department

MA 152 Calculus II 4 CR
Covers applications and methods of integration, inverse trigonometric functions, improper integrals, sequences and series, parametric representation and polar coordinates. Prerequisite: C or better in MA 151

MA 253 Calculus III 4 CR
Introduces three-dimensional analytic geometry, multivariable calculus, real-valued functions of several variables, limits and continuity, partial derivatives, multiple integration. Prerequisite: C or better in MA 152

MA 261 Linear Algebra 4 CR
Focuses on sets and linear mappings, vector spaces and subspaces, inner product spaces,
matrix theory, determinants and eigenvalues. 
Prerequisite: C or better in MA 152

MA 299 Special Topics in Mathematics 3 CR
Designates new or occasional courses on a timely topic or a faculty member's particular interest. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

MA 301 Mathematical Structures and Proofs 3 CR
Introduces students to the understanding and creation of rigorous mathematical arguments and proofs. Includes methods of proof, set theory, relations and functions, properties of the integers, real and complex numbers and polynomials. Sophomore standing or C or better in MA 152

MA 311 Geometry 3 CR
Designed specifically for students interested in education. Includes study of axiomatic systems, Euclidean and non-Euclidean geometry, finite projective geometry, incidence and separation properties in 2 and 3 space, and inversion in a circle and in a sphere. Junior standing or permission of Mathematics Department

MA 320 Graph Theory 3 CR
Focuses on structures and properties of graphs and their applications. Topics include: traversability, trees, connectivity, network flow, graph coloring, chromatic number and planarity. Discussion of application of graph theory to computer science, transportation, scheduling, communication, chemistry and a variety of other fields. Prerequisite: C or better in MA 301

MA 331 Probability and Statistics I 3 CR
Addresses probability, discrete random variables and their distributions. Applied approach to estimation, correlation, regression and hypothesis testing. Prerequisite: C or better in MA 152

MA 354 Differential Equations 3 CR
Focuses on equations involving functions and one or more of its derivatives. Examines first-order differential equations, numerical and qualitative techniques for solving differential equations, linear systems, geometry of linear systems, and applications to forcing/resonance. If time permits, the course will address the Laplace Transform, convolutions, and advanced numerical methods for solving differential equations. Prerequisite: C or better in MA 253

MA 332 Probability and Statistics II 3 CR
Focuses on continuous random variables and their distributions, multivariate distributions, expectation, theory of estimation, method of moments and of maximum likelihood. Prerequisites: MA 253 and MA 331

MA 354 Differential Equations 3 CR
Focuses on equations involving functions and one or more of its derivatives. Examines first-order differential equations, numerical and qualitative techniques for solving differential equations, linear systems, geometry of linear systems, and applications to forcing/resonance. If time permits, the course will address the Laplace Transform, convolutions, and advanced numerical methods for solving differential equations. Prerequisite: C or better in MA 253

MA 332 Probability and Statistics II 3 CR
Examines the algebra and geometry of complex numbers, analytic functions, integration, Taylor and Laurent series, contour integration, analytic continuation and conformal mappings. Prerequisite: MA 371

MA 398 Senior Seminar in Mathematics 3 CR
Capstone course for the mathematics major. Each student works on a research project leading to an oral presentation and the writing of a formal paper. Prerequisite: Senior standing
Media Studies

Media Studies is a program offering a major that combines the study of communications theory and technology with the liberal arts and which examines the theories behind contemporary communication in print journalism, radio and television broadcasting, still photography, film, digital media and the Internet.

The program recognizes that the student must be competent in techniques of production and must understand the historical, social and philosophical aspects of media. Media courses aimed at developing basic competence in multimedia production are an integral part of the program.

Faculty

James Castonguay, Ph.D., Associate Professor
Debra Danowski, Ph.D., Assistant Professor
Mark T. Edwards, M.A., Instructor
Gregory Golda, M.Ed., Instructor
Sidney Gottlieb, Ph.D., Professor
Andrew Miller, Ph.D., Assistant Professor
Louise Spence, Ph.D., Professor

Media Studies Facilities

The Media Studies multiple-purpose studios are used for digital video, television and audio/radio production. The complex features a multicamera studio, with a lighting grid, surround sound, chromakey, and multitrack audio recording that broadcasts via closed-circuit cable throughout the campus.

The studios further provide remote production capabilities in portable video equipment and digital video, with separate editing suites for nonlinear computer-based editing and DVD authoring. Multi-image slide/tape production equipment and digital still cameras offer students additional creative outlets.

Major in Media Studies

The major in Media Studies requires the completion of 48 credits.

Required Courses

EN 375 Advanced Composition
or EN 275 Developing a Writing Voice
MS 101 Introduction to Media Studies
MS 191, 192, 195 or 197 History of the Motion Picture I, II, History of Broadcasting, History of Journalism
MS 201 The Art of the Moving Image
MS/EN 211 News Writing and Reporting I
MS 301 Reading Seminar in Media and Cultural Theory (Senior year)
MS 397 Senior Project or Thesis I
MS 398 Senior Project or Thesis II
One approved Literature course, 200 level or above

Eight electives are required of Media Studies majors. Three of these must be in media production courses and three must be in media history or theory. The one additional elective may be in history and theory or production.

Production (choose three)

MS 212 Radio Production I
MS 213 Video Production I
MS 214 Television Production I
MS 215-315 Digital Film Production I, II
MS 216 Digital Photography Production I
MS 232 DVD and Multimedia Production
MS 288 Democratic Technologies
MS 294 Magazine Publication
MS 295 Electronic Journalism
MS 298 Advertising and Public Relations: Practical Applications
MS 300 Special Topics in Media Production
MS/EN 309 Special Topics in News Production
MS/EN 311 News Writing and Reporting II
MS 312 Radio Production II
MS 313 Video Production II
MS 316 Digital Photography Production II  
MS/EN 333 Screenwriting  
MS/EN 370 Newspaper Publication  
MS 395 Multimedia Field Production  
Other department-designated and approved courses  
MS 396 Internship  

History and Theory (choose three)  
MS 191 History of the Motion Picture I  
or  
MS 192 History of the Motion Picture II  
MS 195 History of Broadcasting  
MS 197 History of Journalism  
MS 200 Mass Media: Special Subjects  
MS 280 Digital Culture  
MS 283 History of Documentary Still Photography  
MS 287 Media and Democracy  
MS 293 Alternative Media  
MS 297 Advertising and Public Relations: An Overview  
MS 299 Special Topics in Media Studies  
MS 381 Images of Women in Film  
MS 382 Third World Cinemas  
MS 383 Documentary Film and Video  
MS 384 National Cinemas  
MS 390 Television Genres  
MS 391 Film Seminar  
MS 392 Film Genres  
MS 393 Film Directors  
Two additional courses in History and Theory or Production  
A Media Studies advisor may prescribe and approve alternatives.

Minor in Media Studies  
The minor in Media Studies requires the completion of the following 18 credits:  

Required Courses for Minor  
MS 101 Introduction to Media Studies  
Two Production courses  
Two History and Theory courses  

MS 301 Reading Seminar in Media and Cultural Theory  
or  
MS 397 Senior Project or Thesis  

Associate in Arts General Studies  

Emphasis Requirements (15 credits)  
MS 101 Introduction to Media Studies  
MS 201 The Art of the Moving Image  
or  
MS 301 Reading Seminar in Media and Cultural Theory  
One Production course  
Two Media Studies electives  

Course Descriptions  
†MS 101 Introduction to Media Studies  
3 CR  
Introduction to media technology, examining the impact of radio, television, newspapers, still photography, film and the computer on the human condition. Trains the student to be a perceptive consumer of contemporary mass media by exploring how each medium codifies reality. Readings, screenings and written reports required.

†MS 191 History of the Motion Picture I  
3 CR  
Introduction to the historical development of filmmaking, highlighting the evolution of the film as a means of expression. Films from the past are shown at each class meeting followed by a discussion of several aspects of the film.

†MS 192 History of the Motion Picture II  
3 CR  
History of the Motion Picture II from 1945 to the present is studied, including extensive screening of classic films. Readings, screenings and written reports required. May be taken out of sequence.

MS 195 History of Broadcasting  
3 CR  
Explores the history of radio and television broadcasting, including financing of research, techno-
logical developments, regulation, structure of genres, the social context and values of programs, legal and political implications of national and international broadcasting and the effect on cultural identity and national sovereignty.

**MS 197 History of Journalism** 3 CR
Investigates the social history of American journalism from the penny press to the World Wide Web, including technological developments in news gathering and delivery, regulation and consolidation of the press, social and political implications of coverage, effects of changes in literacy and society, comparisons with other models and trends toward globalization.

**MS 200 Mass Media: Special Subjects** 3 CR
An opportunity to study current communications topics revolving around the effects of mass media on individuals, communities and countries. Subjects are determined by their topical interest and importance. Course title is shown on the student's transcript. Consult current course schedule for available topics.

**†MS 201 The Art of the Moving Image** 3 CR
A study of the language of moving pictures. Unlike the linear sequence of speech and the written word, moving pictures create a simultaneity of sensory perception. Through an intensive study of experimental and feature films, this course explores the nature of the moving images and how they are organized to create a whole. **Prerequisite:** MS 101

**†MS/EN 211–311 News Writing and Reporting I, II** 3 CR each
An introduction to basic news writing and journalistic reporting principles. Concepts of journalism provide a format for an analysis of the news media and the responsibilities of a journalist in today's society. Workshop sessions utilize the concepts in practical work. **Prerequisites:** For MS/EN 211, EN 012 and MS 101; for MS/EN 311, MS/EN 211

**MS 212–312 Radio Production I, II** 3 CR each
An introduction to basic radio production. Students prepare for the FCC third-class license, learn the audio control board and develop concepts of radio broadcasting. Because WSHU is integrated into the courses as a laboratory and program outlet, students are required to function as staff members. **Prerequisite:** MS 101

**MS 213 Video Production** 3 CR
An introduction to basic video theory and production technique. Classes focus on mastering technical elements of production and developing a familiarity with the grammar of the moving image. Students conceive and produce individual final video projects using portable equipment. **Prerequisite:** MS 101

**MS 214 Television Studio Production I** 3 CR
An introduction to multicamera studio production.

**MS 215–315 Digital Film Production I, II** 3 CR each
An introduction to the basic techniques of cinematic composition and editing. Presents the basic administrative and aesthetic aspects of filmmaking. **Prerequisite:** MS 101

**MS 216–316 Digital Photography Production I, II** 3 CR each
First semester is an introduction to the fundamentals of digital photography. Topics include camera care and handling; visual literacy; composition; the nature of light, color, portraiture and experimental photography. Second semester is built around advanced techniques in digital production. Critical discussions on the photography of major artists supplements the practical work. A digital camera with manual operative is required. Students are responsible for processing costs. **Prerequisite:** MS 101

**MS/BU 222 Sports Communications** 3 CR
Focuses on the fundamentals needed to implement a program in sports information, publicity
and promotions. Preparing of news releases; writing local and hometown features; publishing programs and brochures; compiling statistical breakdowns; dealing with the local, regional and national press; and promoting specific events, teams and individuals are included. **Prerequisites:** C or better in EN 011, EN 012, CA 021 and MS 101

**MS 232 DVD and Multimedia Production** 3 CR
An introduction to DVD multimedia production techniques. Focus is on mastering the technical elements of advanced digital video editing and DVD authoring technology and developing a familiarity with the grammar of multimedia more generally. Students develop and produce a variety of projects culminating in their own DVD portfolio. **Prerequisite:** Any other MS production course or permission of instructor

**MS 273 Screenwriting** 3 CR
An introduction to writing for fiction and nonfiction film and television. Topics include basic dramatic theory, narrative structure, characterization, dialogue, adaptation and the unique demands of the audiovisual media, as well as pragmatic matters of format and the marketplace. **Prerequisite:** MS 101 or CT 101

**MS 280 Digital Culture** 3 CR
Considers digital and technologically mediated environments as “mass media” in the tradition of film, radio or television. Using a variety of approaches, including historical, sociological, economic, technological, cultural and aesthetic, the course looks at questions such as how does the Internet codify reality? How are communities both created and thwarted? What are the characteristics of the global media culture? Readings, screenings and written reports required. **Prerequisite:** MS 101 or CT 101

**MS 283 History of Photography** 3 CR
The history of documentary still photography from its beginning in the 1840s through the present is studied. Focus is on analyzing the photographs, as well as the social and historical contexts in which they were made, to come to some conclusions about the nature of documentary photography. Students with photographic experience and equipment may, with the permission of the instructor, choose to do a documentary photography project instead of a final paper.

**MS 287 Media and Democracy** 3 CR
Examines the relationships between the mass media (film, television, newspapers and the Internet), the public and politics. Historical case studies analyze from ethical, economic, social, historical, aesthetic and technological perspectives how the media provide (or do not provide) a place through which people express their views as citizens in a democracy. Current media examples are also investigated. Readings, screenings and written reports required. **Prerequisite:** MS 101 or CT 101

**MS 288 Democratic Technologies** 3 CR
Focuses on the creative use of technologies available to the American consumer. Instruction in alternative audio and visual production encourages students to express themselves and distribute media content using available consumer and public access technologies. Laptop computers are required to digitize audio and visual projects and for Internet research. **Prerequisite:** MS 101 or CT 101

**MS 293 Alternative Media** 3 CR
Explores nonmainstream and noncommercial media—mechanical, electronic and digital—to understand their content, form and roles they play in our culture. The course looks at the aesthetic theories and/or social motivations, implicit or explicit in the alternative culture and in individual works. Readings, screenings and written reports required.
MS 294 Magazine Publication 3 CR
Overview of the entire process of magazine publication. Topics include history, theory and status of contemporary publication, concept research and development of new magazines, writing and editing of articles, desktop publishing layout and design, marketing and advertising campaigns, new technologies and the future. Students conceive and produce individual magazines. **Prerequisite:** MS 101

MS 295 Electronic Journalism 3 CR
A production course designed to introduce students to the techniques of electronic journalism. Students also learn to analyze and constructively criticize the process and product. **Prerequisite:** MS 101

MS 297 Advertising and Public Relations: An Overview 3 CR
Provides a critical overview of the history, purpose and various methods related to advertising and public relations. Students analyze the semantic and syntactic properties of ads and public relations campaigns from the consumer point of view with a special emphasis on how they communicate persuasively. Readings, screenings and written reports required.

MS 298 Advertising and Public Relations: Practical Applications 3 CR
Applies various theories of advertising and public relations to specific practical problems in the commercial and nonprofit world. Students experiment with form and style by producing advertising and public relations campaigns for new products, public service projects and/or political candidates in several different media. **Prerequisite:** MS 101

MS 299 Special Topics in Media Studies 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on timely topics, a faculty member's particular interest, an experimental alternative to existing courses, etc. Course title is shown on the student's transcript. Consult the current course schedule for available topics and required prerequisites.

MS 300 Special Topics in Media Production 3 CR
New or occasional courses in advanced video production such as approaches to editing, audio recording techniques, digital storytelling or computer-aided design. Course title is shown on the student's transcript. Consult the current course schedule for available topics and required prerequisites.

MS 301 Reading Seminar in Media and Cultural Theory 3 CR
An interdisciplinary study of contemporary theories of mass communications. Presents an overview of the impact of mass communications by considering them as codes, symbolic systems and manipulative powers on both the conscious and subconscious levels. Reading, writing, discussion and research are required. **Prerequisites:** MS 101 and Senior standing in the major

MS/EN 309 Special Topics in News Production 3 CR
New or occasional courses in advanced newspaper or magazine production such as advanced editing techniques, feature writing, sports writing or investigative reporting. Course title is shown on the student's transcript.

MS 313 Video Production II 3 CR
Advanced course in single-camera video production. Each student directs an original fiction or nonfiction work and provides technical support on classmates' projects. **Prerequisites:** MS 213 or permission of the instructor

MS/EN 370 Newspaper Publication 3 CR
An introduction to newspaper publication, provid-
ing editing and publications practice. Emphasis on copy selection, copyediting, story placement, headline writing, art usage, page layout, copy fitting and use of stylebooks. In addition, issues affecting newspaper production are discussed, including libel, production economics and legal restrictions such as copyright and First Amendment rights. **Prerequisite:** MS/EN 211 or permission of instructor.

**MS 381 Images of Women in Film** 3 CR
Films are cultural artifacts. Each film contains within itself a complex social system reflecting the attitudes, values and mores of the society that produced it. This course uncovers the values that encode the function of women on screen including the images they project; roles they assume; values they encode; and relationships they establish with men, children and each other. Readings, screenings and written reports required. Consult the current course schedule for available topics and required prerequisites.

**MS 382 Third World Cinemas** 3 CR
Concentrating on filmmaking and videomaking in several different Third World cultures (e.g., Senegal, Brazil, Cuba, India and/or the Black workshop movement in Great Britain), the course looks at the history of production, distribution and reception in each culture; considers the practical, theoretical and political implications of aesthetic choices; and relates this to the social circumstances of the different filmmaking practices. Readings, screenings and written reports required. Consult the current course schedule for available topics and required prerequisites.

**MS 383 Documentary Film and Video** 3 CR
Examines major epistemological, aesthetic and political concerns of documentary film and video. This course introduces students to a variety of documentary principles, methods and styles in order to explore a series of theoretical issues that are important to documentary production, representation and reception. Readings, screenings and written reports required. Consult the current course schedule for available topics and required prerequisites.

**MS 384 National Cinemas** 3 CR
Examines a particular national cinema or moment in national cinemas (e.g., New German Cinema, French New Wave, Italian Neorealism) whose contributions to the history of cinema have been significant. Attention is given to the social and cultural context, production, distribution and reception circumstances and stylistic innovations of the different filmmaking practices. Readings, screenings and written reports required. Consult the current course schedule for available topics and required prerequisites.

**MS 390 Television Genres** 3 CR
A study of individual television forms, including the teleplay, the documentary, the docudrama and the situation comedy. Emphasis on the historical development of the genre, the particular characteristics of the genre that affect its content and style and meaning of this kind of programming within a cultural context. Readings, screenings and written reports required. Consult the current course schedule for available topics and required prerequisites.

**MS 391 Film Seminar** 3 CR
An intensive course focusing on specific aspects of film history, theory and criticism, with special emphasis on film's relationship to society. Each semester the course concentrates on an individual topic of discussion. Readings, screenings and written reports required. Consult the current course schedule for available topics and required prerequisites.

**MS 392 Film Genres** 3 CR
A study of particular film forms, including western, gangster, science fiction, horror, comedy and other film genres. Attention is given to the themes and stylistics of genres, and to the genre film's contemporary cultural significance and contribu-
tion to the history of ideas. Consult the current course schedule for available topics and required prerequisites.

**MS 393 Film Directors** 3 CR
Examines individual film directors whose contributions to the history of the cinema have been especially notable. Film directors are studied for their stylistic and philosophical innovations as well as for their historical place in the medium. Each semester a particular director or directors are chosen for study. Consult the current course schedule for available topics and required prerequisites.

**MS 395 Multimedia Field Production** 1–3 CR
An opportunity for outstanding Senior Media Studies majors to assist in the planning and production of media projects contracted by Sacred Heart University or by outside agencies. By permission of the chairperson of the faculty of Communication Studies. Offered only when appropriate projects are available. **Prerequisite:** MS 213. Consult the current course schedule for available topics and required prerequisites.

**MS 396 Internship** 1–6 CR
An opportunity for qualified upper-division Media Studies majors to gain practical experience at area media/communications companies such as radio or television stations, cable companies, newspapers, magazines and public relations firms. **Prerequisite:** Permission of instructor. Consult the current course schedule for available topics and required prerequisites. Permission of coordinator.

**MS 397/398 Senior Project or Thesis** 3 CR
The purpose of the project is threefold: to create an opportunity for a senior Media Studies student to apply creative theory to practice; to stress the interdisciplinary aspects of media communication; and to provide the student with a "portfolio" product or research project to use as a demonstration of his or her abilities. Consult the current course schedule for available topics and required prerequisites. **MS Senior standing.**

**MS 399 Independent Study** 1–3 CR
Work on a special topic or production to be arranged with an instructor who will direct the work. Permission of the chairperson of the faculty of Communication Studies is granted to qualified Media Studies majors on the basis of a written prospectus. By special arrangement. Consult the current course schedule for available topics and required prerequisites.

---

**Middle Eastern Studies**

Dr. June-Ann Greeley, *Director and Assistant Professor of Religious Studies*

**Middle Eastern Studies Minor**

Islam is the fastest growing religion in the world. By 2025, 20% to 25% of the world's population will be Muslim. The Israeli/Palestinian conflict has affected decades of politics and public policy in both Western nations as well as regions of the Middle East and Southeast Asia. The tragic events associated with September 11, 2001, and the subsequent war on terrorism, which has reached global proportions, are signatures of the dramatic shift in global economy/politics/society that have altered perhaps permanently American perspectives of itself and the world. The deployment of the U.S. military to Afghanistan, the invasion of Iraq, and what now appears to be a prolonged U.S. commitment to establishing a democracy not only in Iraq but in countries throughout the region are all indicators of the complex interlocking of American and Middle Eastern interests for generations to come. A well-balanced minor in Middle Eastern Studies will enrich the undergraduate experience for students, and should prove beneficial for graduate study and professional careers.
Interdisciplinary Minor
The Middle Eastern Studies minor is interdisciplinary and requires a total of 18 credits of coursework in a foreign language, history, political science and religious studies.

Required Courses
AB 101 Arabic I
AB 102 Arabic II
HI 236 History of the Arab World I: From Muhammad–Ottoman Empire
HI 238 The Modern Arab World
PO 314 Middle East Politics
RS 215 Introduction to Islam

Special Topics involving the Middle East, if and when offered under History, Political Science or Religious Studies, can be used as substitutes for one or more of the required courses. The application of such courses to the Middle Eastern Studies minor requires the approval of the minor program’s director.

Suggested Courses Beyond the Minor Requirements
PO 316 South Asian Politics
RS 205 Ancient Cults and Religions
RS 217 Introduction to Western Religions

Modern Foreign Languages
The Modern Foreign Languages program is oriented toward developing students’ linguistic abilities as well as providing a broad knowledge of foreign cultures and literature. Communicative competence and oral proficiency are stressed in language classes, but all skill areas including reading, writing, listening and speaking are developed. Language laboratory practice and multimedia are integral to the methodology. The program also provides offerings in literature, history, culture and civilization. Comparative literature and film courses are often available (generally cross-listed with English or Media Studies). Study abroad is encouraged. Sacred Heart University has its own Study Abroad programs in Australia, Ireland, Italy, and Spain and is affiliated with a consortium that offers study abroad opportunities throughout the world.

In Spanish, major and nonmajor students choose from a variety of courses in language, literature and culture. Minor programs are offered in French, Italian and Spanish. Additional courses are offered in Arabic, Japanese, and Polish.

Faculty
Claire Marrone, Ph.D., Associate Professor
Mark Mascia, Ph.D., Associate Professor
Pilar Munday, Ph.D., Assistant Professor
Claire J. Paolini, Ph.D., Professor

Modern Languages Laboratory
The study of Modern Foreign Languages is enhanced through the use of the language lab. The language lab provides students with ample opportunity to hear a variety of native speakers, to practice and reinforce language and phonological patterns, to record and hear their voices and to copy from master tapes. A variety of recordings and videotapes on foreign cultures, literature and history is available.

Major in Spanish
The major in Spanish requires the completion of 33 credits.

Required Courses for Major
SP 201 Advanced Spanish Composition and Grammar I
SP 202 Advanced Spanish Composition and Grammar II

Three courses in Spanish literature: one in Peninsula literature, one in Latin American literature, and one in either.

Three courses in culture, civilization, and contemporary issues: one dealing with Spain, one dealing with Latin America, and one with either.
Three Spanish electives, beyond the 200 level.

**Minor in Spanish**
The minor in Spanish requires the completion of 18 credits.

**Required Courses for Minor**
- SP 151* Intermediate Spanish I
- SP 152* Intermediate Spanish II
- SP 201* Advanced Spanish Composition and Grammar I
- SP 202* Advanced Spanish Composition and Grammar II

The balance of credits may be chosen from advanced-level courses.

*May be waived by the department for students starting at the advanced level or who are native speakers; however, students must complete 18 credit hours in Spanish.

**Associate in Arts General Studies**

**Emphasis Requirements**
(18–20 credits)
- SP 011 Beginning Spanish I
- SP 012 Beginning Spanish II
- or
- SP 103/104 Advanced Beginning Spanish I and II
- SP 151 Intermediate Spanish I
- SP 152 Intermediate Spanish II
- SP 201 Advanced Spanish Composition and Grammar I
- SP 202 Advanced Spanish Composition and Grammar II
- and/or
- SP 211 Conversation: Topics for Daily Living I
- SP 212 Conversation: Topics for Daily Living II
- and/or
- Spanish electives

**Minor in French**
For students who begin college study at the beginning (FR 011–012) or intermediate (FR 151–152) levels, the French minor requires the completion of 18 credits. Students begin accumulating credits toward the minor at the intermediate level. For students who begin college study at the advanced (FR 201–202) level, the minor requires the completion of 12 credits.

**Required Courses for Minor**
- FR 151* Intermediate French I
- FR 152* Intermediate French II
- FR 201* French Reading and Conversation
- FR 202* French Reading and Composition

The balance of credits may be chosen from advanced-level French courses.

*Waived by the department for students accepted into courses at more advanced levels.

**Associate in Arts General Studies**

**Emphasis Requirements**
(18–20 credits)
- FR 011* Beginning French I
- FR 012* Beginning French II
- FR 151* Intermediate French I
- FR 152* Intermediate French II
- FR 201* French Reading and Conversation
- FR 202* French Reading and Composition
- and/or
- 6 credits of upper-level French electives

*Waived by the department for students accepted into courses at more advanced levels.

**Minor in Italian**
For students who begin college study at the beginning (IT 011–012) or intermediate (IT 151–152) levels, the Italian minor requires the completion of 18 credits. Students begin accumulating credits toward the minor at the intermediate level. For students who begin college study at the advanced (IT 201–202) level, the minor requires the completion of 12 credits.

**Required Courses for Minor**
- IT 151* Intermediate Italian I
- IT 152* Intermediate Italian II
- IT 201* Italian Reading and Conversation
- IT 202* Italian Reading and Composition
The balance of credits may be chosen from advanced-level Italian courses.
*Waived by the department for students accepted into courses at more advanced levels.

**Associate in Arts General Studies**

**Emphasis Requirements**

(18–20 credits)

- IT 011* Beginning Italian I
- IT 012* Beginning Italian II
- IT 151* Intermediate Italian I
- IT 152* Intermediate Italian II
- IT 201* Italian Reading and Conversation
- IT 202* Italian Reading and Composition

and/or

- 6 credits of upper-level Italian electives
*Waived by the department for students accepted into courses at more advanced levels.

**Arabic Course Descriptions**

AB 101–102 Beginning

Arabic I, II 3 CR each

Intended to give students a foundation in standard Arabic. Students learn to produce Arabic sounds and write its letters. They are taught basic vocabulary, common phrases and greetings to communicate in various settings. The Arabic world and its differing cultures and dialects are examined.

**French Course Descriptions**

†FR 011–012 Beginning

French I, II 4 CR each

Intended for students who have no previous education in French. Emphasis on building communicative competence and oral proficiency. All four skill areas covered, including reading, writing, listening and speaking. An appreciation of French and Francophone cultures integral to course. Intensive laboratory practice to implement class work.

†FR 151–152 Intermediate

French I, II 3 CR each

Continued emphasis on communicative competence and oral proficiency. Review and intensified study of structure. Readings, vocabulary building, composition, listening comprehension and conversation. French and Francophone cultures integral to course. Laboratory practice. **Prerequisite:** FR 012 or equivalent

FR 201 French Reading and Conversation 3 CR

Designed to improve communicative competence and reading skills. Activities include debates, presentations and skits. Varied literary and cultural readings, including study of current events. **Prerequisite:** FR 152 or equivalent

FR 202 French Reading and Composition 3 CR

Designed to improve reading skills and writing in various styles and genres. Includes complex grammar review. Varied literary and cultural readings, including study of current events. **Prerequisite:** FR 152 or equivalent

†FR 251–252 Introduction to Literature in French I, II 3 CR each

A survey of representative literary texts from the Middle Ages to present. Both canonical and lesser-known works in several literary genres, including novels, plays, poetry, essays, letters and other writings. Critical techniques are introduced. Both French and other Francophone cultures (Canadian, African, Caribbean) are discussed in relation to readings and individual interests. Taught in French. **Prerequisite:** FR 201–202 or equivalent, or permission of instructor

FR 280 French Civilization and Culture 3 CR

Promotes understanding of the history and culture of the French with emphasis on arts, politics, language, thought and lifestyle. Readings, films, the visual arts and music are incorporated. Taught in French. **Prerequisite:** FR 201–202 or equivalent, or permission of instructor

FR 281 Francophone Civilization and Culture 3 CR

Promotes understanding of Francophone peoples
through their histories, cultures, politics, religious beliefs and lifestyles. Readings, films, the visual arts and music are incorporated. Taught in French. **Prerequisite:** FR 201–202 or equivalent, or permission of instructor

**FR 282 Business French** 3–4 CR
Focuses on commercial French style and cultural aspects of business life in France and the Francophone world. Emphasis on commercial vocabulary and idioms most used in business situations. Taught in French. **Prerequisite:** FR 201–202 or equivalent, or permission of instructor

**FR 283 Franco-Italian Connections** 3–4 CR
Content varies. Comparative course focusing on historical and cultural connections and contrasts between France and Italy. May treat particular period (war years, contemporary times). Can include literature, film, music and the visual arts. Taught in English with language-specific assignments for foreign language students. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 315 Paris** 3 CR
Focuses on culture of Paris through art, history, literature, music, film and popular culture. May treat particular period (Paris during the Revolution, contemporary Paris). May include issues such as Paris as cultural center, expatriates in Paris and the future of the city. Taught in French. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 316 Quebec** 3 CR
Focuses on Quebec region in its historical and cultural contexts. Includes issues such as national identity, language and the relationship to France. Taught in French. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 353–359 Topics in French/ Francophone Film** 3–4 CR
Content varies. Study of particular film directors, movements (Poetic Realism, New Wave), periods and genres. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 363–369 Topics in French/ Francophone Culture** 3–4 CR
Content varies. Study of particular periods (French Revolution), places (Paris, Quebec), movements and representative individuals. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 371 Literary Travelers, Exiles and Expatriates** 3–4 CR
Treats literary representations of travel, exile and expatriation. Emphasis on works in a variety of genres including novel, autobiography and letters. Issues include life abroad and life in exile, bicultural and multicultural identity, displacement and subjectivity, bilingualism and confrontations with foreign cultures. May treat specific period. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 372 Women Writers** 3–4 CR
Treats literary works by French and Francophone women in a variety of genres including novel, autobiography, drama, poetry and letters. Discussion of feminist literary criticism and theory. May treat specific period. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 373–379 Topics in French/ Francophone Literature** 3–4 CR
Content varies. Study of particular authors (women writers), movements (Surrealism), periods and genres. **Prerequisite:** FR 201–202 or permission of the instructor

**FR 399 Independent Study** 1–3 CR
Work on special topic to be arranged with instructor who directs work. Permission of the department chairperson is granted to qualified students in French on basis of written prospectus. By special arrangement.
Italien Course Descriptions

†IT 011–012 Beginning
Italian I, II 4 CR each
Intended for students who have no previous education in Italian. Emphasis on building communicative competence and oral proficiency. All four skill areas are covered including reading, writing, listening and speaking. An appreciation of Italian culture is integral to the course. Intensive laboratory practice to implement class work.

†IT 151–152 Intermediate
Italian I, II 3 CR each
Continued emphasis on communicative competence and oral proficiency. Review and intensified study of structure. Readings, vocabulary building, composition, listening comprehension and conversation. Italian culture integral to course. Laboratory practice. Prerequisite: IT 012 or equivalent

†IT 101 Italian Reading and Conversation 3 CR
Designed to improve communicative competence and reading skills. Activities include debates, presentations and skits. Varied literary and cultural readings, including the study of current events. Prerequisite: IT 152 or equivalent

†IT 102 Italian Reading and Composition 3 CR
Designed to improve reading skills and writing in various styles and genres. Includes complex grammar review. Varied literary and cultural readings, including current events. Prerequisite: IT 152 or equivalent

†IT 251–252 Introduction to Literature in Italian I, II 3 CR each
A survey of representative literary texts from the Middle Ages to present. Both canonical and lesser-known works in several literary genres, including novels, plays, poetry, essays, letters and other writings. Critical techniques introduced. Italian culture discussed in relation to readings and individual interests. Taught in Italian. Prerequisite: IT 201–202 or equivalent, or permission of the instructor

IT 280 Italian Civilization and Culture 3 CR
Promotes understanding of the history and culture of Italians with emphasis on the arts, politics, language, thought and lifestyle. Readings, films, the visual arts and music are incorporated. Taught in Italian. Prerequisite: IT 201–202 or equivalent, or permission of the instructor

IT 283 Franco-Italian Connections 3–4 CR
Content varies. Comparative course focusing on historical and cultural connections and contrasts between France and Italy. May treat particular period (war years, contemporary times). Can include literature, film, music and the visual arts. Taught in English with language-specific assignments for foreign language students. Prerequisite: IT 201–202 or permission of the instructor

IT 353–359 Topics in Italian Film 3–4 CR
Content varies. Study of particular film directors, movements (Neorealism), periods and genres. Prerequisite: IT 201–202 or permission of the instructor

IT 363–369 Topics in Italian Culture 3–4 CR
Content varies. Study of particular periods (Risorgimento), places, movements (Fascism) and representative individuals. Prerequisite: IT 201–202 or permission of the instructor

IT 371 Literary Travelers, Exiles and Expatriates 3–4 CR
Treats literary representations of travel, exile and expatriation. Emphasis on works in a variety of genres including novel, autobiography and letters. Issues include life abroad and life in exile, bicultural and multicultural identity, displacement and subjectivity, bilingualism and confrontations with foreign cultures. May treat specific period.
Prerequisite: IT 201–202 or permission of the instructor

IT 372 Women Writers 3–4 CR
Treats literary works by Italian women in a variety of genres including novel, autobiography, drama, poetry and letters. Discussion of feminist literary criticism and theory. May treat specific period. Prerequisite: IT 201–202 or permission of the instructor

IT 373–379 Topics in Italian Literature 3–4 CR
Content varies. Study of particular authors (women writers), movements, periods and genres (short story). Prerequisite: IT 201–202 or permission of the instructor

IT 399 Independent Study 3 CR
Work on a special topic to be arranged with instructor who directs this work. Permission of the department chairperson is granted to qualified students in Italian on basis of written prospectus. By special arrangement.

Japanese Course Descriptions

†JP 101–102 Beginning
Japanese I, II 3 CR each
An introduction to modern Japanese. Pronunciation drill, grammar and conversation practice with an introduction to the hiragana and katakana writing system. Offered every other year.

JP 151–152 Intermediate
Japanese I, II 3 CR each
Continued emphasis on communicative competence and oral proficiency. Review and intensified study of structure, reading, vocabulary building, composition, listening comprehension and conversation. Prerequisite: JP 012 or equivalent

Polish Course Descriptions

†PL 101–102 Beginning
Polish I, II 3 CR each
Focuses on pronunciation of Polish sounds and fundamental principles of grammar. Training in reading, listening, speaking and writing is provided. Offered every other year.

†PL 151–152 Intermediate
Polish I, II 3 CR each
An intensified study of language patterns, stressing the use of correct grammatical rules in conversation. Prerequisite: PL 012 or equivalent

Spanish Course Descriptions

†SP 011–012 Beginning
Spanish I, II 4 CR each
For students with no previous Spanish education. Basic grammar patterns, oral practice, reading and writing are studied. Placement by department

or

SP 103–104 Advanced Beginning
Spanish I and II 3 CR each
For students with some knowledge of Spanish (one or two years of high school and not native speakers). Courses review basic grammar patterns. Extensive practice in listening, speaking, reading and writing in Spanish. Placement by department

†SP 151–152 Intermediate
Spanish I, II 3 CR each
Review of and expanded study of Spanish grammar to consolidate what has been acquired previously. Extensive practice in listening, speaking, reading and writing Spanish enables students to function in a Spanish-speaking environment. Prerequisite: SP 012 or SP 104

†SP 201–202 Advanced Spanish
Composition and Grammar I, II 3 CR each
Focus on vocabulary building and writing controlled compositions based on selections previously read and discussed. Prerequisite: SP 152

SP 203 Spanish for the Professions 3 CR
Designed for students in Nursing, Physical Therapy and Social Work. Emphasis is on special
topics related to those professions, focusing on communicating in Spanish. Service learning required. Prerequisites: SP 152 or equivalent and permission of the instructor

**SP 207-208 Spanish Language and Culture in Spain I, II** 3 CR each
Four weeks, intensive summer study abroad in Granada, Spain. Students are placed according to their level of language. The courses include extensive practice in listening, speaking, reading and writing of Spanish and serve as an introduction to the culture, customs and history of Spain. Field trips to Sevilla and Córdoba. Permission of Sacred Heart Spanish coordinator

†**SP 211–212 Conversation: Topics for Daily Living I, II** 3 CR each
Emphasis on intensive oral practice, short speeches and group discussions. Prerequisite: SP 151 or equivalent

†**SP 215–216 Spanish Readings and Discussion I, II** 3 CR each
Designed to improve reading ability and self-expression through readings chosen from Spanish authors, newspapers and magazines. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†**SP 241 Spanish Phonetics and Phonology** 3 CR
A study of the sounds of the language. Recommended for all Spanish majors and those who expect to teach Spanish. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†**SP 251–252 Spanish Literature I, II** 3 CR each
Spanish literature from the Middle Ages to the present. Oral and written reports are required. Prerequisites: SP 201 and SP 202 or permission of the chairperson

**SP 253–259 Special Topics in the Literature of Spain** 3 CR each
Course description varies each time the course is offered. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†**SP 261–262 Masterpieces of Latin-American Literature I, II** 3 CR each
Latin-American literature from the Colonial period to the present. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†**SP 263–269 Special Topics: Latin-American Literature** 3 CR each
Course description varies each time the course is offered. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†**SP 280 Hispanic Civilization and Culture: Spain** 3 CR
History and culture of the Spanish people from their origins to the present day with emphasis on their arts, thought and lifestyle. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†**SP 281 Hispanic Civilization and Culture: Latin America** 3 CR
Emphasis on understanding the Spanish-American people through the different periods of their history and their reactions to political, religious and economic problems. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†**SP 282 Puerto Rico: Su Lengua Y Su Cultura** 3 CR
A study of Puerto Rico, its people, culture and language as shown in its literature and political history. Prerequisites: SP 201 and SP 202 or permission of the department chairperson

†**SP 283 The Hispanic Caribbean** 3 CR
A comprehensive study of the main historical and cultural development of the Caribbean world. Prerequisites: SP 201 and SP 202 or permission of the chairperson

**SP 299 Special Topics in Spanish** 3 CR
Designates new or occasional courses that may or may not become part of the department's perma-
nent offerings. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†SP 315–320 Contemporary Issues 3 CR each
Discussions based on current materials, including books, newspapers, magazines and movies from the Spanish world. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†SP 341 Spanish Linguistics 3 CR
Teaches the relationship between linguistics and the learning of a new language. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†SP 353–359 Advanced Topics in Literature Written in Spanish 3 CR each
Course description varies each time the course is offered. Prerequisites: SP 201 and SP 202 or permission of the chairperson

†SP 363–369 Advanced Topics in Latin-American Literature 3 CR each
Description varies each time the course is offered. Prerequisites: SP 201 and SP 202 or permission of the chairperson

Music
The Music program exists to provide the environment in which students can develop the aesthetic dimension of life by nurturing their abilities to imagine, create and appreciate. As a nonmajor program, it is designed to lead students to engage in music, to explore its manifold cultural manifestations and, thus, to create a foundation for ongoing experience, learning and enrichment of their lives.

Faculty
John Michniewicz, D.M.A., Assistant Professor

Required Courses for Music Minor
Track I: Regular (18 credits)
MU 103  Bach to Beethoven or
MU 104  Brahms to Bernstein
MU 121  Musicianship/Theory
Three credits in applied music
Nine credits from music history or music literature courses

Track II: Performance (18 credits)
MU 103  Bach to Beethoven or
MU 104  Brahms to Bernstein
MU 121  Musicianship/Theory
Nine credits in applied music (five of which must be in a performing group)
Three credits from music history or music literature courses

Required Courses for Associate Degree with Music Concentration (18 credits)
Same as Track I – Regular (above)

Course Descriptions
†MU 102 History of Jazz 3 CR
A study of jazz styles from African sources to the present.

†MU 103 Bach to Beethoven: Their Lives and Music 3 CR
This study of composers like Mozart, Bach and Beethoven, and their contributions to the world, covers the period from 1600 to 1825 with glimpses backward to set the stage for their arrival. The music of the composers living at this point in history gives a true picture of the society and customs that influenced the art form and the world, as we know it.

†MU 104 Brahms to Bernstein: Their Lives and Music 3 CR
The study of composers living from 1825 to the present, ending with artists like Leonard Bernstein, gives a view of the emergence of our own society. Music is the mirror through which we
see the people and customs of our world. An understanding of this art form gives us a better understanding of ourselves.

†MU 112 Music in America 3 CR
U.S. folk, jazz, popular and fine art music are studied. Emphasis on aural analysis and cultural context.

†MU 114 Latin American and Caribbean Music 3 CR
Traces development of principal Latin American music from folk origins to present. Focus on Cuba and Brazil.

†MU 121 Musicianship I 3 CR
Focus is on the development and enhancement of musical skills through music reading and notation, rhythmic and tonal perception and analysis. Construction and function of scales, intervals and triads. Open to all students. Offered Fall semesters.

†MU 122 Musicianship II 3 CR
Further development of musical skills through music notation, analysis and aural perception. Construction and function of triads, harmonic motion, rhythm, texture and writing. Offered Spring semesters. Prerequisite: MU 121 or by Permission

†MU 125 Music in the Performing Arts 3 CR
A study of music and artists in the performing arts past and present. Visits by professional artists and trips to performances are available to enhance student understanding.

MU 130–139 Applied Music 1–2 CR
Private or group music performance courses that may be repeated for credit. Applied Music courses do not satisfy Area B-1 requirements.

MU 131 Private Lessons 1 CR
Individual instruction in selected instruments or voice. One half-hour lesson per week. Fee required. Prerequisite: Departmental permission

MU 132 Private Lessons 2 CR
Individual instruction in selected instruments or voice. One-hour lesson per week. Fee required. Prerequisite: Departmental permission

MU 136 Concert Band 1 CR
Development of musicianship through participation in a performing instrumental group. The ensemble presents a wide variety of interesting and significant repertoire arranged and written for concert band, in both on- and off-campus concerts and events. Prerequisite: Audition and permission

MU 137 Concert Choir 1 CR
Development of musicianship through participation in a larger vocal ensemble. The choir focuses on the training in and performance of interesting and significant choral works from many different cultures and historical periods. Participants perform in concerts and events both on and off campus. No background is required, but the choir is open to all students by an informal vocal placement interview. Prerequisite: Audition

MU 138 Jazz Band 1 CR
Jazz workshop approach develops stylistic and improvisatorial skills. Concerts presented. Prerequisite: Departmental permission

MU 139 Guitar Ensemble 1 CR
Development of musicianship through participation in a performing instrumental group. The ensemble presents a wide variety of repertoire arranged and written for guitar in both on- and off-campus concerts and events. Prerequisite: Permission

MU 198 Liturgical Choir 1 CR
This ensemble is open to all singers and instrumentalists who want to participate in the music of the Sunday evening liturgy. Students meaningfully experience and appreciate the vibrant heritage of the Catholic music tradition. Both contemporary and traditional styles of music are offered in the spirit of prayer. Through practice and presentation of appropriate music, musical skills are utilized, encouraged and further developed. Prerequisite: Interview and permission
MU 233 4-Heart Harmony  1 CR
This advanced mixed chamber choir performs a wide variety of significant and interesting music, including a capella, jazz, pop, show tunes, multicultural and classical choral repertoire. Participants perform in concerts and events both on and off campus. Members are experienced choral singers and the ensemble is open by interview and vocal audition. Prerequisite: Permission

MU 299 Topics in Music  3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc.

Philosophy
The philosophical experience is considered integral to the intellectual and cultural development of today's student. The Philosophy program provides foundational courses that satisfy core requirements. Its broad range of electives, dealing with historical movements as well as contemporary problems, allows for a major in Philosophy and makes available a variety of electives of an interdisciplinary nature.

In whatever way the student comes to Philosophy, whether it be to satisfy a core, major or elective requirement, the department seeks to enrich life experience by making available the broad and generous ideas that have shaped the contemporary intellectual world. Awareness of the traditional philosophical forces of the past is a condition for understanding the ideological trends of today.

Faculty
John E. Jalbert, Ph.D., Professor
Edward Papa, Ph.D., Associate Professor
Michael Ventimiglia, Ph.D., Assistant Professor

Major in Philosophy
The major in Philosophy requires the completion of 30 credits.

Required Courses
PH 101 Introduction to the Problems of Philosophy
PH 211 Logic
or
PH 212 Practical Logic
PH 231 Philosophy of Knowledge
PH 251 Ethics or PH 258 Medical Ethics
Six Philosophy electives

Minor in Philosophy
The minor in Philosophy requires the completion of the following 18 credits:

Required Courses
PH 101 Introduction to the Problems of Philosophy
Five Philosophy electives from 200- or 300-level courses.

Associate in Arts General Studies

Emphasis Requirements (15 credits)
PH 101 Introduction to the Problems of Philosophy
Four Philosophy electives

Course Descriptions
†PH 101 Introduction to the Problems of Philosophy  3 CR
Philosophy is defined for the beginning student through an exploration of the branches of philosophy and their respective problems.

†PH 211 Logic  3 CR
The nature and basic concepts of logic, informal fallacies, formal techniques for testing the correctness of deductive reasoning.

†PH 212 Practical Logic  3 CR
Practice of logical analysis in classroom exercises.
Focuses on informal logic, how to make ideas clear, reason correctly and evaluate evidence used to substantiate a truth claim.

**PH 214 The Philosophy of Human Communications** 3 CR
In this course, the student analyzes the formal structure of rhetoric using a classical model, and applies it to contemporary political and social issues in philosophical disputations. **Prerequisite:** PH 101

**PH 221 Historical Survey of Philosophy I** 3 CR
Primary texts from the philosophers of ancient Greece, the Hellenistic-Roman period and the Middle Ages. **Prerequisite:** PH 101

**PH 222 Understanding Our Universe** 3 CR
Major philosophical, theological, scientific issues in cosmology. Creation, evolution and fate of the universe. Design and chance, freedom and determinism, God and the universe. **Prerequisite:** PH 101

**PH 225 Philosophy of Plato** 3 CR
The nature of the philosophical life is examined through an exploration of selected Platonic dialogues. **Prerequisite:** PH 101

**PH 226 The Philosophy of Aristotle** 3 CR
Emphasizes the ethics, politics and metaphysics of the Aristotelian system, and its contrast to the Platonic synthesis. **Prerequisite:** PH 101

**PH 231 Philosophy of Knowledge** 3 CR
The conditions that make knowledge possible and the criteria of truth and falsity. Selected representative historical thinkers. **Prerequisite:** PH 101

**PH 241 Medieval Philosophy** 3 CR
The Aristotelian tradition as developed within Islam, Judaism and Christianity. **Prerequisite:** PH 101

**PH 245 The Philosophy of St. Augustine** 3 CR
Aurelius Augustinus's contribution to the development of Roman Catholic philosophy and theology. **Prerequisite:** PH 101

**PH 250 Historical Survey of Philosophy II** 3 CR
The classics of modern Western philosophy from Descartes to the present. **Prerequisite:** PH 101

**PH 251 Ethics** 3 CR
Primary texts from notable moral philosophers in the Western philosophical tradition, from Socrates to Rawls. **Prerequisite:** PH 101

**PH 255 Political Philosophy** 3 CR
Primary texts from the history of political thought including Plato, Lao-Tzu, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill and Rawls. **Prerequisite:** PH 101

**PH 256 The Philosophy of Technology** 3 CR
Representative views of the social role of technology. Two fundamental questions are addressed. The extent of technology's impact on social institutions and individual lives. And, to what degree is this impact beneficial or harmful? **Prerequisite:** PH 101

**PH 258 Medical Ethics** 3 CR
This course will examine the ethical and legal issues surrounding abortion, physician-assisted suicide, euthanasia, genetic cloning, genetic therapy/enhancement, genetic patenting and health-care allocation.

**PH 260 Women Philosophers** 3 CR
Augments the traditional philosophical canon with philosophical works by women from Pan Chao in first-century China to the 20th century, to Simon de Beauvoir. **Prerequisite:** PH 101

**PH 270 Philosophical Anthropology** 3 CR
Reflections on the nature and meaning of human existence, especially in contemporary philosophy such as existentialism and Marxism. Writings of Buber and Scheler on human nature are studied. **Prerequisite:** PH 101
†PH 272 Metaphysics 3 CR
Four movements in the development of the Western metaphysical tradition: Aristotle, Thomas Aquinas, Kant and Heidegger. Prerequisite: PH 101

†PH 278 East/West Comparative Philosophy 3 CR
Heidegger and East Asian thought, the origin of Greek and Chinese philosophy; the Kyoto school; Nishitani's Religion and Nothingness. Prerequisite: PH 101

†PH 283 Philosophical Theology 3 CR
The problem of God before and after Kant's "Copernical Revolution," phenomenology of religion and postmodern theology. Prerequisite: PH 101

PH 299 Special Topics in Philosophy 3 CR
Designates new or occasional courses capitalizing on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Consult the current course schedule for available topics and current prerequisites. Prerequisites established by the department. Prerequisite: PH 101

†PH 306 Existentialism 3 CR
Nineteenth- and 20th-century existentialism, especially the thought of Kierkegaard, Nietzsche, Heidegger and Sartre. Prerequisite: PH 101

†PH 307 Introduction to Phenomenology 3 CR
Examines the phenomenological method in philosophy as developed in the writings of Husserl, Heidegger, Merleau-Ponty and Scheler. Prerequisite: PH 101

†PH 312 Philosophical Foundations of Marxism 3 CR
Philosophical development of the young Karl Marx, from his study of Hegel and Feuerbach to the formulation of his own historical materialism/humanism. Prerequisite: PH 101

†PH 322 American Philosophy and Culture 3 CR
Interaction of American philosophical thought and the American experience as revealed in the philosophies of Edwards, Emerson, Thoreau, Peirce, James and Dewey. Prerequisite: PH 101

PH 331 Oriental Thought 3 CR
An introduction to the philosophies of India, China and Japan. A presentation and analysis of the major schools of philosophy, including Hinduism, Buddhism, the Confucian school, Taoism and Zen Buddhism. Topics include finding one's self, transformation, compassion, moral cultivation, sainthood and enlightenment. Prerequisite: PH 101

†PH 382 Problems in Contemporary Philosophy 3 CR
Topics, selected by the instructor, such as war and peace, near-death studies, the philosophical novel, new directions in philosophy or the crisis in professional ethics. Prerequisite: PH 101

†PH 383 The Philosophy of St. Thomas Aquinas 3 CR
The existence and nature of God, human knowledge, the state, natural and divine law, virtue, grace and the Incarnation as explicated in the Summa Theologica. Prerequisite: PH 101

PH 399 Independent Study 1–3 CR
An area of study for which no course is presently provided. The student must find an instructor competent in his or her proposed topic and secure the permission of the chairperson and the dean. Prerequisite: PH 101

Physics

The physics curriculum, which is a nonmajor program, provides introductory physics courses for students in science majors, Pre-Physical Therapy, Pre-Medical, Pre-Dental, Pre-Veterinary and pre-professional programs in health-related careers. An astronomy course, geophysics and...
physical oceanography are also offered for general interests.

**Faculty**

Joel Block, Ed.D., *Visiting Assistant Professor*
Marlina Slamet, Ph.D., *Associate Professor*

**Course Descriptions**

†PY 045 Physical Geology 3 CR
Students are introduced to the forces and phenomena that have created earth. The State of Connecticut will be utilized as the laboratory illustrating the theories presented in the classroom. Participants will be involved in process thinking, problem solving, and the application of knowledge in a field laboratory setting. Observation, data collection, and hypothesizing are utilized in individual and group investigations.

†PY 090 Basic Astronomy 3 CR
Explores the universe briefly. Emphasis is on the solar system and recent space explorations. Observations of the sky and/or visit(s) to planetariums.

†PY 100 Elements of Physics 4 CR
Covers the basic laws of mechanics, properties of matter, electricity, magnetism and nuclear radiation with an introduction to quantitative laboratory. Designed for health-related professions. Prerequisite: MA 006 or equivalent

†PY 111 General Physics I 3 CR
Noncalculus-based course covering the basic principles of mechanics, properties of matter, temperature and heat transfer. Prerequisite: MA 140 or equivalent

†PY 112 General Physics II 3 CR
Topics include wave motion, sound, electricity, magnetism, light and geometrical optics. Prerequisite: PY 111

PY 113 Physics Laboratory I 1 CR
Fundamental training in physical measurements in mechanics, properties of matter, temperature and heat transfer. Corequisite: PY 111; PY 113 can also be taken after completion of PY 111

**PY 114 Physics Laboratory II** 1 CR
Fundamental training in physical measurements in wave motion, sound, electricity, light and optical devices. Corequisite: PY 112; PY 114 can also be taken after completion of PY 112

†PY 151 Principles of Physics I 3 CR
Calculus-based course, covering basic principles of mechanics, properties of matter and thermodynamics. Prerequisite: MA 152 or equivalent

†PY 152 Principles of Physics II 3 CR
Explores wave motion, sound, electricity, magnetism, light and optics. Prerequisite: PY 151

PY 153 Physics Laboratory I 1 CR
Same as PY 113. Corequisite: PY 151; PY 153 can also be taken after completion of PY 151

PY 154 Physics Laboratory II 1 CR
Same as PY 114. Corequisite: PY 152; PY 154 can also be taken after completion of PY 152

**Political Science**

The Political Science major seeks to awaken in students an appreciation and an understanding of politics and government in the broadest and deepest sense. It considers democratic governance the key to civilization, and ethics as central to democratic life. Courses are offered in four major areas: American politics, comparative politics, international relations and political philosophy and theory. Classroom learning is enriched in a number of ways, including field trips to the state Capitol, Washington, D.C.; internships with legislators in the Connecticut General Assembly; Washington and district office internships with national legislators; election campaign and party organization internships; and internships with public administrators.

Students who major or minor in Political Science prepare themselves for careers in law, teaching,
elective office, government service, many areas of business and not-for-profit management, international business, journalism, campaign management and other endeavors.

Faculty
Christopher P. DeSanctis, M.A., Instructor
John F. Kiloski, Ph.D., Professor
Steven J. Michels, Ph.D., Assistant Professor
Gary L. Rose, Ph.D., Professor

Major in Political Science
For students entering Sacred Heart University in the Academic Year 2003-2004, the major in Political Science requires the completion of 36 credits. A minimum of 27 credits must be earned through formal classroom instruction. The balance of credits can be earned through formal coursework or Political Science internships.

Required Courses
PO 121 Introduction to American Government
PO 122 Introduction to International Relations
PO 301 Ancient and Medieval Political Thought
PO 302 Modern Political Thought
PO 395 Senior Seminar in Political Science
Students are also required to take at least one course in Comparative Politics. The remaining 18 credits in Political Science can be taken as electives.

Comparative Politics
PO 311 Comparative Western European Politics
PO 312 Comparative Eastern European Politics
PO 314 Middle East Politics
PO 315 Latin American Politics
PO 316 South Asian Politics

Political Philosophy and Theory
PO 301 Ancient and Medieval Political Thought
PO 302 Modern Political Thought
PO 303 Radical Political Thought
PO 304 American Political Thought
PO 305 Ethics and Politics: Profiles of Practicing Politicians
PO 306 Liberalism
PO 307 Conservatism

Minor in Political Science
The minor in Political Science requires the completion of the following 18 credits:

Required Courses
PO 121 Introduction to American Government
PO 122 Introduction to International Relations
One Political Theory elective
One Comparative Politics elective
Two Political Science electives

Associate in Arts General Studies

Emphasis Requirements (15 credits)
PO 121 Introduction to American Government
PO 122 Introduction to International Relations
Three Political Science electives

Course Descriptions
†PO 121 Introduction to American Government 3 CR
Explores a variety of areas that collectively comprise the American political system. Examines the theoretical foundation of American government, the U.S. Constitution, political behavior, Congress, the presidency and the Supreme Court.

†PO 122 Introduction to International Relations 3 CR
Focuses on fundamental factors in understanding international relations. Sovereignty, nation-states, national interests, power, diplomacy, United Nations, war, terrorism, ethnicity and low-intensity warfare, the environment and global politics are studied.

†PO 200 Approaches to Political Science 3 CR
What is politics? And how best can we study it? This course examines how the study of politics has changed since Aristotle coined the term “political science” more than 2,000 years ago. Particular
and controversial issues associated with the selection process. Topics include political coalitions, campaign strategy, the role of media and money, conventions and presidential debates. *Prerequisite: PO 121*

- **PO 240 War** 3 CR
  Topics include the causes of war, case studies of major wars, theories of instinctual aggression, psychological behavior, ethnicity, national interests, imperialism, economics, international systems and other topics.

- **PO 241 Peace** 3 CR
  Presents religious and philosophical roots of peace, functionalism, the changing role of international organizations in the 21st century, international norms, global interdependence and other topics.

- **PO 242 International Organizations** 3 CR
  Focuses on the origin, evolution, structure and functions of regional and global intergovernmental and nongovernmental organizations. Special attention is given to the changing role of the post–Cold War United Nations.

- **PO 243 Terrorism** 3 CR
  History and evolution of terrorism in its global, cultural, psychological, religious and secular contexts. Special focus on military, diplomatic, political and economic responses as nuclear, chemical, biological and cyberwarfare capabilities spread in the 21st century.

- **PO 244 American Foreign Policy since 1945** 3 CR
  Examines themes of American foreign policy. Topics include containment, deterrence, détente, changing bases of national power, foreign policy development, terrorism, narco-criminality and environmental issues.

- **PO 285 Future Politics** 3 CR
  Explores the transformation of America and the planet. Consequences of shift from industrial to
informational to networked economy on environment, society, careers, domestic and international politics are studied.

†PO 291 Ethics and International Politics 3 CR
Role of ethics and morality in international politics. Synthesis of religion and Idealism, national interest and Realism in foreign policy.

†PO 299 Special Topics in Political Science 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

†PO 301 Ancient and Medieval Political Thought 3 CR
What is justice? What is the best way of life? This course examines such thinkers as Plato and Aristotle as they address these concerns. This course also includes the medieval response to this tradition, those who sought to reconcile the ancients with revealed religion.

†PO 302 Modern Political Thought 3 CR
The problem with the ancient way of thinking, a modern would say, is that it concentrated on how we ought to live, rather than how we do live. Readings include those by the originators of modern political thought as well as those questioning whether the modern project is desirable or even possible.

†PO 303 Radical Political Thought 3 CR
Have the benefits promised by liberal democracy been realized fully and by all individuals equally? This course focuses on those who claim to be neglected, alienated or oppressed by conventional politics and its institutions.

†PO 304 American Political Thought 3 CR
The Constitution of 1787 was based on speculation and a series of untested principles: it is possible for a territory as large as the United States to be self-governing; self-interest can be made to serve the common good; and minority rights can be protected in a system based on majority rule. This course examines documents related to the founding and other readings that shape, question and are inspired by political life in our country.

†PO 305 Ethics and Politics: Profiles of Practicing Politicians 3 CR
Readings in ethics and the lives of practicing politicians from George Washington to the present that reaffirm foundations of democratic life, including virtue, integrity, honor and trust. Class time includes dialogue with public officials.

†PO 306 Liberalism 3 CR
Liberalism emerged in the 17th century to advance individual liberty and a free and open society against religious conformity and ascribed status. This course examines this radical change, how liberalism itself has since changed, and the role that liberalism plays in politics today.

†PO 307 Conservatism 3 CR
What conservatives have in common is an unwavering reverence for history and tradition. Consequently, what it means to be a conservative is determined by time and place. This course examines many variants of conservatism, including 18th-century Europe and the contemporary United States.

†PO 308 Theories of Political Economy 3 CR
Examines the foundation of and challenges to market capitalism. The role of political actors, shortcomings of the market, and the trend toward globalization are emphasized. Seminal works of Adam Smith, Karl Marx and other economic theorists are explored.

†PO 311 Comparative Western European Politics 3 CR
A comparative analysis of the governments and politics of France, Germany and the United Kingdom.

COLLEGE OF ARTS AND SCIENCES 159
Similarities and differences are explored with respect to patterns of political culture, behavior and institutions.

PO 312 Comparative Eastern European Politics 3 CR
Examines the political systems of Eastern Europe as they reshape themselves in the aftermath of Soviet domination and tyranny. Political and economic relations with the European Union are studied.

PO 313 The Politics of European Integration 3 CR
Explores the political complexities associated with the integration of European nations. The structure and function of European governing institutions are examined and analyzed.

PO 314 Middle East Politics 3 CR
Problems and prospects of the Middle East. Area history, culture, Islam, intrusion of the West, oil, impact of personalities, Arab-Israeli problem, modernization and Islamic fundamentalism are studied.

PO 315 Latin American Politics 3 CR
An introduction to the political culture and structures of Latin America. Explores key themes and challenges for the region, including democratization, economic development, violence and revolution, militarism and the relationship with the United States.

PO 316 South Asian Politics 3 CR
Explores the political cultures, religious traditions, governing structures, key personalities and political tensions in several South Asian countries.

PO 317 African Politics 3 CR
Study of African politics during colonial and post-colonial periods. Roots of political conflict, barriers to conflict resolution and relationship between African nations and the United States are explored.

PO 318 Interpersonal Communication in the Culturally Diverse Workplace 3 CR
Theory and practice of face-to-face communication in culturally diverse organizations. Cultural paradigms of major workforce demographic groups. Emphasis is on acquisition of appropriate communication skills.

PO 319 Political Psychology 3 CR
Themes and concepts related to the expanding field of political psychology. Topics include the impact of media, nationalism, extremism and security. The psychology of leadership is examined through case studies.

PO 320 Modern Political Economy 3 CR
Examines free market and centralized approaches to economic development. Impact of approaches toward income distribution, welfare policy, health care and social security are explored through case studies.

PO 321 Public Administration 3 CR
Survey of organizational theories and professional skills useful to those contemplating public sector service. Addresses public service context, planning, budgeting, communication, leadership and other skills.

PO 322 American Public Policy 3 CR
Models of policy making. Examines government policies toward civil, gender and minority rights, crime, health, welfare, education, environment and other areas.

PO 323 Leadership of Organizations 3 CR
Focuses on the role of leadership in organizations. Readings, discussions, workshops, simulations and role-playing to sharpen student skills in career areas. Intended for non-Business majors.

PO 325 Politics, Law and Judicial Behavior 3 CR
Examines the judiciary's role in the American political process. Topics include the nature of law, political influence in judicial decision making, court organization, judicial recruitment and the powers and limitations of the judiciary. Prerequisite: PO 121
†PO 330 Computer-Simulated Foreign Policy 3 CR
Simulations of international political systems. College students from the United States and around the world interactively conduct foreign policy of actual nations via the Internet.

†PO 341 International Law 3 CR
Traces the development of international law and reviews principles and cases in major topical areas.

†PO 351/LW 234/CJ 200 Constitutional Law 3 CR
An inquiry into American constitutional law through the study of outstanding cases. Attention is given to the development of constitutional doctrines and the processes of legal reasoning. Prerequisite: PO 121

†PO 352 The First Amendment 3 CR
Examines U.S. Supreme Court cases involving the freedom of religion, speech, press, assembly and petition. Special attention is given to the balance between personal liberty and societal order. Prerequisite: PO 121

PO 391 Internship Program 3–6 CR
Congressional district staff, state Capitol or Washington, D.C., internships; election campaign and party organization internships; not-for-profit organization internships and others. Prerequisite: Permission of department chair

PO 395 Senior Seminar in Political Science 3 CR
Advanced study of a particular theme or topic in a seminar setting. Required capstone course for Political Science majors. Prerequisite: Senior standing

PO 399 Independent Study 1–3 CR
Guided study of a topic that goes beyond normal course offerings under the direction of a member of the Political Science faculty. Approval of the chair of the Political Science program required. By special arrangement.

Psychology
The Psychology program provides its students with a basic foundation in the scientific study of human behavior. This background is of value to two groups of students: those who enter the employment market after completion of the Baccalaureate degree and those who further their education through graduate study and pursue a career in psychology or a related field.

The department offers courses on conducting experimental research, as well as providing internship opportunities and a wide range of elective courses covering many different areas of interest.

Faculty
Rachel E. Bowman, Ph.D., Assistant Professor
Maureen A. Conard, Ph.D., Associate Professor
Ruth M. Grant, Ph.D., Visiting Assistant Professor
Ronald Hamel, M.A., Instructor
Kathryn M. LaFontana, Ph.D., Associate Professor
Mindy Miserendino, Ph.D., Associate Professor
Shirley Pavone, Ph.D., Visiting Assistant Professor
Nina Turner, Ph.D., Assistant Professor
Christina J. Taylor, Ph.D., Associate Professor
Amy Van Buren, Ph.D., Associate Professor
Albert Wakin, M.S., Sixth Year, Instructor

Major in Psychology
The major in Psychology requires the completion of 37 credits.

Required Courses
PS 101 General Psychology I
PS 102 General Psychology II
Three Psychology electives
PS 301 Research Design and Analysis I
PS 302 Research Design and Analysis II
PS 355 Learning Theory
PS 351 Biopsychology
PS 380 Experimental Psychology (4 credits)
Minor in Psychology

The minor in Psychology requires the completion of the following 18 credits.

Required Courses for Minor

PS 101 General Psychology I
PS 102 General Psychology II
PS 382 Systems and Theories of Psychology
Three Psychology electives

PS 211 Human Sexuality 3 CR
An in-depth analysis of issues relating to human sexuality, including historical perspectives and their significance, research evaluation, gender identity, communication, sexual response and sexual dysfunction and its treatment. Prerequisite: PS 102

PS 212 Abnormal Psychology 3 CR
Examines various mental disorders, such as schizophrenia, bipolar disorder, brain damage, retardation, sexual deviations. Prerequisite: PS 102 or PS 103

PS 215 Social Psychology: Interpersonal Factors 3 CR
Explores how people are affected by the persons around them. Topics include: person perception, first impressions, interpersonal attraction, nonverbal communication, romantic love, prejudice, stereotyping, aggression, conformity, obedience and environmental influences on behavior. Prerequisite: PS 102

PS 220 Drugs: Use and Abuse in Contemporary Society 3 CR
Examines the nature of drug use, legal and illegal, in contemporary society. Emphasis is on behavioral and physiological effects of psychoactive substances, addictions, rehabilitation strategies and ethical issues. Prerequisite: PS 102

PS 222 Sports Psychology 3 CR
Provides information on and facilitates understanding of individual sport behavior. Emphasis is on the psychological constructs and concepts that relate to and help explain the phenomena of sports performance. Prerequisite: PS 102

162 COLLEGE OF ARTS AND SCIENCES
media, nationalism, extremism, and security. Psychology of leadership examined through case studies. Prerequisite: PS 102

PS 233 Introduction to Clinical Psychology 3 CR
Provides an understanding of basic principles and tools used in clinical practice to implement behavioral interventions. Students are expected to master some of the elemental principles of cognitive-behavioral therapy and to demonstrate the applicability of these principles to their own experience. Prerequisite: PS 102

PS 241 Psychology of Personality 3 CR
Explores scientific perspectives on personality including trait, biological, Freudian, neo-Freudian, social learning and humanistic. Prerequisite: PS 102

PS 251 Life Span Development 4 CR
This is a life span development course including traditional and contemporary developmental theories as applied to areas such as personality, cognitive, social-emotional, and moral-spiritual development. This course is intended to fulfill prerequisites for Nursing and pre-Occupational Therapy students. Prerequisite: PS 101 or PS 103. Open to Nursing and Pre-Occupational Therapy, non-Psychology majors only

PS 252 Child Development Psychology 3 CR
Traces development from conception through childhood, including basic concepts and theories as applied to psychological processes of perception, cognition, social interactions, affective and moral development. Prerequisite: PS 102

PS 255 Industrial and Organizational Psychology 3 CR
Explores theories and methods involved in application of the psychological principles in work settings. Emphasis is on understanding theory, research, learning methods and techniques used in practice. Prerequisite: PS 102

PS 256 Consumer Psychology 3 CR
Examines psychological, social, and behavioral processes involved in consumer behavior, with a special emphasis on ethical issues. Prerequisite: PS 102

PS 273 Adolescent Development 3 CR
An in-depth study of developmental and behavioral issues in adolescence. Emphasis is on adjustment to adolescent roles, the search for self-identity, and healthy and unhealthy personality development. Prerequisite: PS 102

PS 274 Adult Development 3 CR
Considers various psychological issues and developmental tasks of adulthood and middle age, psychological characteristics of the elderly, and the psychology of death and dying. Prerequisite: PS 102

PS 275 Psychology of Women 3 CR
Surveys and examines current research and theories about women and gender. Topics include: gender-role stereotypes, attitudes toward women, gender-role socialization, women and work, sexuality, marriage, love and the biology of women. Prerequisite: PS 102

PS 285 Psychological Counseling I 3 CR
Deals with the fundamental principles of counseling, and involves the study of several different theoretical approaches, including client-centered and rational-emotive. Prerequisite: PS 102

PS 286 Psychological Counseling II 3 CR
Presents further dimensions of the helping relationship and the approaches of reality, cognitive and Gestalt therapy. Audiotapes of students’ counseling efforts are critiqued in class. Prerequisite: PS 285

PS 295 Health Psychology 3 CR
Focuses on the relationship between attitudes and personality factors and health. Emphasis is on stress management and behavioral change methods for health improvement and maintenance. Prerequisite: PS 102 or PS 103 or department permission
PS 299 Special Topics in Psychology 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

PS 301 Research Design and Analysis I 3 CR
Students learn how to do primary quantitative research in psychology and to apply basic statistical principles to data collected using the scientific method. Emphasis is on descriptive, correlational, and other nonexperimental designs. Prerequisites: PS 101 with a grade of C+ or better, two semesters of college-level mathematics with an average of C+ or better with neither grade below C.

PS 302 Research Design and Analysis II 3 CR
Students continue to learn how to do primary quantitative research in psychology and to apply basic statistical principles to data collected using the scientific method. Emphasis is on hypothesis testing in experimental and quasi-experimental designs, with special consideration given to the control of extraneous variables. Prerequisites: PS 102 and PS 301, with at least a C+ in each.

PS 313 Abnormal Psychology in Film 3 CR
Study of the diagnosis, causes, and treatment of the major psychological disorders through examination of their portrayal in popular films. Prerequisite: PS 102 with a grade of C+ or better.

PS 331 Psychological Tests and Measurements 3 CR
Examines principles, theories, applications, and ethics of psychological tests used for clinical, educational, industrial, or legal purposes. Specific tests and issues unique to their use and abuse are presented. Prerequisite: PS 101 with a grade of C+ or better.

PS 335 Learning Theory 3 CR
Explores theories of learning from their historical origin to the present, and focuses on how these theories can be applied to the "real world". Students will gain insight into the factors that influence their own behavior, as well as the behavior of others. Prerequisite: PS 101 with a grade of C+ or better.

PS 350/BI 205 Essentials of Neuroscience 3 CR
Introduces students to the field of neuroscience, which combines biology and psychology into a single area of study. Topics range from the cellular and molecular physiology of neurons to issues of human language, cognition, mental illness, and drug use. Prerequisites: BI 111/113; PS 101 with a grade of C+ or better.

PS 351 Biopsychology 3 CR
Examines the molecular and molar views of the nervous and endocrine systems and emphasizes the roles of these systems in behavior. Prerequisite: PS 101 with a grade of C+ or better.

PS 352 Hormones and Behavior 3 CR
This course examines the hormonal mediation of various behaviors, including play, aggression, parenting and cognitive functioning. Prerequisite: PS 101 with a grade of C+ or better.

PS 353 Psychopharmacology 3 CR
This course presents current data and theories in psychopharmacology and drug abuse research. Basic principles of pharmacology, neurotransmission and drug use are covered. Prerequisite: PS 101 with a grade of C+ or better.

PS 380 Experimental Psychology 4 CR
Covers research techniques and literature in a particular area of psychology. Laboratory and/or field work is included. Prerequisite: PS 302 with a grade of C+ or better.
PS 382 Systems and Theories of Psychology 3 CR
An historical survey of theoretical formulations and systems in psychology. Evaluates structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis and humanistic and cognitive orientation. Prerequisites: PS 102, Senior Psychology majors or minors or departmental permission

PS 389 Advanced Special Topics 3 CR
Designates new or occasional upper-level courses that may or may not become part of the department’s permanent offerings. Courses capitalize on a timely topic, reflect a faculty member’s particular interest, or offer an alternative to existing courses. Prerequisite: PS 101 with a grade of C+ or better

PS 390–395 Psychological Research 1–6 CR
Research in the basic areas of scientific psychology performed under the supervision of participating faculty. By special arrangement with faculty member.

PS 396 Capstone: Psychology Internship 3 CR
A senior course which integrates theory and practice with supervised placement in agencies, schools and/or institutions. Seminars focus on career assessment, personal growth and work skills. Prerequisites: PS 380, Senior Psychology majors, permission of department required

PS 397 Capstone: Psychological Research 3 CR
A senior course in which students conduct research under the supervision of a faculty member. Course may involve a review and discussion of relevant literature in a seminar format and/or data collection in a laboratory setting. Intended for students who are planning to go to graduate school in Psychology. Prerequisites: PS 380, Senior Psychology majors, by permission of department

PS 398 Capstone: Practicum Project 3 CR
A senior course in which students participate in a community service and/or research project to learn a set of practical skills and apply this knowledge to their other Psychology courses in a career-related setting. Prerequisites: PS 380, Senior Psychology majors

Note: The department may allow other courses to substitute for PS 396, PS 397, or PS 398, provided the course meets certain criteria and is approved by the chair.

Religious Studies
Throughout the history of culture, religion has played an enormous role in shaping and determining human actions, perceptions and institutions. Consequently, the failure to explore the religious dimension of human experience must render that experience largely incomprehensible. None of the disciplines traditionally classified under the rubric of the humanities can afford to ignore the basic religious questions, and Religious Studies itself occupies a central position among these disciplines.

Humanistic in its orientation, the study of religion relies partially on the social sciences for its methodological apparatus. The student of religion must learn to play the roles of anthropologist, sociologist and psychologist as well as philosopher, historian and literary critic. Specific courses in the program examine the various symbols and myths, rituals and creeds, events and institutions that illuminate religious imagination and understanding. In addition, the student is encouraged to investigate the cultural interaction between religion and both the natural sciences and the arts.

Faculty
Walter E. Brooks, Ph.D., Associate Professor
Anthony J. Cernera, Ph.D., Professor
June-Ann Greeley, Ph.D., Assistant Professor
Richard M. Grigg, Ph.D., Professor
Christel J. Manning, Ph.D., Associate Professor
Brian Stilner, Ph.D., Associate Professor

COLLEGE OF ARTS AND SCIENCES 165
Major in Religious Studies
The major in Religious Studies requires the completion of 33 credits.

Required Courses
RS 101 Introduction to the Study of Religion
10 Religious Studies electives selected in consultation with a department advisor

Minor in Religious Studies
The minor in Religious Studies requires the completion of 18 credits.

Required Courses for Minor
RS 101 Introduction to the Study of Religion
Five Religious Studies electives selected in consultation with a department advisor

Associate in Arts General Studies
Emphasis Requirements (15 credits)
RS 101 Introduction to the Study of Religion
Four Religious Studies electives

Certificate in Catholic Theological Studies
The Certificate in Catholic Theological Studies is awarded to students who take Religious Studies 101, plus three more courses from a special list of Religious Studies and Philosophy courses, and who write a capstone paper in their fourth course. The goal is for students to make an in-depth exploration of some of the issues studied in Roman Catholic fundamental, systematic, and moral theology. One of the courses selected fulfills the University-wide requirement to take one course in either Religious Studies or Philosophy beyond the 101s.

Course Descriptions
Note: courses with an asterisk (*) are open to both undergraduate and graduate students.

†RS 101 Introduction to the Study of Religion 3 CR
A critical and constructive study of the nature of religion, its functions in human life and its various forms and manifestations.

†RS 205* Ancient Religions and Cults 3 CR
Explores the beliefs, practices, and teachings of ancient world religions including those of ancient Egypt and Mesopotamia; the mystery cults of the ancient Greco-Roman civilizations, and the religious traditions of pre-Christian northern Europe (Scandinavia) and ancient Iran. The focus of study is on the sacred writings of the religions, with emphasis on such major topics as deities and divine powers, rituals of birth and death, gender studies, and the relationships between ancient faith traditions and the emergence of monotheism.

†RS 210* Modern Biblical Criticism and the Gospels 3 CR
An in-depth analysis of the development of modern biblical criticism and its impact on understanding the Gospels of the New Testament. Prerequisite: RS 101

†RS 211* Introduction to the Hebrew Bible/Old Testament 3 CR
Development of the major traditions of the Hebrew Bible. Authorship of these traditions, why they were written and what historical circumstances they were responding to. Prerequisite: RS 101

†RS 212* Christology 3 CR
Examines the theological interpretation of Jesus as the Christ in the history of the Christian tradition. Prerequisite: RS 101

†RS 214* Introduction to Eastern Religions 3 CR
Explores history, beliefs and practices of Hinduism, Buddhism and other religions of India, China and Japan and the emergence of the contemporary New Age movement. Prerequisite: RS 101

†RS 215 Introduction to Islam 3 CR
A theological and phenomenological exploration of beliefs, practices, and symbology of Islam, incorporating extensive readings from the Qur'an, the hadith and shari'a, and Sufism. This course
analyzes contemporary topics such as religion and gender, and religion and politics. **Prerequisite:** RS 101

**RS 216* Celtic Religious Tradition**  
3 CR  
The course is concerned with the mythic history of Ireland, and "beginning" of the Irish, and the traditions by which the Irish have come to identify themselves and give meaning to their world. Students study the religious function of social institutions; gods, goddesses and ruling powers; holy places; feasting and sacrifice; spirits and ancestors; and the other world. The class also looks at the role of women in these traditions and what these traditions mean with regard to such issues as our own estrangement from the natural order. The continuation of "myth" in modern Ireland is also studied in this course. **Prerequisite:** RS 101

**RS 217* Introduction to Western Religions**  
3 CR  
A theological and phenomenological exploration of the beliefs, history and practices of Judaism, Christianity, and Islam with particular emphasis on the sacred scriptures and spiritual traditions of each religion. **Prerequisite:** RS 101

**RS 218* Cults, Sects and New Religious Movements**  
3 CR  
Explores beliefs and practices of new religions in America, including Mormonism, Unification Church, Christian Science, Scientology, Theosophy, New Age, Neopaganism and UFO cults. Presents both sociological and theological approaches to understanding new religions. **Prerequisite:** RS 101

**RS 219* Women in World Religions**  
3 CR  
An analysis of women's role in Christianity, Judaism, Hinduism, and Islam—both historical and contemporary—using theories and methods of gender study. **Prerequisite:** RS 101

**RS 220 Women in Christianity**  
3 CR  
A theological, textual and gender-based examination of women in the history of Christianity, incorporating critical analysis of texts written about and by Christian women. Topics include the image of women and woman's spirituality in the Bible, writings of the Church Fathers, mystics, sectarian movements, and the feminist reconstruction of tradition. **Prerequisite:** RS 101

**RS 221* Religion and Politics**  
3 CR  
Critical analysis of ideal and actual relationships between religion and politics in modern democratic society. Topics include the Religious Right, feminist spirituality, and Nation of Islam. **Prerequisite:** RS 101

**RS 222 Women in American Religion**  
3 CR  
A critical analysis of women and religion within the context of American history and culture. This course examines religious writings/narratives by Native American women, and American women in Christianity, Judaism, and Islam. The impact of race, class, history, and/or ethnicity upon religious experience is also explored in the writings of feminist, Womanist (African-American) and **Mujerista** (Latina) theologians. **Prerequisite:** RS 101

**RS 224* The Gospel of John**  
3 CR  
A critical interpretation of the Gospel of John. **Prerequisite:** RS 101

**RS 229* The Historical Jesus**  
3 CR  
Investigates what can be known of the historical Jesus through a proper methodological examination of the sources. Special emphasis is on the parables of Jesus. **Prerequisite:** RS 101

**RS 230* The Death and Resurrection of Jesus**  
3 CR  
Traces the development of the traditions of the death and resurrection of Jesus as they are found in the gospels of Matthew, Mark, Luke and John. **Prerequisite:** RS 101

**RS 231* The Resurrection Traditions**  
3 CR  
Examines traditions of the Resurrection as they...
developed in the earliest Christian period and how they were presented by the Gospel writers. 
Prerequisite: RS 101

†RS 232* Contemporary Religious Thinkers 3 CR
Representative writings of a specific religious thinker. Focus is on the work of either an important theologian or a contemporary scholar of religion. Consult the course instructor for the topic. Prerequisite: RS 101

†RS 233* Religion and Ecology 3 CR
Examines how religion has shaped humanity’s relationship with nature, and explores various religious and philosophical responses to contemporary ecological problems. Prerequisite: RS 101

†RS 235* Religion and Sexuality 3 CR
Examines the relationship between religion and sexuality in various world religions. Topics include asceticism vs. eroticism; defining normality and deviance; sex as a means to challenge or maintain the social order; religious responses to the changing sexual morality in contemporary Western society. Prerequisite: RS 101

†RS 238* Spiritual Teachers and Thinkers 3 CR
Explores the representative spiritual writings of a specific religious teacher from the history of the world’s religions. Examples of such spiritual teachers include Hildegard of Bingen, Meister Eckhart, George Fox, Teresa of Avila, Ibn al’Arabi, and Martin Buber. Consult instructor for relevant topic.

†RS 239* Contemporary Women Religious Thinkers 3 CR
Explores the scholarship of contemporary women theologians and scholars of religion, with a particular emphasis on the work of women scholars in Christianity, Islam, and Judaism.

†RS 240* Understanding Theology 3 CR
An introduction to the nature and role of theology. Investigates both academic, or “public,” theology and confessional, or “church-centered,” theology. Prerequisite: RS 101

†RS 242* Medieval Theology 3 CR
A critical examination of central doctrines of Christianity, Judaism, and Islam as they developed during the Middle Ages. This course analyzes particular modalities of theological expression such as mysticism, sacred art/architecture, and women’s visionary writings. Prerequisite: RS 101

†RS 243* Early Christian Thought 3 CR
How the central doctrines of Christianity have developed with focus on the first five centuries. Prerequisite: RS 101

†RS 244 Christian-Jewish Understanding 3 CR
This course examines the historical and theological relationship between Judaism and Christianity beginning at the time of Jesus, which resulted in the separation of and misunderstanding between Christians and Jews through the Patristic period, Renaissance, Middle Ages, until the present time. Particular attention is paid to the recent positive studies in interreligious understanding advanced by the Second Vatican Council. Prerequisite: RS 101

†RS 245* Contemporary Roman Catholic Thought 3 CR
Various thinkers and movements that have shaped contemporary Roman Catholic life and thought, including Karl Rahner, the Second Vatican Council and liberation theology. Prerequisite: RS 101

†RS 246* Constructing the Concept of God 3 CR
Imaginative construction of a concept of God appropriate for modern life. Prerequisite: RS 101

†RS 247 Christian-Jewish Relationships and Contemporary Church Teachings 3 CR
This course studies the dramatic positive strides in interreligious understanding advanced by the Second
Vatican Council and the continued good relations between Christians and Jews. Theological, pastoral, liturgical and pedagogical implications of the last 35 years are discussed. Prerequisite: RS 101; recommended: RS 244

†RS 248* Contemporary Protestant Thought 3 CR
Some of the most important Protestant theologians of the 19th and 20th centuries, including Kierkegaard, Schleiermacher, Barth and Tillich. Prerequisite: RS 101

†RS 249* Contemporary Jewish Thought 3 CR
A survey and comparison of the writings of contemporary Jewish thinkers such as Buber, Heschel, Rosenzweig and Fackenheim. Prerequisite: RS 101

†RS 255* History of Christian Ethics 3 CR
The ethical reflections of some of the most influential Christian thinkers from the Church Fathers to the present (e.g., Augustine, Thomas Aquinas and Martin Luther) applied to various important topics of ethical debate in Christian history (e.g., the notion of just war). Prerequisite: RS 101

†RS 257* Contemporary Moral Issues 3 CR
A religious-ethical examination of moral issues that involve a significant conflict of values in contemporary society, such as economic inequality, racism, violence, sexual ethics and bioethics. Service learning may be required in some sections. Prerequisite: RS 101

†RS 258* Issues in Religious Ethics 3 CR
Important issues confronting the contemporary attempt to construct a philosophically and theologically adequate ethical methodology. Prerequisite: RS 101

†RS 259* Faith and Justice 3 CR
Explores the content, sources, and methods of Catholic social ethics and investigates its relevance to social-ethical problems in both the United States and the global community. Service learning may be required.

†RS 260* Bioethics: Religious Approaches 3 CR
Introduces students to the methods and principles of biomedical ethics, and explores several ethical issues in medical practice and health care policy. The theoretical frameworks employed include religious-ethical perspectives in Christianity and some other religious traditions, as well as philosophical and social critiques and proposals. Major topics covered include euthanasia, reproductive technologies, human cloning, consent for experimentation and allocation of health care resources.

†RS 261* Symbol, Myth and Ritual 3 CR
Notions of symbol, myth and ritual, as well as an introduction to the use of symbols, myths and rituals in a wide variety of religious traditions. Prerequisite: RS 101

†RS 263* Summer Institute 3 CR
Consult Religious Studies Department for course topics. Prerequisite: RS 101

†RS 265* Problems in the Philosophy of Religion 3 CR
Problems concerning the nature and justification of religious belief and experience from the viewpoints of philosophical analysis and religious existentialism. Prerequisite: RS 101

†RS 267* Mysticism 3 CR
This course introduces the student to the dimension of spirituality known as mysticism, through readings in and critical analysis of mystical texts of the world's religions, including Tao te Ching, the Hindu Upanishads, Zohar and other Kabbalistic texts, the poets of Sufism, and Christian mystics from the history of Christianity. Prerequisite: RS 101

†RS 268* Classics of Western Spirituality 3 CR
Great spiritual masters of the Western religious
traditions (e.g., John of the Cross, Theresa of Avila, Ignatius Loyola, Teilhard de Chardin, Martin Buber and Thomas Merton). Prerequisite: RS 101

†RS 269* Sociological and Psychological Approaches to Religion 3 CR
Theories and methods of research on religion, its provision of meaning to individuals and its exertion of power on social institutions. Off-campus research required. Prerequisite: RS 101

†RS 270* Religion, Business and Society 3 CR
Applies theological and ethical perspectives on human work and social responsibility to the practice of modern business and to various problems in the national and international economy. Prerequisite: RS 101

†RS 271* Love, Sex and Marriage 3 CR
Explores the biblical and theological sources of Christian understandings of human sexuality and marriage. Those sources are used to develop responses to contemporary issues in sexual ethics, such as premarital sexuality, contraception, gay marriage, abortion, and divorce and remarriage. Prerequisite: RS 101

†RS 273* Women Writers and the Religious Quest 3 CR
An encounter with the experiences and stories of Atwood, Lessing, Rich, Chopin and other women writers who provide a new orientation to the sacred. Prerequisite: RS 101

†RS 275* Death 3 CR
Examines the concept of “death”—the central reality in human life and that which makes authentic, full, human and humane life possible. Prerequisite: RS 101

†RS 281 Religion, Health and Healing 3 CR
Explores theories and practices of healing in Eastern, Western and Primal religions. Examines research on connections between religion and health and efficacy of alternative and spiritual therapies. Prerequisite: RS 101

†RS 289 Religion, War and Peace 3 CR
An examination of ethical attitudes toward war and peace embraced by Christianity and other religions. Prerequisite: RS 101

†RS 291* Religious Themes in Contemporary Fiction 3 CR
Explores the religious dimensions in the fiction of writers such as Cynthia Ozick, John Cheever, Toni Morrison and Italo Calvino. Prerequisite: RS 101

†RS 292* Film Seminar: Religion in Film 3 CR
Examines the “religious dimensions” of a wide range of films. The course considers both subject matter and style/techniques. Prerequisite: RS 101

†RS 294* Elementary New Testament Greek 3 CR
Introduction to the nominal and verbal systems of Hellenistic Greek as a basis for reading the Greek New Testament. Prerequisite: RS 101

†RS 299 Special Topics in Religion 3 CR
Designates new or occasional courses capitalizing on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department. Prerequisite: RS 101

†RS 301 The Church: Roman Catholic Perspectives 3 CR
An investigation of Catholic thinking and teaching about the nature of the Church. Prerequisite: RS 101

†RS 302 The Roman Catholic Sacraments 3 CR
Explores the history of the sacraments, the theology behind them and their role in contemporary Catholic life. Prerequisite: RS 101
Social Work

Social work is both a profession and a method of helping. As a profession, social work assists individuals, families, groups, organizations, and the community to meet their needs, solve problems, obtain resources, and achieve goals. As a method of helping, social work involves purposeful use of professional knowledge, skills, and values to facilitate development and change in individuals or larger systems.

The Baccalaureate Social Work Program employs a liberal arts perspective that provides students with analytical, conceptual, and interactional skills that allow them to identify client strengths and resources, to implement planned change, and to intervene in problem situations.

The major in Social Work prepares students for professional generalist social work practice at the beginning level and for graduate study. The baccalaureate degree program is accredited by the Council on Social Work Education.

Faculty
Annette M. Bailey, Ph.D., Coordinator of Field Education, Assistant Professor
Elaine B. Davis, D.S.W., Director, Baccalaureate Social Work Program, Associate Professor

Major in Social Work
The major in Social Work requires the completion of 52 credits.

The student majoring in Social Work is advised to take BI 010 or BI 030, PO 121, PS 101, and SO 254 as part of the elective core, since these are prerequisites for certain Social Work courses. The student is required to maintain an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in required major courses.

Required Courses
SO 101 Sociology: An Introduction
SO 215 Social Psychology: Macroprocesses
SO 239 Diversity and Oppression in Contemporary Society
SW 101 Introduction to Social Work
SW 265 Social Welfare as a Social Institution
SW 266 Social Welfare Policy and Services
SW 267 Human Behavior and the Social Environment I
SW 268 Human Behavior and the Social Environment II
SW 275 Social Work Practice I
SW 278 Junior Field Practicum
SW 279 Junior Field Practicum Seminar
SW 375 Social Work Practice II
SW 378 Senior Field Practicum I
SW 379 Senior Field Practicum Seminar I
SW 380 Senior Field Practicum II
SW 381 Senior Field Practicum Seminar II
SW 390 Research Methods for Social Work

Course Descriptions
SW 101 Introduction to Social Work 3 CR
Explores the profession of social work as a career choice. Focuses on generalist social work practice as a societal response to social problems with an orientation to professional knowledge, skills, values, and ethics. Prerequisite: SO 101

SW 110 Human Relations: An Introduction to Helping 3 CR
Provides the theory and experience necessary to develop effective interpersonal skills for personal and professional use. Emphasis is on listening, confrontation, problem solving, conflict management, self-awareness, and interpersonal helping.

SW 150 Issues and Problems in the Life Cycle of the Family 3 CR
Examines family development and the problems and challenges at each stage of the family life cycle. Cultural diversity, parent-child interactional patterns, and family problem solving are included.
SW 140/CJ 254 Perspectives on Family Violence 3 CR
The effects and characteristics of family violence from the legal, medical, and social perspectives. Incidence and preconditions of child abuse, spousal abuse, and elder abuse are studied.

SW 150 Child Sexual Abuse: Myths and Realities 3 CR
Examines this problem in American society from the historical, legal, moral, and treatment perspectives. Emphasis on recognizing indicators of sexual abuse, formulating assessments, and planning for intervention.

SW 160 Perspectives on Death and Dying 3 CR
Societal attitudes toward death and dying, stages of loss, grieving, and the healing process. Topics include suicide, euthanasia, and religious and cultural influences on attitudes about death.

SW 180 Treating Substance Abuse and Addictions 3 CR
Examines the disease concept of addiction and treatment modalities. Emphasis is on assessment, diagnostic skills, and intervention with special populations, such as adolescents, the elderly, and court-mandated clients.

SW 265 Social Welfare as a Social Institution 3 CR
An introduction to the social service delivery system and resources, the values and ethics inherent in policy, and the role of the social work profession. Includes a global perspective on comparative social welfare systems. Prerequisite: SW 101

SW 266 Social Welfare Policy and Services 3 CR
Examines how social policy is formulated and implemented with a focus on the inequalities and inequities in social welfare policy that express institutional discrimination. Emphasizes the development of macropractice skills. Prerequisites: PO 121, SO 254, and SW 265

SW 267 Human Behavior and the Social Environment I 3 CR
Theories of human development with emphasis on stages of the life cycle; human diversity; and the biological, psychological, socioeconomic, spiritual, and cultural influences on development. Prerequisites: BI 010 or BI 030, PS 101, and SW 101

SW 268 Human Behavior and the Social Environment II 3 CR
A study of diverse family, group, community, and organizational systems and their impact on human development and behavior. Theoretical knowledge and assessment skills are emphasized. Prerequisite: SW 267

SW 275 Social Work Practice I 3 CR
Emphasizes the generalist model of social work practice, the use of systems theory, the strengths perspective, and professional values and skills to facilitate the planned change and problem-solving process. Prerequisites: Junior standing and SW 101

SW 278 Junior Field Practicum 4 CR
Internship for two days each week in a human service agency where students are professionally supervised in social work practice with clients and the community. Prerequisites: SW 265, SW 267, SW 275, and departmental evaluation for admission to Intermediate Major Status; Corequisite: SW 279

SW 279 Junior Field Practicum Seminar 2 CR
Taken concurrently with SW 278, this course facilitates, reinforces, and supports field-based learning. Emphasizes engagement, assessment, intervention planning, interviewing skills, and professional values and ethics. Corequisite: SW 278

SW 299 Special Topics in Social Work 3 CR
Designates new or occasional courses that may or may not become part of the program's permanent offerings. Courses capitalize on a timely topic, a fac-
ulty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

SW 375 Social Work Practice II 3 CR
Examines intervention skills with families, groups, communities, and organizations using the planned change process. Introduces spirituality in social work practice. Prerequisite: SW 275

SW 378 and 380 Senior Field Practicum I and II 4 CR each
Professionally supervised Senior internship for two days each week. Integration of theory with practice and the development of appropriate skills and knowledge, along with professional identification, values, and attitudes. Prerequisites: SW 278 and SW 279, and evaluation for admission to Degree Candidacy Status. Corequisites: SW 379 and SW 381

SW 379 and SW 381 Senior Field Practicum Seminar I and II 2 CR each
Emphasis is on professional development, the use of research methods to evaluate one's own practice, and application of theory from the entire curriculum to professional practice. Corequisites: SW 378 and SW 380

SW 390 Research Methods for Social Work 4 CR
Development of research skills for evaluation and enhancement of social work practice. Emphasizes research designs, sampling, practice evaluation, program evaluation, measurement instruments, and basic statistics. Prerequisite: Junior standing

Sociology
The Sociology program offers a course of study through which students acquire an understanding of the workings of social life and modern society. The program fosters the critical and analytical skills that enable an individual to understand the world. In addition, the program provides excellent preparation for graduate studies in Sociology and in other fields such as Human Resources, Public Administration and Law.

Faculty
Nicole X. Cauvin, Ph.D., Professor
Armen G. Kaladjian, Ph.D., Visiting Assistant Professor
Stephen J. Lilley, Ph.D., Associate Professor
Gerald E. Reid, Ph.D., Professor
Grant Walker, Ph.D., Associate Professor

Major in Sociology
The major in Sociology requires the completion of 36 credits.

Students interested in a concentration in social research or in preparation for graduate work in Sociology should consult with their advisor before selecting courses.

Required Courses
AN 102 Cultural Anthropology
SO 101 Sociology: An Introduction
SO 200 Social Issues and Social Change
SO 370 Sociological Theories
SO 371 Contemporary Social Thought
SO 380 Methods of Social Research I
SO 381 Methods of Social Research II
SO 398 Senior Seminar in Sociology

Elective Course Requirements
Four Sociology electives are required, with at least one from each of the following: microsociology, micro/macrosociology and macrosociology.

Microsociological Courses
SO 213 Marriage and the Family
SO 214 Health and Lifestyle
SO 215 Social Psychology: Macroprocesses
SO 319 Special Topics in Microsociology
Micro/Macrosociological Courses
SO 232 Cities in Crisis
SO 233 Aging in America
SO 234 Sociology of Health and Health Care
SO 235 Criminology
SO 236 Juvenile Delinquency
SO 237 Deviance and Social Control
SO 239 Diversity and Oppression in Contemporary Society
SO 332 Statistics for the Social Sciences
SO 333 Opinion Polling
SO 334 Men, Women and Society

Macrosoicological Courses
SO 252 Social Class and Inequality
SO 253 The Global Social System
SO 254 Society and Economic Change
SO 256 Political Sociology
SO 258 Society and the Environment
SO 354 Global Health and Illness
SO 355 Changing Human Populations
SO 359 Special Topics in Macrosociology

Additional Requirements
Three courses (nine credits) from the related fields of Anthropology (must be 200-level courses), Economics, Psychology and Political Science. No more than two courses in any one field can be used to satisfy this requirement. These courses can also be used to satisfy core requirements.

Minor in Sociology
The minor in Sociology requires the completion of the following 18 credits:

Required Courses
AN 102 Cultural Anthropology
SO 101 Sociology: An Introduction
SO 200 Social Issues and Social Change
Three Sociology electives

Associate in Arts General Studies

Emphasis Requirements (15 credits)

Required Courses
AN 102 Cultural Anthropology
SO 101 Sociology: An Introduction
SO 200 Social Issues and Social Change
Two Sociology electives: no more than one from each group of microsociology, micro/macrosociology and macrosociology courses.

Course Descriptions

‡SO 101 Sociology: An Introduction 3 CR
An introduction to the study of groups, society and culture with an emphasis on how these and other social forces shape human behavior.

‡SO 122 Sociology of Sports 3 CR
The reciprocal relationship between sports and the society in which they are embedded. Societal values, governance, discrimination, technology, education and sports structures in societies. Prerequisite: SO 101

‡SO 200 Social Issues and Social Change 3 CR
Social issues and the changes they lead to at the microsociological and macrosociological levels. Processes of social change at different levels of social organization and the consequences of social change for individuals, groups, organizations, societies and the world are studied. Prerequisite: SO 101

‡SO 213 Marriage and the Family 3 CR
Examines family in terms of structure, roles and functions. Emphasis on understanding family life cycles; change in motivation to marry, divorce and remarry; nontraditional relationships and parenting roles. Prerequisite: SO 200 for Sociology majors, all other students SO 101

‡SO 214 Health and Lifestyle 3 CR
Examines how relationships with other individuals,
cultural norms, gender roles, work environments and other social factors affect health for better or for worse. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 215 Social Psychology: Macroprocesses 3 CR
Explores social and cultural forces that influence individual social interaction. Covers components of individual social behavior and interpersonal social behavior. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 232 Cities in Crisis 3 CR
Addresses urban lifestyles, urban inequality, urban problems and urban conflicts. Urbanization and dispersion are covered, including gains and losses in populations, business and industry. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 233 Aging in America 3 CR
Explores the social, political and economic state of the nation's elders, including ageism and American culture, solvency of the Social Security and Medicare systems, and nursing home care. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 234 Sociology of Health and Health Care 3 CR
Focuses on the social nature of illness in contemporary society, the changing health care system and the ethical issues raised by advances in medical technology. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 235 Criminology 3 CR
Analyzes criminal behavior, including a review of theories of crime causation, society's efforts to cope with criminal behavior and the public perceptions of crime. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 236 Juvenile Delinquency 3 CR
Examines the social meaning of juvenile delinquency and the diverse types of delinquent behavior. Theories, research and available data are covered as well as attention to recent changes in juvenile justice. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 237 Deviance and Social Control 3 CR
Explores the creation of deviance, the process of becoming deviant and society's reactions to such issues as civil disorder, crime, mental illness, addiction and sexual deviance. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 239 Diversity and Oppression in Contemporary Society 3 CR
The first part of this course presents a theoretical orientation that allows students to explore the experience of diverse oppressed groups in contemporary society. In addition, theories that predict and or explain the potential for the resolution of the oppressed status of diverse groups are also discussed. The second part of this course focuses on students' ability to apply the theoretical foundation to research the experiences of specific oppressed groups. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 252 Social Class and Inequality 3 CR
Covers the distribution of wealth, power and prestige. The class structure, the urban "underclass," the poor, the homeless, the middle class and the superrich. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 253 The Global Social System 3 CR
This course is designed to give students an understanding of the world system as a social system. Emphasis is on the social processes resulting from interaction over time in the world system. Prerequisite: SO 200 for Sociology majors, all other students SO 101

†SO 254 Society and Economic Change 3 CR
Major socio-economic developments in 21st-cen-
tury capitalism (e.g., consumer culture, global labor market, media empires) are studied. The persistence of inequality and poverty, fragmentation of family and community, unhealthy constructions of self-image, and other social problems are explained in terms of these developments. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

†SO 256 Political Sociology 3 CR
Examines how corporations, social movements, interest groups, governments and other large-scale organizations amass power and use power to pursue objectives. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

†SO 258 Society and the Environment 3 CR
Studies the relationship between human society and the biophysical environment, considering how human activities contribute to global environmental problems (e.g., climate change, disappearance of natural habitat, decreasing biodiversity, diminishing nonrenewable resources, loss of arable soil, scarcity of drinkable water). Requires action-oriented research projects focusing on the kinds of social and cultural change that can contribute to solving such problems. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

SO 319 Special Topics in Microsociology 3 CR
Detailed and comprehensive analysis of a microsociological issue or problem of current interest. Specific topic is announced in the course schedule of any given semester. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

SO 332 Statistics for the Social Sciences 3 CR
Focuses on interpretation more than calculation. Meaning, purposes and limits of statistics. Covers distributions, central tendency, dispersion, estimates, inference, hypothesis testing, analysis of variance, chi-square, correlation and regression. *Prerequisites:* SO 200 for Sociology majors (all other students SO 101), and C or better in MA 101 or equivalent or any higher level college mathematics course

SO 333 Opinion Polling 3 CR
Explores principles and methods of public opinion research. Conducting an opinion poll while studying the theory, advantages and limitations of this type of research is part of this course. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

†SO 334 Men, Women and Society 3 CR
The purpose of this course is to develop students' gender awareness in order for them to realize that acceptance of males and females as equal human beings is an orientation that requires understanding of institutions and structures. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

SO 354 Global Health and Illness 3 CR
Examines the inequities of health care across the world and specific issues such as the AIDS pandemic, malnutrition, pollution and the use of dangerous pesticides. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

SO 355 Changing Human Populations 3 CR
Examines the continuing change in the size, composition and geographic distribution of human populations at the local, national and global levels. The impacts of changing fertility, age structures, sex ratios, and birth, death and migration rates are explored. *Prerequisite:* SO 200 for Sociology majors, all other students SO 101

SO 359 Special Topics in Macrosociology 3 CR
Detailed and comprehensive analysis of a macrosociological issue or problem of current interest. Specific topic is announced in the course schedule of any given semester. *Prerequisite:
SO 370 Sociological Theories 3 CR
Analysis of the origins and development of sociological thought in Europe and the United States and its relation to contemporary sociological theory. The theoretical contributions of the major classical theorists up to the middle of the 20th century are covered. Prerequisites: Junior standing, SO 200 for Sociology majors, all other students SO 101

SO 371 Contemporary Social Thought 3 CR
This seminar follows SO 370 and is designed to introduce the main currents of contemporary sociological thought such as structuralism, post-structuralism, critical theory and post-modernism. Prerequisite: C or better in SO 370

SO 380 Methods of Social Research I 3 CR
This course covers the design of research projects, experimental and evaluation research methods, field research, unstructured interviewing, content analysis, analysis of published statistical data, survey research, probability and non-probability sampling, conceptualization and measurement of variables, univariate and bivariate methods for quantitative analysis of data, and writing of research reports. Students are required to conduct small research projects using these methods: experimental research, field research, survey research, content analysis research, and analysis of published statistical data. Instruction is offered in use of the Statistical Package for the Social Sciences SPSS software. Use of the computer and of the SPSS software is required. Prerequisites: CS 100, Junior standing, with SO 200 for Sociology majors or SO 101 for other students

SO 381 Methods of Social Research II 3 CR
This course builds upon SO 380. Attention is given to sampling theory, operationalization of variables by means of indexes and scales, the scientific and practical orientations under which social research is conducted, the relationship between theory and research, the logic of cause and effect in research, the application of multivariate analysis in pursuing an understanding of the nature of a relationship between a dependent and an independent variable, and the comparison of one's own research to the published research reports of others. Each student is required to design and conduct a survey to test a cause-and-effect hypothesis by selecting a sample of 150 individuals, having them fill out a standardized questionnaire, entering the data into an SPSS data file, using SPSS to produce statistical results, and writing reports describing and interpreting what has been found. Use of the computer and of the SPSS software is required. Prerequisite: C or better in SO 380

SO 392 Sociology Internship 3–6 CR
The internship in Sociology offers an opportunity for qualified Sociology majors to gain practical experience in an area to which sociology applies. Internships are arranged in advance of the semester they are to be taken. Prerequisite: Permission of the instructor

SO 398 Senior Seminar in Sociology 3 CR
The capstone course in the Sociology major. Students write and defend a sociological thesis under the guidance of a faculty mentor. Prerequisites or corequisites: SO 371 and SO 381. Senior standing and major in Sociology

SO 399 Independent Study in Sociology 3 CR
Designed for students interested in advanced study or in pursuing areas within Sociology for which no course is offered. By special arrangement. Prerequisite: Permission of Sociology faculty
John F. Welch
College of Business
JOHN F. WELCH COLLEGE OF BUSINESS

Stephen M. Brown, Ed.D., Dean and Professor of Management

Mission Statement
The John F. Welch College of Business mission is to foster a learning community rooted in the Catholic intellectual tradition, to provide students with business knowledge and appropriate skills, and to develop undergraduate and graduate students prepared to achieve their personal and professional goals in the business community and global society.

Who we are. Our learning community includes faculty members who are teachers, scholars, and experienced professionals supported by administrative staff members, undergraduate and graduate business students, alumni, and members of companies and organizations who provide employment, internships, and advice.

What we value. Rooted in the Catholic intellectual tradition, we value scholarship as contributing to learning, understanding, and the search for truth. We stress the primacy of teaching as the focus of our work and value active, engaging, and personalized learning experiences in and outside of the classroom. We believe personal attention fosters the growth and development of our students, and strive to develop individuals who will act ethically and responsibly. We find strength in the rich diversity of the human family and invite participation in our community by persons of varied races, faith traditions, ethnic backgrounds, and diverse opinions and beliefs.

What we do. To fulfill our mission, we teach and advise students. We emphasize ethical dimensions in our curricula, promote active participation by students in the learning process, include experiential learning, and incorporate appropriate technology and teaching techniques in our classes. As faculty, we engage in research to understand and contribute to the development of our discipline, its practice, and ways in which it is taught. We partner with the business community to improve practice and align our curricula to evolving business needs, and also work collaboratively to ensure that students develop an awareness of

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Concentrations</th>
<th>Associate's Degree</th>
<th>Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Major</td>
<td>Minor</td>
</tr>
<tr>
<td>Business Degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td>AA</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td>AA</td>
<td>Yes</td>
</tr>
<tr>
<td>International Business</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport Management</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Economics</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sport Management</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
and appreciation for the resources and expertise available to them from the faculty and Sacred Heart University community. We give service to our college, University, profession, and the wider community, and emphasize to our students the importance and intrinsic rewards of being good citizens and the responsibilities of being educated persons.

College of Business Core Curriculum
All candidates for a baccalaureate degree in the College of Business must complete the Business core curriculum consisting of twenty-four (24) credits. The Business core consists of the following courses:

AC 101 Financial Accounting and Reporting  
AC 105 Managerial Accounting and Control  
BU 201 Organizational Management  
BU 231 Business Law I  
BU 257 Business Ethics  
BU 272 Dynamics of Information Technology  
BU 301 Business Policy  
FN 215 Financial Management  

In addition, all College of Business majors are required to complete EC 202, Principles of Microeconomics, and EC 203, Principles of Macroeconomics, as required supporting courses. A minimum grade of C is required for the core curriculum courses and for all courses required for each major within the College of Business. Core courses may also be part of each major's course requirements.

Accounting
The effective use of financial information is vital for decision makers in business, industry, banking, government, education, law and many related fields. Individuals with a strong background in accounting and finance are in great demand for positions such as financial analysts, estate planners, investment counselors, market researchers, auditors, comptrollers and accounting managers. The Accounting program is designed to meet both the short- and long-term needs of students who enter the accounting profession. The program meets the needs of students who plan to start a career after graduation or who plan to continue their education on the graduate level.

Faculty
Benoit N. Boyer, Ph.D., Professor  
Karen T. Cascini, Ph.D., C.P.A., Professor  
Danny A. Pannese, MST, C.P.A., Associate Professor  
Stephen Scarpati, MBA, C.P.A., Clinical Assistant Professor  
Daniel Shim, Ph.D., Associate Professor  

Major in Accounting
All Accounting students must complete the following courses to earn their degree.

Sacred Heart University Core Curriculum (54–56 credits)
College of Business Core Curriculum (24 credits + 12 required supporting credits)

Other Courses in Major (27 credits)
AC 201 Intermediate Accounting I  
AC 202 Intermediate Accounting II  
AC 301 Advanced Accounting I  
AC 313 Cost Management  
AC 321 Auditing I  
AC 383 Federal Taxes I  
BU 232 Business Law II  

And two of the following:
AC 302 Advanced Accounting II  
AC 314 Advanced Management Accounting
AC 322 Auditing II
AC 384 Federal Taxes II
AC 390 Accounting Internship
AC 397 Special Topics: Volunteer Income Tax Assistance Program (VITA) Tax Clinic
FN 314 Financial Analysis

Required Supporting Courses (Taken as part of University core)
CS 100 Introduction to Information Technology
EC 202 Principles of Microeconomics
EC 203 Principles of Macroeconomics
MA 133 Elementary Statistics with Business Applications

Electives necessary to complete degree requirements, at least two of which must be non-Business courses.

Minor in Accounting

The minor in Accounting requires the completion of 18 credits plus the required supporting courses EC 202 and EC 203.

Required Courses
AC 101 Financial Accounting and Reporting
AC 105 Managerial Accounting and Control
AC 201 Intermediate Accounting I
AC 202 Intermediate Accounting II

Two of the following courses:
AC 301 Advanced Accounting I
AC 313 Cost Management
AC 321 Auditing I
AC 383 Federal Taxes I
AC 397 Special Topics: Volunteer Income Tax Assistance Program (VITA) Tax Clinic
FN 314 Financial Analysis

Required Supporting Courses
EC 202 Principles of Microeconomics
EC 203 Principles of Macroeconomics

Associate in Arts General Studies

Emphasis Requirements (15 credits)
AC 101 Financial Accounting and Reporting
AC 105 Managerial Accounting and Control
AC 201 Intermediate Accounting I
AC 202 Intermediate Accounting II
One Accounting elective at the 300 level

Academic Requirements for AICPA Examination

Applicants who take the examination for the first time after January 1, 2000, shall have completed a total of 150 semester hours of college education, including a Baccalaureate degree at a college or university accredited by a regional accrediting commission subscribing to established national policies and procedures or of equivalent accreditation as determined by the board. Such applicants shall have received credit for at least 36 semester hours in accounting education, which may include the basic or introductory accounting course; at least 30 semester hours in economics and business administration education other than accounting; and at least 60 hours in general education.

Course Descriptions

AC 101 Financial Accounting and Reporting 3 CR
Emphasis on the information that the language of business provides for decision makers. This is accomplished by using a transactions-analysis approach. Individual and team-based problems and cases are used to stress accounting fundamentals as well as the global and ethical issues of accounting decisions.

AC 105 Managerial Accounting and Control 3 CR
Covers the role of managerial accounting in corporate management. Emphasis is on the introduction of product and service costing, profit planning, cost analysis and the cost allocation process. Current financial accounting and control
matters are reviewed and evaluated. Individual and team-based problems and cases are used to explore global ethical issues.

AC 201 Intermediate Accounting I 3 CR Further discusses accounting concepts, principles and practices, placing more emphasis on the theoretical aspects involved. While intended for the Accounting major, this is also a most useful course for other majors in the College of Business. Prerequisite: AC 101

AC 202 Intermediate Accounting II 3 CR Covers specialized topics in accounting, including leases, pensions and accounting for income taxes. Emphasis is on the most recent pronouncements of the Financial Accounting Standards Board. Prerequisite: AC 201

AC 301 Advanced Accounting I 3 CR Examines financial accounting and reporting topics such as business combinations and consolidated financial statements. These topics are analyzed from the perspective of ongoing developments in business mergers and acquisitions and their ethical implications. Prerequisites: AC 202 and Senior standing

AC 302 Advanced Accounting II 3 CR Covers topics such as accounting for partnership, bankruptcies, not-for-profit enterprises and foreign currency transactions. This course includes elements acknowledging its status as a capstone course within the accounting program. These include an extensive overview of accounting ethics, analyses of recent ethical problems in accounting and business and a focus on global issues. Prerequisites: AC 301 and Senior standing

AC 313 Cost Management 3 CR Explores critical issues facing accounting and financial managers in the current business environment. Topics include: introduction to state-of-the-art managerial accounting practices, in-depth understanding of cost management, product and service costing methods, performance evaluation and managerial compensation systems. Global and ethical issues are examined. Written assignments, case studies and team discussions comprise much of classroom interaction. Prerequisite: AC 105.

AC 314 Advanced Management Accounting 3 CR Introduces modern theory of management accounting and control and strategic cost management. Financial and managerial controls issues faced by multinational corporations are examined. Topics include: cost analysis, activity-based accounting and management, strategic cost control, agency theory, decentralization issues and incentive and compensation systems. Case studies and development, team discussions and empirical study comprise much of classroom interaction. Prerequisite: AC 105

AC 321 Auditing I 3 CR Studies audit practices used by independent public accountants in examining accounting records and statements. Emphasis is on “generally accepted auditing standards” of evaluation of internal control as well as ethical issues. Prerequisite: AC 202

AC 322 Auditing II 3 CR Continues AC 321 emphasizing completion of the audit engagement. Includes preparation of various reports, other services offered by CPAs, legal liability, ethical and professional responsibilities. Prerequisite: AC 321

AC 383 Federal Taxes I 3 CR Introduces individual income taxation. Topics include: formulation of tax statutes, research methodology, tax planning, analysis of taxable income as well as ethical considerations. Prerequisite: AC 202

AC 384 Federal Taxes II 3 CR Examines federal corporate, partnership, estate and trust taxation. IRS practices and procedures are examined, as well as international and ethical considerations. Prerequisite: AC 383
AC 390 Internship 3–9 CR
Students are directly involved in various dimensions of accounting. Emphasis is on the practical application of accounting principles and skills to a specific industry or organization. An on-site accounting professional supervises students. Prerequisites: Senior status and permission of the department chairperson

AC 397 Special Topics: Volunteer Income Tax Assistance Program (VITA) Tax Clinic 3 CR
The VITA Program provides low- to moderate-income taxpayers assistance in the preparation of their tax returns. Students receive Internal Revenue Service (IRS) training to help prepare basic tax returns in the local community. Once training is completed, students must pass the IRS's written examination to become VITA certified and complete the required staffing hours during tax filing season. Emphasis is on the application of current tax law, communication skills, and community service.

AC 399 Independent Study 1–3 CR
Students work on a special topic under the direction of an instructor. Permission of the instructor and department chairperson is granted to qualified Accounting majors on the basis of a written proposal from the student.

Business Administration
The curriculum in Business Administration provides a solid foundation in both quantitative techniques and management theory. Taking the behavioral science/human relations point of view, the program recognizes that sound practice requires sound theory. The case method is often used to illustrate theory in practice. Ethics and a global business orientation are emphasized throughout the curriculum.

Faculty
Jeanine Andreassi, Ph.D., Assistant Professor
Balbir Bhasin, Ph.D., Associate Professor
Stephen M. Brown, Ed.D., Professor
Valerie L. Christian, MBA, Director, MBA Program and Assistant Professor
Vacant, Director, Luxembourg Campus and Assistant Professor
Donna Cristo, Ph.D., Assistant Professor
Rawlin A. Fairbaugh, Ed.D., Associate Professor
Andra Gumbus, Ed.D., Assistant Professor
Paul Iannone, J.D., CPA, Assistant Professor
"John" Jin Im, Ph.D., Professor
Rittipong Laosethakul, Ph.D., Assistant Professor
Michael D. Larobina, J.D., LL.M., Associate Professor
Peter A. Maresco, Ph.D., Clinical Assistant Professor
Robert Marsh, Ph.D., Associate Professor
Anca Micu, Ph.D., Assistant Professor
James P. Santomier, Ph.D., Professor
Joshua A. Shuart, Ph.D., Assistant Professor
Mary G. Trefry, Ph.D. Associate Professor
Laurence M. Weinstein, Ed.D., Professor
Jillian L. M. Woodilla, J.D., Clinical Assistant Professor
Christopher York, J.D., Clinical Assistant Professor
Michael Zhang, D.B.A., Assistant Professor

Major in Business Administration
All Business Administration students must complete the following courses to earn their degree. Students must select one area of specialization from the options in International Business, Management, Management of Information Systems, Marketing, or Sport Management, as shown in the Concentrations area.

Sacred Heart University Core Curriculum (54–56 credits)
College of Business Core Curriculum (24 credits + 12 required supporting credits)
AC 101  Financial Accounting and Reporting
AC 105  Managerial Accounting and Control
BU 201  Organization Management
BU 231  Business Law I
BU 257  Business Ethics
BU 272  Dynamics of Information Technology
BU 301  Business Policy
FN 215  Financial Management

Other Courses in Major (18 credits)
BU 202  Organizational Behavior
BU 221  Business Communication
BU 278  International Business
MK 261  Principles of Marketing
BU 275  Operations Management

Required Supporting Course
EC 202  Principles of Microeconomics
EC 203  Principles of Macroeconomics

Minor in Sport Management
The minor in Sport Management requires the completion of 18 credits.

Required Courses
SM 206  Sport Enterprise Management
SM 122  Sport Communications
SM 235  Sport Law
Three electives from the following courses:
SM 210  Sport Enterprise: Human Resource Management
SM 265  Sport Marketing
PS 122  Sports Psychology
SO 122  Sociology of Sports

Associate in Arts General Studies

Emphasis Requirements
Business (18 credits)
AC 101  Financial Accounting and Reporting
BU 103  Business: Its Nature and Environment
BU 201  Organization Management
BU 202  Organizational Behavior
EC 101  Introduction to Economics
or
EC 202  Principles of Microeconomics
or
EC 203  Principles of Macroeconomics
One Business elective

Business Course Descriptions
BU 103  Business: Its Nature and Environment
(Non-Business majors only) 3 CR
Provides an overview of all the activities of
business today. The management point of view is emphasized, but the rights of the individual as employee, citizen and consumer also are discussed.

BU/HI 128 History of American Business Enterprise  
(Non-Business majors only)  3 CR  
Examines the growth and development of business in America from early Colonial times to present. Topics include: role of the entrepreneur, business specialization, rise of the corporate form and of “big” business, innovations in management marketing, interplay of business enterprise and other aspects of American society. Qualifies for Area B-1 history credit.

BU 201 Organization Management  3 CR  
An interdisciplinary study of the management of organizations and decision making utilizing behavioral and quantitative approaches. Topics include: decision making, motivation and behavior, leadership, group behavior, organizational change, planning, control and allocation resources. Lecture and case study format.

BU 202 Organizational Behavior  3 CR  
Organizational behavior is about people and how they act and interact, mostly as members of groups. Current theories of organizational behavior are examined through the use of self-administered tests, experiential exercises, discussion and case analysis. Prerequisite: BU 201

BU 203 Cultural Environment of International Business  3 CR  
Organizations, both profit and not-for-profit, deal with people of different cultures. Therefore, cultural sensitivity and awareness of different perceptions, values and traditions are important management skills. Within the same nation, there are people with different cultural backgrounds, and culture changes not only from country to country, but even from region to region. Students come to understand these differences and to learn not to rely on self-referential criteria.

BU/CA 221 Business Communications  3 CR  
Presents instruction in written, oral, interpersonal and group communication skills as they apply to business situations. Elements of the course include oral presentations, written assignments, a research paper and career components such as resume preparation, goal setting and the interview process. Prerequisites: C or better in EN 011, EN 012 and CA 021

BU 231 Business Law I  3 CR  
Provides a general survey of law adapted to the business environment. Areas of study include the judicial system, constitutional law, criminal law, tort law, contract law, international law, consumer protection law, employment law, and environmental law.

BU 232 Business Law II  3 CR  
Provides an advanced survey of law adapted to the business environment. Areas of study include certain articles of the Uniform Commercial Code, the law of agency, the law of corporations, rights of consumers—debtors—creditors, property law, business entities, labor relations law, securities law, and antitrust law. Prerequisite: BU 231

BU/IB 233 International Business Law  3 CR  
A general survey of international law including treaties and international organizations. Topics include: the European community, WTO, U.S. trade policy, international contracts and international payment mechanisms. Prerequisite: BU 231

BU 257 Business Ethics  3 CR  
Investigates the philosophical questions that arise in normal business situations. The case-study method is used to examine such questions as nepotism, competition, marketing, career advancement and product research. Consideration is given to the question of whether a special ethic should apply to business situations.

BU 272 Dynamics of Information Technology  3 CR  
Presents information systems concepts from a managerial perspective to understand how information
systems work and how they are used for business purposes. This course is designed to help students understand and use fundamental information systems principles so that they will efficiently and effectively function as future business employees and managers. Topics include: hardware and software of computers, telecommunication and networks (including the Internet), database management, e-commerce, systems development and systems security. Prerequisite: CS 100

BU 273 Systems Analysis and Design 3 CR
Developing information systems is a challenge in view of the rapidly changing business environment. Systems analysis is a logical stage to evaluate feasibility of a new system, to analyze requirements, and to specify details of a new information system; and systems design is a physical stage to develop an information system based on the analysis. Topics include requirement analysis, process modeling with data flow diagrams, rapid application development (RAD), designing inputs, outputs, database, and interface. Prerequisite: BU 272

BU 275 Operations Management 3 CR
This course serves as the introduction to the operations function of business. All organizations, for profit or not-for-profit, manufacturing, processing, or services, have operations as their central function. Despite their diversity, these organizations share common objectives and problems; in most cases, the same principles can be applied to help manage the operations. Major topics include determining operations strategy and objectives, planning the operations process, controlling operations, and managing its quality. The course introduces concepts to help understand how operations are organized and how operations decisions affect virtually every aspect of the firm.

BU/IB 278 Principles of International Business 3 CR
Surveys the scope of international business with special emphasis on various environments including political, economic, legal, technological, and socio-cultural. Also discusses the managerial process of planning, organizing, controlling, and leading in a global context, and its application to achieve success in international business.

BU 299 Special Topics in Business 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Consult the current course schedule for available topics and current prerequisites.

BU 301 Business Policy 3 CR
Explores the formulation and administration of policy, integration of the various specialties of business and development of an overall management viewpoint. Prerequisite: Senior standing

BU/IB 302 Ethics and International Business Policy 3 CR
Focuses on the formulation and administration of international business policy and integration of the various business functions in an international context. Explores ethical issues in international business and worldwide corporate strategies. Topics include: bribery, cultural practices, ruling families and cross-cultural organizations. Prerequisite: Senior standing

BU 373 Entrepreneurship: Starting Your Own Business 3 CR
Most individuals sometimes feel the urge to quit their job and start a business of their own. However, being a well-qualified tradesperson, a skilled artisan or an expert professional does not necessarily equip one to be "his or her own boss." This course gives the information needed for managing an enterprise skillfully and profitably.

BU 374 Database Management 3 CR
Focuses on database concepts and technology for
database design, development and applications. A Database Management System (DBMS) will be used to emphasize features of a database system. Topics include: data modeling, relational and object-oriented databases, structured query language (SQL), data warehousing and mining technology. Prerequisite: BU 272

BU 375 E-Commerce  3 CR
Students learn both theory and practice of doing business over the Internet and the World Wide Web. Topics include: infrastructure for electronic commerce (EC), tools for EC, EC planning and implementation, and various issues regarding security, privacy ethics and taxes. Prerequisite: BU 272

BU 377 Telecommunications and Networks  3 CR
Focuses on concepts, technology and applications of telecommunications and computer networks, including the Internet. Students will learn fundamentals and applications of data communication networks in use in the business world. Topics include: data communications media and equipment, data transmission, local area networks, wide area networks and the Internet. Prerequisite: BU 272

BU 380 Creativity in Management  3 CR
This interdisciplinary course is designed to help students understand the genesis of an idea for a new product or service and how that idea is converted into a commercially viable business using marketing and finance concepts. Guest speakers illustrate the creative process, and case studies are used to demonstrate their conversion in the context of a business environment. Prerequisites: BU 201, FN 215 and MK 261

BU 390 Internship  3–9 CR
Students are directly involved in various dimensions of business. Emphasis is on the practical application of business principles and skills to a specific industry or organization. An on-site business professional supervises students. Prerequisites: Senior status and permission of the department chairperson

BU 399 Independent Study  1–3 CR
Students work on a special topic under the direction of an instructor. Permission of the instructor and department chairperson is granted to qualified Business majors on the basis of a written proposal from the student.

Marketing Course Descriptions

MK 261 Principles of Marketing  3 CR
Investigates the components of the marketing mix. A managerial approach is employed and case studies supplement each area of exploration. Topics include: customer behavior, product policy, channels of distribution, advertising and promotion, price policy, marketing programs and the legal aspects of marketing.

MK 262 Principles of Advertising  3 CR
Analyzes advertising from the managerial viewpoint of its relationship within the marketing mix. Examines social and economic aspects of advertising, practices and issues, analysis of media, the communications function, creative aspects including art and copy and measures of effectiveness. Prerequisite: MK 261

MK 263 Principles of Retailing and Merchandising  3 CR
Studies history and development of the retail function and its relationship to the wholesaler and manufacturer. Topics include: store management, the buying function, elements of style and fashion, pricing policies, customer relations, store location and sources of supply. Examines retail mathematics including markup, markdown and turnover. Prerequisite: MK 261

MK/IB 264 International Marketing  3 CR
Provides a broad-based understanding of the challenges, opportunities and problems associated with international marketing. Emphasis is on understanding other cultures and current events and how they affect international marketing.
Classroom work is supplemented with case studies, current readings, videos and speakers who are active in the field. **Prerequisite:** MK 261

**MK 286 Consumer Motivation 3 CR**
Explores various fields of knowledge necessary to understand marketing behavior. Materials from psychology, sociology, cultural anthropology and history are used in conjunction with marketing problems. Examines consumers in terms of both individual and group buying behavior patterns; his or her process of arriving at buying decisions is appraised at both the retail and nonretail levels. **Prerequisite:** MK 261

**MK/LW 296 Marketing/Consumer Law 3 CR**
Reviews marketing and consumer law. Discussion of contract law and the law of sales (Article 2 of the Uniform Commercial Code). Topics include: sales practices, product liability, pricing, consumer credit, patents, copyrights and trademarks.

**MK 299 Special Topics in Marketing 3 CR**
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. **Prerequisite:** MK 261 or permission of instructor.

**MK 361 Marketing Management 3 CR**
Studies the effective management of the marketing mix. The case approach assists in viewing the marketing manager's efforts as coordinated with the contributions of the firm's segments. Provides understanding of marketing decision making as being wholly related to the firm's goal, with a view to the larger context of society itself. **Prerequisite:** MK 261

**MK 362 Marketing Research 3 CR**
Explores principal areas and methods of market-
Business Economics Major
All Business Economics students must complete the following courses to earn their degree.

Sacred Heart University Core Curriculum (54–56 credits)

College of Business Core Curriculum (30 credits + 6 required supporting credits)
- EC 202 Principles of Microeconomics
- EC 203 Principles of Macroeconomics
- AC 101 Financial Accounting and Reporting
- AC 105 Managerial Accounting and Control
- BU 201 Organization Management
- BU 231 Business Law I
- BU 257 Business Ethics
- BU 272 Dynamics of Information Technology
- BU 301 Business Policy
- FN 215 Financial Management

Other Courses in Major (18 credits)
- FN 316 International Finance
- EC 301 Intermediate Macroeconomic Analysis
- EC 302 Money and Financial Institutions
- EC 313 Managerial Economics
- EC 391 Quantitative Methods in Economics
- Two Economics electives

Required Supporting Courses
- CS 100 Introduction to Information Technology
- MA 110 Calculus
- MA 133 Elementary Statistics with Business Applications

Electives necessary to complete degree requirements, at least two of which must be non-Business courses.

Minor in Business Economics
The minor in Business Economics requires the completion of 21 credits (24 for Finance majors).

Required Courses
- AC 101 Financial Accounting and Reporting
- EC 202 Principles of Microeconomics
- EC 203 Principles of Macroeconomics
- EC 302 Money and Financial Institutions
- FN 215 Financial Management
- or
- PO 299 Political Economy
- MA 133 Business Statistics

One Economics elective (two for Finance majors)

Associate in Arts General Studies
Emphasis Requirement (15 credits)
- EC 202 Principles of Microeconomics
- EC 203 Principles of Macroeconomics
- Three Economics electives

Course Descriptions
EC 101 Introduction to Economics (Non-Business majors only) 3 CR
Introductory course for the non-Business major. Provides a foundation in the workings of the economy. Describes and analyzes major concepts and issues of macroeconomics and microeconomics. Examines key institutions including the Federal Reserve System, corporations and labor unions.

EC 202 Principles of Microeconomics 3 CR
An introduction to basic microeconomics principles. Topics include: supply and demand, cost, profit, wages, market imperfections and antitrust. Other topics include poverty and discrimination, environment and energy. Prerequisite: MA 109

EC 203 Principles of Macroeconomics 3 CR
An introduction to basic macroeconomics principles. Topics include: consumption, saving, investment, income and employment, business fluctua-
2006–2007 — SACRED HEART UNIVERSITY UNDERGRADUATE CATALOG

tions, money and banking, fiscal and monetary policies. **Prerequisite:** MA 109

**EC 211 The Economics of Social Issues** 3 CR
Applies basic economic principles to analyze social issues. Topics include prices and the allocation of resources, the role of incentives, free trade, economic growth, market failure, the distribution of wealth and income, health care, crime and education.

**EC 299 Special Topics in Economics** 3 CR
Designates new or occasional courses that may or may not become part of the department’s permanent offerings. Courses capitalize on a timely topic, a faculty member’s particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student’s transcript. Consult the current course schedule for available topics and current prerequisites.

**EC 301 Intermediate Macroeconomic Analysis** 3 CR
A course in aggregate economic analysis. Examines theories of the determination of national income and employment. Policies associated with these theories are critically examined. **Prerequisite:** EC 203

**EC/FN 302 Money and Financial Institutions** 3 CR
Studies of the operations of commercial banks and other financial institutions. Examines the significance of money, credit and interest rates. Overviews monetary theories and policies. **Prerequisites:** EC 202 and EC 203

**EC 313 Managerial Economics** 3 CR
Analyzes the structure of industry, business firms and the application of analytical tools of economics to decision making. Topics include: the determination of relevant costs for decisions within the business firm, pricing and capital budgeting problems, risk and uncertainty, and cases involving actual managerial situations that require the use of economic analysis. **Prerequisites:** MA 133 and EC 202

**EC 322 International Economics** 3 CR
Examines international trade theory and policy, balance of payment mechanisms and international monetary systems. Emphasis is on current problems of trade restrictions and tariffs, gold and international flow of funds and the role of international reserves. **Prerequisites:** EC 202 and EC 203

**EC 324 Economic Stabilization and Reform in Central Europe** 3 CR
Examines the forces behind the breakup of the Soviet bloc, the often rocky path toward free markets in Central and Eastern Europe, and the future prospects for this rapidly changing part of the world.

**EC 342 European Economic Integration** 3 CR
Examines the process underlying economic and political integration of the European Union from the Treaty of Rome to present. Special emphasis is on the European Monetary Union and the EU enlargement.

**EC 373 Public Finance** 3 CR
Examines the role of the public sector in the economy. Provides an understanding of the reasons for government intervention in the economy, the extent of that intervention, and the response of private agents to the government’s actions. Analyzes both the taxation and the expenditure sides of the government budget. Discusses the impact of taxes on income distribution and explores the expenditure programs, their nature, importance, purposes and economic effects. **Prerequisite:** EC 203

**EC 399 Current Issues in Economics** 3 CR
Examines major contemporary economic issues. Demonstrates how economists deal with the difficult problems of the day. Open to both prospective majors and non-majors. **Prerequisites:** EC 202 and EC 203
EC/FN 391 Quantitative Methods in Economics and Finance 3 CR
Aimed at developing advanced quantitative skills needed for modern economic and financial analyses. Time-series multivariate regression is examined as well as cointegration tests, ARMA procedures, causality tests and recursive stability tests. Computer applications of econometric programs are required. Prerequisite: MA 133 or equivalent

EC/FN 392 Economic and Financial Forecasting 3 CR
Survey and applications of core time-series techniques of economic and financial analysis. Incorporates standard and advanced models of trend, seasonality and cycles as well as recursive techniques, volatility measures, simulation methods, and stochastic trends. Extensive use of the EViews software program for both modeling and forecasting purposes. Prerequisite: EC/FN 391

Finance
The Finance major provides students with knowledge and skills required to apply the tools and techniques of financial management in all types of organizations. The discipline focuses on financial management as it relates to the raising and investing of capital consistent with the stated goals of an organization. The Finance major also covers topics related to personal investing from the perspectives of both the individual investor and the people entrusted to manage investment funds. Internships are widely available and strongly encouraged.

Faculty
Thomas D. Corrigan, Ph.D., Associate Professor
Ako Doffou, Ph.D., Associate Professor
John T. Gerlach, M.B.A., Senior Executive in Residence, Associate Professor
Ralph Lim, M.B.A., Associate Professor
Bridget Lyons, D.P.S., Associate Professor
Lucjan Orlowski, Ph.D., Professor
Rupendra Paliwal, Ph.D., Assistant Professor

Finance Major
All Finance students must complete the following courses to earn their degree.

Sacred Heart University Core Curriculum (54–56 credits)

College of Business Core Curriculum (24 credits + 12 required supporting credits)
AC 101 Financial Accounting and Reporting
AC 105 Managerial Accounting and Control
BU 201 Organization Management
BU 231 Business Law I
BU 257 Business Ethics
BU 272 Dynamics of Information Technology
BU 301 Business Policy
FN 215 Financial Management

Other Courses in Major (21 credits)
FN 251 Corporate Finance
EC/FN 302 Money and Financial Institutions
FN 315 Investments
FN 316 International Finance
MK 261 Principles of Marketing

Two Finance electives

Required Supporting Courses
CS 100 Introduction to Information Technology
EC 202 Principles of Microeconomics
EC 203 Principles of Macroeconomics
MA 133 Elementary Statistics with Business Applications

Electives necessary to complete degree requirements, at least two of which must be non-Business courses.

Course Descriptions
FN 215 Financial Management 3 CR
Provides an overview of the principles and techniques used in financial management and an introduction to financial markets. Topics include time value of money, measures of risk, models for pricing bonds and stocks, financial analysis, capi-
FN/SM 243 Sport Finance 3 CR
Introduces students to the financial aspects of professional sports organizations. Focus is on the differences in importance of ticket sales, media and sponsorship among the four major professional leagues and the differences in their payroll expenses as determined by their respective collective bargaining agreements. Also focuses on the public and private financing of sports stadiums. **Prerequisite:** FN 215

FN 251 Corporate Finance 3 CR
Emphasizes corporate financial management. Covers valuation of corporate securities, capital structure, financial analysis, working capital management, and cost of capital. **Prerequisite:** FN 215

FN/EC 302 Money and Financial Institutions 3 CR
Studies of the operations of commercial banks and other financial institutions. Examines the significance of money, credit and interest rates. Overviews monetary theories and policies. **Prerequisites:** EC 202 and EC 203

FN 314 Financial Analysis 3 CR
Develops students' ability to analyze financial statements to determine both asset value and earning capacity of the public corporation's securities. Requires an understanding of the positive and negative effects of operating and financial leverage, as well as ratio analysis as it concerns the capitalization, stock and bond markets. Proof of students' ability lies in the preparation of an analysis of annual report of a major, publicly held corporation. **Prerequisite:** FN 215

FN 315 Investments 3 CR
Introduces students to the various types of investment products and markets both in the United States and globally. Topics include valuation techniques and risk measurements for common stocks, mutual funds and bonds; use of options; socially responsible investing; and expected returns for each type of investment. **Prerequisite:** FN 215

FN 316 International Finance 3 CR
Explores the principles of financial management from an international perspective. The course provides a broad introduction to the operations of international financial markets and instruments. Students develop an understanding of the workings of international financial markets, the risks of doing business in the international arena, and management of exchange risk exposure. Among the topics covered are foreign exchange markets, foreign exchange risk, management of exchange risk exposure, impact of different exchange rates, taxation systems and inflation rates on financial decisions, project evaluation and interaction among various national financial markets. **Prerequisites:** EC 202 and FN 215

FN 318 Current Problems in Finance 3 CR
Seminar on special current topics in finance. Open to seniors majoring in Finance and to Seniors majoring in Business Economics, Business and Accounting with permission of the Finance department. **Prerequisite:** FN 215 or departmental permission

FN 319 Derivatives and Risk Management 3 CR
Designed to help undergraduate students understand the basic derivative markets such as forward, futures, options and swap markets. Key concepts needed to price these basic claims, such as the law of one price, the cash and carry arbitrage and the put call parity, are introduced and explained. Explores the pricing of these claims, as well as arbitrage and hedging in these markets. Students apply the concepts developed in this course to two group research projects. **Prerequisite:** FN 215
FN 320 Personal Finance 3 CR
Examines the financial planning, management and investment needs of individuals and households as they pursue their financial goals. Topics include: personal budgeting, credit buying, banking and borrowing, home ownership, insurance and investing. Upon successful completion of the course, students should have gained a basic understanding as to how to (1) prepare their personal financial plan or program; (2) budget and control their income and expenses; (3) economically and wisely purchase major expense items such as a house or an automobile; (4) purchase needed insurance thoughtfully and purposefully; and (5) begin a program for retirement and investments so that their personal financial objectives can be reached.

FN 390 Internship 3–9 CR
Students are directly involved in various dimensions of finance. Emphasis is on the practical application of finance principles and skills to a specific industry or organization. An on-site finance professional supervises students. Prerequisites: Senior status and permission of the department chairperson.

FN/EC 391 Quantitative Methods in Economics and Finance 3 CR
Aimed at developing advanced quantitative skills needed for modern economic and financial analyses. Time-series multivariate regression is examined as well as cointegration tests, ARMA procedures, causality tests and recursive stability tests. Computer applications of econometric programs are required. Prerequisite: MA 133 or equivalent.

FN/EC 392 Economic and Financial Forecasting 3 CR
Survey and applications of core time-series techniques of economic and financial analysis. Incorporates standard and advanced models of trend, seasonality and cycles as well as recursive techniques, volatility measures, simulation methods and stochastic trends. Extensive use of the EViews software program for both modeling and forecasting purposes. Prerequisite: EC/FN 391

International Business Course Descriptions
IB/BU 203 Cultural Environment of International Business 3 CR
Organizations, both profit and not-for-profit, deal with people of different cultures. Therefore, cultural sensitivity and awareness of different perceptions, values and traditions is an important management skill. Within the same nation, there are people with different cultural backgrounds, and culture changes not only from country to country, but from region to region. Students come to understand these differences and learn not to rely on self-referential criteria.

IB/BU 233 International Business Law 3 CR
Surveys international law, including treaties and international organizations. Topics include: the European community, WTO, U.S. trade policy, international contracts and international payment mechanisms. Prerequisite: BU 231

IB/MK 264 International Marketing 3 CR
Provides a broad-based understanding of the challenges, opportunities and problems associated with international marketing. Emphasis is on understanding other cultures and current events and how they affect international marketing. Classroom work is supplemented with case studies, current readings, videos and speakers who are active in the field. Prerequisite: MK 261

IB/BU 278 Principles of International Business 3 CR
Surveys the scope of international business with special emphasis on the business environment. Discusses concepts and constraints associated with developing intercultural managerial effectiveness, recent patterns of world trade, trade theory,
government influence, foreign exchange rates, international payments, financial markets and global enterprises.

IB 299 Special Topics in International Business 3 CR
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

IB 391 International Business Seminar 3 CR
Special topics related to the current events of the period. Research required on the selected topic. Students give oral and written presentations. Guest speakers from the business community augment the course. Prerequisite: Senior standing

Sport Management
The increasing complexity of sport industries, the globalization of sport, and the increasing influence of media and technology underscore the importance of specific and dynamic preparation for sport management professionals in the new economy. The Sport Management curriculum emphasizes the unique management, business and legal principles and practices necessary to succeed in contemporary sport industries. It ultimately prepares professionals who are self-directed in their learning, critical thinkers and problem-solvers, interdisciplinary in their approach, and capable of effectively managing sport enterprises and marketing sport-related services and products to diverse markets.

Faculty
John T. Gerlach, MBA, Associate Professor
Douglas Lilly, J.D., Adjunct Instructor
Richard A. Lipsey, MBA, Adjunct Instructor
James P. Santomier, Jr., Ph.D., Professor
Joshua A. Shuart, Ph.D., Assistant Professor

Major in Sport Management
The Sport Management curriculum provides a theoretical and skill-based framework in core business disciplines, functional business skills and in specific sport management areas. Focus is on the financial, marketing, media, legal and ethical dimensions of sport management. The program provides students with dynamic internship opportunities.

The Sport Management major requires completion of 52 major credits plus 6 credits in related supporting courses.

Sacred Heart University Core Curriculum (54–56 credits)

College of Business Core Curriculum (24 credits + 12 required supporting credits)

AC 101 Financial Accounting and Reporting
AC 105 Managerial Accounting and Control
BU 201 Organization Management
BU 231 Business Law I
BU 257 Business Ethics
BU 272 Dynamics of Information Technology
BU 301 Business Policy
FN 215 Financial Management

Other Courses in Major (31 credits)

BU 202 Organizational Behavior
MK 261 Principles of Marketing
SM 206 Sport Enterprise Management
SM 235 Sport Law
SM 243 Sport Finance
SM 245 Sport Media
SM 265 Sport Marketing
SM 391 Sport Management Internship
Two Sport Management electives

Required Supporting Courses
CS 100 Introduction to Information Technology
EC 202 Principles of Microeconomics
EC 203  Principles of Macroeconomics  
MA 133  Elementary Statistics with Business Applications 
Electives necessary to complete degree requirements, at least two of which must be non-Business courses.

**Sport Management Electives** (Two courses required)  
SM 210  Sport Enterprise: Human Resource Management  
SM 281  Sport Venue and Event Management  
SM 382  Sport New Media  
SM 283  Sporting Goods Industry  
SM 299  Special Topics in Sport Management  

**Course Descriptions**  
**SM/BU 206 Sport Enterprise Management**  
Examines principles and foundations of sport management and how the concepts of planning, organizing, leading and directing apply to the sport enterprise. Focus is on the application of core management principles, including ethics. The course provides a basis for understanding the development and governance of sport industries and for addressing contemporary problems and issues. Students develop a model of management designed to achieve the goals of the sport organization. **Prerequisite:** BU 201  

**SM 210 Sport Enterprise: Human Resource Management**  
Examines principles and processes of managing human resources in the sport enterprise. Emphasis is on procurement, development and maintenance of human resources. The focus is on quality assurance, job design, leadership, individual differences and motivation, governance, labor relations and performance appraisal. Students develop a model of human resource management for the sport enterprise and examine related current issues and contemporary problems. **Prerequisite:** SM/BU 206  

**SM/BU 245 Sport Media**  
Examines principles and fundamentals related to developing and implementing media relations programs for sport enterprises. Focus is on the development of computer and electronic communications including press releases, local features, media guides and brochures, statistical breakdowns and web pages. Issues addressed include working with local, regional and national press; crisis management; ethical concerns; and promotion of specific events, teams and individuals. **Prerequisites:** SM/BU 206, SM/BU 265  

**SM/BU 235 Sport Law**  
Explores application of legal issues to the sport enterprise. Provides basic knowledge of a wide range of legal principles that relate to various dimensions of sport management. Major focus is on a review of judicial opinions in the areas of tort liability (risk management), agency and contract law, labor and employment law and antitrust issues that frequently have been addressed in cases involving sport organizations. **Prerequisite:** SM/BU 206  

**SM/FN 243 Sport Finance**  
Examines the application of financial methods and procedures for the sport enterprise. Focus is on understanding the development and management of enterprise budgets and financial strategies, including debt service, ticket and concession sales, corporate sponsorship and licensed sport merchandise. Examines financial challenges related to current and future sources of revenue for the sport enterprise. **Prerequisites:** AC 105, FN 215, SM/BU 206  

**SM/MK 265 Sport Marketing**  
Analyzes how marketing, promotion and public relations principles apply to sport industries. Explores issues in marketing of the sport enterprise, sport-related programs and facilities, products and services. Focus is on the marketing of sport as a product and on the marketing of non-sport products and services using sport as a pro-
motional tool. Addresses unique challenges and limitations as well as new trends in sport marketing. **Prerequisites:** SM/BU 206, MK 261

**SM/BU 281 Sport Venue and Event Management 3 CR**
Examines principles and fundamentals of managing and financing sport and entertainment venues. Focuses on developing knowledge and skills necessary to develop, design and manage sports, recreation and health/fitness facilities. Emphasizes design analysis, operations and event management. Includes site visits. **Prerequisite:** SM/BU 206

**SM/BU 282 Sport New Media 3 CR**
Examines software applications for sport management, marketing, public relations, facility and event management and research. Identifies relevant Internet-based resources for sport management professionals including merchandise exports, sport travel and tourism, sport marketing and public relations, facility design, retail sales and sports information. Emphasis is on developing critical Internet-related skills, including web page design, for the sport enterprise. **Prerequisites:** SM/BU 206, SM 265, BU 272

**SM/BU 283 Sporting Goods Industry 3 CR**
Examines the history, foundations, organization, management and future of the sporting goods industry. Designed specifically for individuals interested in a career in the sporting good industry and focuses on understanding the development of core dimensions of the industry, including market structure, sporting goods manufacturers, marketing strategies and channel distribution and sporting goods e-commerce. The course emphasizes problem solving and developing critical thinking skills within the context of the sporting goods industry. **Prerequisites:** SM/BU 206

**SM/BU 290 Sport Management Practicum 1 CR**
Students observe and provide assistance in managing the sport enterprise. Emphasis is on understanding the unique application of management and marketing principles to sport industries. **Prerequisites:** SM/BU 206 and permission of Sport Management internship coordinator

**SM 299 Special Topics in Sport Management 3 CR**
Designates new or occasional courses that may or may not become part of the department's permanent offerings. Courses capitalize on a timely topic, a faculty member's particular interest, an experimental alternative to existing courses, etc. Prerequisites established by the department as appropriate for the specific course. Course title is shown on the student's transcript. Consult the current course schedule for available topics and current prerequisites.

**SM/BU 391 Sport Management Internship 3–9 CR**
Students are directly involved in various dimensions of managing the sport enterprise. Emphasis is on the practical application of management and marketing principles and skills to a specific sport industry or organization. An on-site sport management professional supervises students. **Prerequisite:** Permission of the Sport Management internship coordinator
College of Education and Health Professions
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

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

The College of Education and Health Professions seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others and who take leading roles in communities governed by spiritual and moral values.

As a professional college within a Catholic university rooted in the liberal arts tradition, the College of Education and Health Professions is committed to providing an education built upon deep respect for the dignity of the human person, and a recognition of the responsibility of each individual to contribute to the building of a more just society. Specifically, the college strives to teach the skills necessary for developing ethical responses to new and ever changing circumstances of a future filled with discoveries, technological advancements and social change.

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

The college's cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship and clinical experiences. This collaboration also enriches the education and health care endeavors of the community and instills an ethic of community service among students.

The college is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources and student achievements.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Certification Courses</th>
<th>Associate's Degree</th>
<th>Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Major</td>
</tr>
<tr>
<td>Geriatric Health and Wellness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Movement and Sports Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Training</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Exercise Science</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Professional Degree</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>BSN Completion</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>RN to BSN on the Web</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>RN to MSN (BSN Component)</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Pre-Occupational Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Health Sciences Curriculum

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

Faculty*
Patricia W. Walker, Ed.D., Curriculum Coordinator
Janet Betts, M.A.R.S.
Mary-Ellen Johnson, M.H.S.M., COTR/L

Course Descriptions
HS 300 Health Care Today 3 CR
Examines contemporary health care issues and their impact on the role of health professionals and the delivery of care. Topics include health promotion, access, workforce, costs, and outcomes. Prerequisites: Introduction to Sociology SO 101 or Introduction to Psychology PS 101. Sophomore standing or above.

HS 301 Spirituality in Health Care 3 CR
Explores the spiritual dimension of health care and the incorporation of spirituality into the caring relationship. The intersection of religion, spiritual practices, culture, diversity, life stages and health issues are examined. Other topics include the identification of one's personal spirituality, discussion of the ethical provision of spiritual care by the health care professional, importance of the consideration of spiritual care needs by the health care team, and the difference in the roles of the health care professional and pastoral care professional. Prerequisite: Sophomore standing.

Minor in Geriatric Health and Wellness

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

Faculty*
Michelle Lusardi, Ph.D., P.T., Program Coordinator
Michael Emery, Ed.D., P.T.
Linda Strong, Ed.D., R.N.

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

Course Requirements
The student must complete two required courses, and choose at least four related elective courses across a minimum of two related disciplines as outlined below. The required courses provide foundational knowledge and skills for working with
healthy, impaired and frail elders. The elective courses allow students to focus on at least two areas of interest in geriatrics or gerontology. Courses for the minor can be used to meet respective departmental and University requirements per existing policies.

Required Courses
HS 201 Health and Wellness in Later Life
HS 203 Chronic Illness and Frailty in Later Life

Electives
(four courses from at least two disciplines)
NU 243 Cultural Issues in Health Care Delivery
NU 380 Community Health Nursing for RNs
or
NU 381 Community Health Nursing
PS 295 Health Psychology
PS 251 Life Span Development
or
PS 274 Adult Development
RS 260 Bioethics
RS 275 Death
SO 200 Social Issues and Social Change
SO 213 Marriage and the Family
SO 233 Aging in America
SO 234 Sociology of Health and Health Care

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

Course Descriptions

HS 201 Health and Wellness in Later Life 3 CR
This service learning course is designed to guide the student interested in health promotion topics for elders through an experiential learning process using contemporary literature and films, as well as real-life applications of health promotion in local health and human service organizations. The student gains both an appreciation and an understanding of the issues, service systems and resources pertinent to health promotion efforts for those in later life. Prerequisite: Sophomore standing

HS 203 Frailty and Chronic Illness in Later Life 3 CR
This service learning course is designed to introduce students interested in careers in health and human services to the various aspects of living with chronic illness or physical frailty as experienced by older adults and their families. The course includes a didactic component that focuses on the medical, functional, psychological, spiritual, and sociocultural issues associated with chronic illness and/or frailty, and uses the research literature as well as contemporary literature and films as resources. The course will meet both for on-site (classroom) discussion, and for online learning using the Blackboard system. The community-based service component of the course is an "adoptive grandparent" friendly visiting program with older adults who are living in assisted living or long-term care facilities near the campus. Students also explore the formal and informal support networks that impact on quality of life for frail or chronically ill older adults.

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

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

**Athletic Training**

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

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

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

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

**Program Accreditation**

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

**Clinical Education**

Clinical education provides students the opportunity to apply classroom knowledge with clinical experience. All clinical experiences, traditional and non-traditional, are under the direct supervision of certified athletic trainers. Students are exposed to a variety of settings including high school, college and outpatient clinical activities. In addition, the clinical education program requires students to amass a minimum number of clinical
hours per semester, as outlined in the syllabi of each practicum course. All students are required to maintain current CPR for the Professional Rescuer certification (or its equivalent) throughout the clinical experience. Students will not be able to participate in the clinical experience without current certification. Students are responsible for providing transportation to off-campus sites.

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

Exercise Science
The Exercise Science (EX) major is designed for those students who are seeking a broad background in exercise and fitness. It can also serve as a foundation for graduate study in physical therapy, exercise physiology, biomechanics, cardiac rehabilitation, wellness and conditioning and nutrition. The didactic and clinical components allow students the opportunity to explore related areas of study, including exercise physiology, strength and conditioning training, exercise prescription and fitness assessment. Graduates from the EX major are prepared to pursue either employment opportunities in health and fitness settings, or graduate school in those health professions noted above. No additional application process is required for students in the EX major.

Faculty
Wendy Bjerke, M.S. Clinical Assistant Professor
Carrie Silkman, M.S.Ed., ATC, Coordinator of On-campus Clinical Education
Gail Samdperil, M.A.T, ATC, Clinical Assistant Professor, Director, Human Movement and Sports Science Program
Tim Speicher, M.S., ATC, CSCS, Clinical Assistant Professor

Major in Human Movement and Sports Science

Human Movement and Sports Science Courses
HM 100 Prevention of Athletic Injuries and Illnesses
HM 250 Exercise Physiology, with lab
HM 253 Pathophysiology and Pharmacology
HM 255 Nutrition for Athletes
HM 260 Kinesiology, with lab
BI 131 Human Anatomy and Physiology I
BI 132 Human Anatomy and Physiology II
PY 100 Elements of Physics

Required Supporting Courses
CH 151/153 General Inorganic Chemistry I, with lab
CH 151/153 General Inorganic Chemistry II, with lab
BI 111/113 Concepts of Biology I, with lab
BI 112/114 Concepts of Biology II, with lab
MA 131 Statistics for Decision Making
PS 105 General Psychology for Pre-Profession
PS 295 Health Psychology
Athletic Training Professional Courses

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

Exercise Science Professional Courses

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

Human Movement and Sports Science Course Descriptions

HM 100 Prevention of Athletic Injuries and Illnesses 3 CR
Emphasizing prevention of athletic injury, this introductory course includes content on environmental influences, preseason screening, protective equipment and health risks related to athletics. Also includes section on recognition of significant injury and development of documentation skills.

HM 250 Exercise Physiology 4 CR
Presents a workable knowledge of the body's response to physical activity. Exercise metabolism, cardiopulmonary function, adaptations to training and environmental factors are addressed as well as exercise training guidelines. Assessment, clinical skills, aerobic testing, strength and power testing, and flexibility testing are among lab activities. Prerequisites: BI 111/113 and BI 131/132

HM 253 Pathophysiology and Pharmacology 3 CR
A systematic study of the disease process and disorders commonly seen in an exercise setting. Emphasis is on the effect of disease symptoms, management, and pharmacological agents on physical activity. Prerequisites: BI 111/113 and BI 131/132

HM 255 Nutrition for Athletes 3 CR
This course examines the relationship between nutrition and exercise. It also explores nutrient and food energy needs of the physically active. Prerequisites: BI 111/113 and BI 131/132

HM 260 Kinesiology, with Lab 4 CR
Investigates basic mechanical and kinesiological principles and their functions, interrelationships, and involvement with the mechanics of human motion. Prerequisites: PY 100, BI 131 and corequisite: BI 132

Athletic Training Course Descriptions

AT 125 Athletic Training Basic Skills 1 CR
Course meets on a regular basis for formal competency development. Includes skill development in taping, wrapping and splinting techniques, therapeutic modalities, basic evaluation techniques, medical documentation, emergency care and top-
atical anatomy. **Prerequisite:** Athletic Training students only

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

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

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

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

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

The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on upper extremity orthopedic assessment and treatment, taping and bracing, therapeutic modalities, and biomechanical assessment. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly minimum of 15 hours of practical experience required. **Prerequisites:** AT 129, AT 240, and PY 100

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

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

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

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

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

This course introduces athletic training students to the etiology of normal and abnormal responses to injuries/illnesses and diseases and presents an opportunity for students to acquire the necessary evaluation skills needed to provide immediate treatment or referral. Discussions center on general medicine topics: etiology, pathology, clinical evaluation, medical management, and prognosis of common types of musculoskeletal, reproductive, cardiovascular, visceral and neurological injury and disease. Students will also participate in a general medicine clinical rotation. This course also utilizes allied health practitioners to deliver
specific course content pertinent to their professional field. Prerequisites: AT 221 and AT 342

AT 322 Athletic Training Clinical Practicum IV 3 CR
The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on advanced orthopedic spine, head and neurological assessment, treatment and rehabilitation, taping and bracing, therapeutic modalities, research skills, case study development and professional development. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly minimum of 20 hours of practical experience required. Prerequisites: AT 221 and AT 342

AT 323 Athletic Training Clinical Practicum V 3 CR
The nature of the didactic portion of this course is problem based. Specific content includes case-based scenarios focusing on continued development of research skills and case study data interpretation and presentation, general medicine, nutrition, strength and conditioning, psychosocial issues, organization and administration and professional development. Students also obtain clinical athletic training experience under the supervision and guidance of an approved clinical instructor. Weekly minimum of 20 hours of practical experience required. Prerequisites: AT 310 and AT 322

AT 342 Rehabilitation of Athletic Injuries, with Lab 4 CR
Explores foundational theories and techniques of various therapeutic approaches to rehabilitation through discussion, laboratory and lecture. Common surgical techniques and their implications on the rehabilitation process are examined. Students have opportunity to enhance their research and writing skills through a term paper assignment.

AT 375 Organization and Administration in Athletic Training 3 CR
This course presents an overview of administrative concepts and organization of an athletic training program and facility in a variety of settings, including university, secondary school, and private clinic. Prerequisite: Athletic Training students only

Exercise Science Course Descriptions

EX 320 Special Application of Exercise 3 CR
This course provides practical exercise science experience in a field setting under direct supervision. It presents a service-learning component in addition to a weekly seminar. Prerequisites: HM 250 and HM 260 or permission of instructor

EX 358 Human Development and Exercise 3 CR
Examines the theory and practice of selecting age-appropriate fitness promoting activities. The course also reviews the effects that growth and maturation have on physical performances. Prerequisites: HM 250 and HM 260

EX 362 Physical Fitness Testing Methods, with Lab 4 CR
This lab course explores various methods to assess musculoskeletal strength/endurance, cardiopulmonary endurance, flexibility, body composition as well as clinical assessment skills and use of exercise testing as a diagnostic tool. Emphasis is on assessment, screening, and developing a test battery leading to the creation of individualized exercise programs. The lab component includes participation in an exercise and wellness program and administering a community health screening. Prerequisites: HM 250 and HM 260

EX 365 Developing Strength and Conditioning Programs 4 CR
Reviews the scientific basis and practical concerns
related to the development of safe, effective strength, and conditioning programs. Emphasis is on both proper exercise technique/instruction and the creation of programs utilizing numerous systems and modalities. Prerequisites: HM 250 and HM 260

EX 365 Methods and Procedures of Exercise Prescription, with Lab 4 CR
Examines methods to formulate fitness programs for the apparently healthy and chronically diseased individual. Emphasizes modifying exercise programs for special populations including exercise for the purpose of rehabilitation. The lab component consists of a clinical rotation in exercise science. This rotation includes cardiac rehabilitation, pulmonary rehabilitation, corporate fitness and wellness, and orthopedic rehabilitation at local hospitals, corporations, and clinics. Prerequisites: HM 250 and HM 260

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

Faculty
Dori Taylor Sullivan, Ph.D., R.N., C.N.A., CPHQ Chair and Director of Nursing and Associate Professor
Anne M. Barker, Ed.D., R.N., Associate Professor
Audrey M. Beauvais, M.S.N., M.B.A., R.N.C., C.C.M., T.N.C.C., Instructor
Susan M. De Nisco, M.S.N., A.P.R.N., Clinical Assistant Professor
Kimberly A. Foito, M.S.N., R.N., Instructor
Kathleen S. Fries, M.S.N., R.N., Director, Undergraduate Nursing
Dottie S. Needham, D.N.S., A.P.R.N., Associate Professor
Brenda L. Renzulli, M.B.A., R.N., Instructor
Linda L. Strong, Ed.D., R.N., Assistant Professor

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

First Professional Degree Program
The BS in Nursing program provides a first professional degree in nursing for entry into the profession. At the conclusion of four years of study, students are eligible to take the Registered Nurse licensure examination (NCLEX). Nursing courses begin in the sophomore year after a freshman year of foundational science and other required courses. Matriculation into the Nursing major is competitive and may occur at several points. Highly qualified incoming freshmen may receive early acceptance into Nursing, thus assuring their space in the program. Other freshmen may apply for matriculation into Nursing during the spring semester of their freshman year. Applications are competitive and will also be dependent on the number of available spaces in the program. All those who enter the Nursing major in the fall semester of their sophomore year must have completed the following courses: EN 110, MA 105, BI 131, 132, CH 100, CH 125. Two additional courses are recommended: CA 101 and PS 103. Also, students must have achieved an overall GPA of at least 2.5 (with a 2.7 strongly preferred) in freshmen-year courses,
with no lower than a C in the science courses. Sacred Heart University freshmen who meet these requirements receive preferential consideration for any available spaces. To receive a BS in Nursing, the First Professional Degree student must complete 125 credit hours of study consisting of 69 credits in prescribed general education courses and 56 credits in the Nursing major, and maintain an overall GPA of 2.5 with no grade lower than a C in the sciences or nursing courses. Students must also demonstrate satisfactory skills in the clinical component of all Nursing courses and adherence to the published professional behavior standards.

Program Competencies

Nursing

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

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

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

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

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

Health and Illness

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

Health Care Needs
7. Determine client needs through health assessment and use of standard data sources.

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

Professionalism

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

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

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

Nursing Laboratory

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

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

Additional Required Courses for the BS in Nursing

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

Nursing Major Requirements

NU 205  Foundations of Professional Practice
NU 215  Health Assessment
NU 260  Adult Nursing I
NU 300  Psychiatric—Mental Health Nursing
NU 330  Family and Child Health Nursing
NU 360  Adult Nursing II
NU 365  Nursing Research
NU 381  Community Health Nursing
NU 395  Nursing Care Management and Role Transition

Nursing Completion Program (RN to BSN)

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

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

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

RN to BSN Online Program

The RN to BSN Online program is an alternative delivery model that allows students to study at
home or anywhere they have access to a computer. All the required Nursing courses and most of the non-Nursing courses are offered online. Students may elect a combination of traditional and online courses.

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

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

**Accelerated RN to MSN Program**

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

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

**Admission Requirements**

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

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

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

**Prerequisite Courses to the Upper-Division Nursing Major**

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

**Additional Required Courses for the BS in Nursing**

CA 101 Effective Communication
EN 101 Approaches to Literature
HI 101 Civilizations
MA 105 Math Applications for Health Sciences
or
MA 101 Modern College Mathematics
MA 131 Statistics for Decision Making
PH 101 Introduction to the Problems of Philosophy
RS 101 Introduction to the Study of Religion
RS 260 Bioethics
or
PH 258 Medical Ethics

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

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

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. Nursing 200, 250, 320 and 365 (or NU 401, 430, 431, and 433 for RN to MSN students) must be taken before NU 350 or 380. Nursing elective courses may be taken at any time. Students are encouraged to review the University catalog for other policies and requirements related to timing of various course requirements, CLEP availability and timing, and credit for prior learning application procedures.

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

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

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

*Awarded following completion of the first clinical course.

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

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

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

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

Required Courses
NU 250 Leadership and Management
NU 382 Management of Home Health Care Agencies
Course Descriptions

NU 200 Foundations of Professional Nursing 3 CR
This course is designed as a bridge course to the Nursing major and as a forum to facilitate comparison between the scope of practice of the RN and the baccalaureate-prepared nurse. Exploration of the framework of this program occurs. Role behaviors of the baccalaureate practitioner are analyzed and applied. Critical thinking when communicating both verbally and in writing is emphasized. Prerequisite: Acceptance to the Nursing major.

NU 205 Foundations of Professional Practice 6 CR
This course introduces the student to the profession of nursing. The student builds upon foundational knowledge from the liberal arts, sciences and humanities and applies this to the content and process of nursing. The metaparadigm of nursing is presented in conjunction with the University's mission and organizing framework. Students are introduced to the concepts of health and effective communication and demonstration of the teaching/learning process. Theories for nursing practice are introduced. Laboratory and clinical experiences are coordinated to offer the student practical experience with selected clients in providing basic nursing care in a professional, caring manner. Students will also incorporate principles of nutritional and pharmacological therapies, including medication administration and documentation, while providing supervised clinical care. Students will demonstrate effective use of available technologies to assess, monitor and evaluate patient care. Prerequisite: Acceptance to the Nursing major.

NU 215 Health Assessment 3 CR
Introduces assessment parameters including interviewing, history taking, physical examination and functional assessment. Students formulate nursing diagnoses based on the North American Nursing Diagnosis Association nomenclature. Adequate data collection and careful analysis for diagnostic and planning purposes are stressed. Prerequisite: Acceptance to the Nursing major.

NU 220 Women's Health 3 CR
Builds on the historical perspective of women's health issues to address current needs and options in the present health care delivery system. Discussions focus on issues pertinent to a woman's physical, moral and emotional life cycle. Special emphasis is on feminist ideologies.

NU 243 Cultural Issues in Health Care Delivery 3 CR
Explores the various elements of culture and ethnicity that impact the provision of health care and the eventual acceptance of this care by individuals, families and communities. Issues such as time, communication, health beliefs, gender and values are discussed and compared to the beliefs and practices of American culture and the current method of delivering health care.

NU 250 Leadership and Management 3 CR
This course focuses on the development of the RN to BSN student in the role of leader/manager of a clinical practice discipline. The purpose is to provide the student with the basic concepts and theories needed for effective management of client care. These include management theory, human resource management, leadership, and the managerial role of planning, organizing, leading and evaluation. Application of theory to practice occurs through written and verbal evaluation methods. Prerequisite: Acceptance to the Nursing program.

NU 260 Adult Nursing I 6 CR
The first of two adult nursing courses, this course emphasizes the nursing roles in health promotion, health restoration and health maintenance. Classroom and clinical learning experiences focus on integration of knowledge from previous course
work. Consistent with the organizing framework of the Nursing program, this course incorporates aspects of critical thinking into classroom and clinical learning experiences. Students have the opportunity to provide nursing care to clients with common health problems from young adulthood to older adults. Course content focuses on the common health problems of the population of clients, which include: urinary, intestinal, neurologic and musculoskeletal disorders; problems of metabolism, sensation and perception; and perioperative nursing care. Prerequisites: NU 205 and NU 215

NU 270 The Nurse and the Law 3 CR
Examines the U.S. legal system and the law's impact on the practice of nursing and the provision of health care in the United States. Topics include the legal basis of nursing practice, theories of professional liability, confidentiality and informed consent.

NU 274 Care Management and Outcomes Assessment 3 CR
This nursing elective course will examine recent changes in the healthcare system that have led to dramatic changes in how and where care may be provided. The impact on patients and families, nurses and other health providers, and healthcare organizations will be explored in the context of the following key concepts: the evolving continuum of care, care/case management principles and practice, multidisciplinary evidence-based practice protocols, outcomes assessment and performance improvement, medical errors and patient safety, and financing and reimbursement.

NU 299 Special Topics in Nursing 3 CR
Designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

NU 300 Psychiatric—Mental Health Nursing 6 CR
Introduces students to the practice of mental health nursing for individuals, families and groups with commonly occurring mental health disorders. Course content stresses the interpersonal process, nurse self-understanding and current mental health practice. Commonly occurring mental health disorders such as addictive behaviors, personality disorders, schizophrenia and mood disorders are presented. Stresses critical thinking in relation to the provision of care to clients with mental health needs. Prerequisites: NU 205, NU 215 and NU 260

NU 320 Health Assessment for RNs 3 CR
Focuses on comprehensive health assessment for RN students. Adequate data collection and analysis for diagnostic and nursing plans are stressed. Students use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association nomenclature. Prerequisite: Acceptance to the Nursing major

NU 330 Family and Child Health Nursing 9 CR
Focuses on the application of the elements of critical thinking to the care of women, children and families in their childbearing and child-rearing experiences. Incorporating content from the liberal arts, sciences and humanities, students explore the roles of the nurse in relation to current research, issues, concepts and trends in family and child health. Culturally sensitive nursing practice embodies the care of women, children and families who range from healthy to at-risk states along the continuum of their growth and development. Nursing interventions are supportive, restorative and promotive in nature, and include principles of effective communication and teaching. Clinical experiences provide students with opportunities to apply their critical thinking and
knowledge base from family and child nursing to a variety of healthy to at-risk situations, and across a variety of settings. Prerequisites: NU 205, NU 215, NU 260 and NU 300

NU 350 Clinical Leadership for RNs 6 CR
This course seeks to synthesize the philosophy and organizational themes of the Nursing program through reading, reflective writings and discussion on individual goal-directed experiences focused on clinical leadership. Areas covered include the skills of leadership, system of care and practices of leadership. Focus is on case management and the leadership activities and interventions required to be effective in the clinical environment of the new millennium. The skills of leadership are interrelated with practice and require a positive sense of self in conjunction with judgment based on experience and research. Prerequisites: Permission of instructor one semester in advance of enrollment; NU 200, NU 250, NU 320, NU 365, or NU 401, NU 430, NU 431, NU 433

NU 360 Adult Nursing II 9 CR
The second in the two-course sequence of adult nursing, this course emphasizes the nursing roles for the supportive, promotive and restorative functions of nursing practice, and continues to incorporate critical thinking into learning experiences. Students have the opportunity to provide individualized nursing care that includes the psychosocial and cultural aspects of care to adults with complex health problems, including the critically ill. Prerequisites: Sophomore and Junior level 3 courses

NU 365 Nursing Research 3 CR
This course prepares nursing students to critically evaluate research for its application to the practice of professional nursing. The course reviews quantitative and qualitative methodologies. The ethical and policy agendas that influence research are considered throughout the course. Prerequisites: EN 012, MA 131

NU 380 Community Health Nursing for RNs 6 CR
Focuses on family and community as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to nursing of families and the community are identified. Effectiveness of nursing practice is explored in relation to the problems, priorities, attitudes, culture and resources of the individual, family and community. Prerequisites: Permission of instructor one semester in advance of enrollment; NU 200, NU 250, NU 320 and NU 365, or NU 401, NU 430, NU 431, NU 433

NU 381 Community Health Nursing 6 CR
Focuses on the family and community as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to the nursing of families, aggregates and the community are identified. Priorities and intervention strategies for health promotion, health protection and health restoration for families, aggregates and communities are stressed. In collaboration with other health disciplines, First Professional Degree students learn to develop intervention plans jointly with community-based clients. Prerequisite: Last-semester Seniors only

NU 382 Management of Home Health Care Agencies 3 CR
This course takes basic management concepts and applies them specifically to home care. Content includes financing home care including Medicare, Medicaid and private insurance; State and Federal regulations; accreditation regulations including quality improvement concepts of case management; trends and issues in home care; legal and ethical consideration in home care, and community resources. This course is only offered online.

NU 383 Alternative Healing Modalities 3 CR
Examines holistic forms of health care that can add to the effectiveness of traditional allopathic care, including energy systems, art and imagery and meditation.
NU 395 Nursing Care Management and Role Transition 8 CR
This 8-credit clinical course focuses on leadership and management activities integral to the provision of health care for individuals, families and/or communities. These activities require assessment, collaboration and evaluation. The ability to work and communicate with others is fundamental to these activities.

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

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

NU 401 (NU 501) Impact of History and Policy on Nursing and Health Care 3 CH
The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

NU 430 (NU 601) Principles of Health Care Research for Contemporary Nursing Practice 3 CH
This course, the first of two research seminars, reviews nursing and health care research literature according to criteria. Course content focuses on the development of a researchable problem, integrative literature review and research design. Content, related to quantitative, qualitative and evaluative methods, is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.

NU 431 (NU 602) Evidence-Based Practice for Quality Care 3 CH
Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative and quantitative methods of data collection and analysis. Content areas of substance include both data collection methods and analysis using computer software. Graduate students complete the methods section of the thesis prospectus during this semester.

NU 433 (NU 530) Theory and Professional Roles for Contemporary Nursing Practice 3 CH
Focuses on ethical dimensions of clinical and administrative practice in nursing. Broad philosophical issues that have direct impact on health care are explored. Beginning with a reflection of one's own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles and the ethical decision-making process. Because reflection, dialogue and critical thinking are essential to understanding ethical practices, the majority of the classes use a seminar format.
NU 450 (NU 550) Family and Community
Context for Health Care 3 CH

This course, the first within the Family and Primary Care sequence, addresses selected family, primary care and community theories within the context of advanced practice nursing. The family system is viewed as both unique and dynamic, existing interdependently with the community and the environment, and requiring advanced nursing expertise and caring at various times across the life cycle. Emphasis is on family and community assessment strategies and the impact of various primary-care-oriented health problems on family roles and functions. Relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities.

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

Pre-Occupational Therapy

The Pre-Occupational Therapy program consists of a series of required courses that are prerequisite courses for the Graduate Program in Occupational Therapy at Sacred Heart University. Pre-Occupational Therapy is in itself not a major field of study at Sacred Heart University. To prepare for the Graduate Occupational Therapy Program, students take the required prerequisite course requirements while completing an undergraduate major leading to a traditional Bachelor of Arts or Bachelor of Science degree. Students may select any major field of study they wish and students must declare an undergraduate major by the beginning of their sophomore year. Most of the program course requirements also fulfill core curriculum requirements for graduation. The Occupational Therapy program is a graduate program, and requires an additional two years of graduate coursework and fieldwork education experience beyond the baccalaureate degree for the completion of a Master of Science degree in Occupational Therapy. Application to the graduate program in occupational therapy will occur during the junior or senior year of undergraduate study with an early decision application option available to outstanding incoming Freshmen.

Program Accreditation

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

Students are admitted to the program on a competitive basis. Admission is based on successful completion of admission requirements, including completion of a baccalaureate degree in a field
other than occupational therapy, and completion of all prerequisite courses by the end of the spring semester prior to enrollment. If students require the summer prior to enrollment to complete prerequisites, any acceptance for admission into the program will be provisional to successful completion of the prerequisite coursework. See the Sacred Heart University Graduate Catalog or contact the Office of Graduate Admissions for admission criteria, further information about the program and an application.

Faculty
Jody Bortone M.A., OTR/L, Chair and Director of the Occupational Therapy Program and Assistant Professor
Lenore Frost, MAOM, OTR/L, CHT, Clinical Assistant Professor and Academic Fieldwork Education Coordinator
Mary-Ellen Johnson, M.A.H.S.M., OTR/L, Instructor
Heather Miller-Kuhaneck M.S., OTR/L, BCP, Instructor

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

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

- Biology I with lab 4 credits
- Human Anatomy and Physiology I and II with lab 8 credits *
- Psychology 3 credits
- Abnormal Psychology 3 credits
- Life Span Development or Developmental Psychology (Must include the entire life-span, from birth to old age) 3-9 credits
- Sociology 3 credits
- Statistics (Must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing) 3 credits *
- Interpersonal Communication, Group Dynamics or Family Dynamics 3 credits
- Diversity or Multicultural Studies (advanced language with documented fluency in that language, or, one semester or the equivalent of AmeriCorps or Peace Corps experience is also acceptable) 3 credits **
- Ethics, or Bioethics, or Medical Ethics 3 credits **

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

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

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

Faculty
Gary P. Austin, Ph.D., P.T., Associate Professor
Salome Books, M.B.A., P.T., Academic Coordina-
tor of Clinical Education, Assistant Professor
Donna M. Bowers, P.T., M.P.H., P.C.S., Clinical Assistant Professor
David A. Cameron, M.S., P.T., A.T.C., O.S.C., Clinical Assistant Professor
Kevin Chui, Ph.D., Assistant Professor
Michael J. Emery, Ed.D., P.T., Associate Professor and Chairman
Beverly D. Fein, Ed.D., P.T., Academic Coordinator of Clinical Education, Associate Professor
Pamela K. Levangie, D.Sc., P.T., Professor
Michelle M. Lusardi, Ph.D., Associate Professor

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

Required Courses
BI 111/BI 112 Concepts in Biology I/Concepts in Biology II
BI 113/BI 114 Concepts in Biology I Laboratory/Concepts in Biology II Laboratory
BI 131/BI 132 Human Anatomy and Physiology I/Human Anatomy and Physiology II
CH 151/CH 152 General Chemistry I/General Chemistry II
CH 153/CH 154 General Chemistry Laboratory I/General Chemistry Laboratory II
MA 131 Statistics for Decision Making
MA 140 Precalculus
PY 111/PY 112 General Physics I/General Physics II (noncalculus based) and laboratories
Psychology (two courses)

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

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

Faculty
Toni Bruciati Ph.D., Instructor, Coordinator of Ed Tech
Karen Christensen, Ph.D., Associate Professor, Director of Griswold Campus
Maureen Fitzpatrick Ed.D., Assistant Professor
Thomas Forget, Ph.D., Associate Professor, Vice President for Academic Affairs
Mike Giarratano, M.S., Clinical Assistant Professor
Edward Hendricks, M.A., Instructor
Velma Heller, Ed.D., Assistant Professor
Edward Joyner, Ed.D., Associate Professor
Abdul Latif, Ph.D., Assistant Professor
Lois A. Libby, Ph.D., Associate Professor
Maria Lizano-DiMare Ed.D., Assistant Professor
Karl M. Lorenz, Ed.D., Clinical Assistant Professor, Director of Teacher Certification Programs
Edward W. Malin, Ph.D., Professor, Chair of Education

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS 217
Education Mission Statement

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

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

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

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

Higher Order Thinking Skills. Candidates engage in intellectual pursuits, demonstrating the ability to analyze, synthesize, apply and expand their knowledge base. Further, they demonstrate reflective practice, continually assessing their own and their students’ learning using multiple modes of assessment and self-reflection.

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

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

Teacher Certification Programs

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

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

- Pass the Praxis I Exam or qualify for waiver by meeting the following alternative testing requirement: A waiver may be granted to students furnishing official proof of achieving high scores on the SAT, ACT or PAA tests. Complete information and test registration materials may be obtained from the Education Department.

- Present an essay demonstrating a command of the English language, explaining reasons for wanting to enroll in the program and emphasizing experience relevant to teaching.

- Present at least two letters of recommendation from people able to testify to the student’s suitability as a prospective teacher.
• Be interviewed by members of the faculty of the Education Department.
• Maintain a GPA of at least 2.75.

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

**Elementary Certification Course Requirements**

Students admitted to the elementary school certification program after January 1, 2004, must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially-ordered blocks and reflect the competencies of the Connecticut Common Core of Teaching (CCCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.

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

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

**UG No. GR No. COURSE TITLE**

**Block I (9 Credits)**

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

**Block II (12 Credits)**

ED 205 ED 569 Education of Special Needs Students  
ED 229 ED 523 Multicultural Education  
ED 223 ED 450 Elementary Curriculum & Methods: Social Studies & Health*  
ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course)  
or  
ED 207 ED 566 Classroom Management

**Block III (9 Credits)**

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

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

* Credits not applicable to MAT degree

**Secondary Certification Course Requirements**

Students admitted to the secondary school certification program after January 1, 2004, must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially-ordered blocks and reflect the competencies of the Connecticut Common Core of Teaching (CCCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.
Note: Students admitted to the certification program before January 1, 2004, are not required to complete the courses presented below. Instead, they are required to complete the courses listed on their plans of study.

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

**UG No. GR No. COURSE TITLE**

**Block I (9 Credits)**

ED 101 ED 553 Educational Psychology
ED 152 ED 552 Education in the United States
ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course)

or

ED 207 ED 566 Classroom Management (For Interns only)

**Block II (12 Credits)**

ED 205 ED 569 Education of Special Needs Students
ED 229 ED 523 Multicultural Education
ED 272 ED 627 Societal Issues in Adolescence
ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course)

or

ED 207 ED 566 Classroom Management

**Block III (9 Credits)**

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

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

*Credits not applicable to MAT degree.

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

**Course Descriptions**

**ED 101 Educational Psychology 3 CR**
Course considers the application of psychological principles to educational theory and practice. Students explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced and consistent themes and concepts identified.

**ED 152 Education in the United States 3 CR**
Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

**ED 205 Education of Special-Needs Students 3 CR**
Focuses on identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Exceptionalities studied include all areas identified by national and state mandates.

**ED 207 Classroom Management 3 CR**
Presents teaching strategies for discipline and management in the classroom. Students learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

**ED 221 Elementary Curriculum and Methods: Reading, Writing and Language Arts 3 CR**
Methodology in the areas of reading instruction
and language arts. Field experience is an integral part of this course.

ED 222 Elementary Curriculum and Methods: Mathematics and Science 3 CR
Students learn the basic concepts, scope and sequence of instruction and current methodology in elementary mathematics and science. Attention is given to lesson planning and unit planning/skill development utilizing application of current research in effective mathematics and science instruction. Emphasis is placed on students as learners and the role of teacher as facilitator of math and science investigation.

ED 223 Elementary Curriculum and Methods: Social Studies and Health 3 CR
Examines the scope and sequence of curriculum as well as content and methods of instruction in elementary grades. Special attention is focused on lesson and unit planning and skill development in the subject areas.

ED 229 Multicultural Education 3 CH
This course is designed to foster understanding of ethnicities through literature and storytelling. Students attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour service-learning requirement.

ED 262 Secondary Curriculum 3 CR
Explores national and state curriculum standards for grades 7 to 12. Philosophical, psychological and practical implementation of curriculums in the secondary classroom is emphasized. Students develop subject-specific curriculums appropriate to secondary disciplines.

ED 264 Secondary Methods 3 CR
Examines various methods of instruction applicable to all academic areas. Students plan and teach microlessons in content areas, develop short- and long-range lesson plans and complete a subject-specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction process learning and cooperative learning are discussed and practiced.

ED 271 Introduction to Computers in Education 3 CR
Investigates the use of computers in the classroom and how to operate an instructional computer (programming not included). Commercial software is demonstrated and criteria for the evaluation of educational software discussed.

ED 272 Societal Issues in Adolescence 3 CR
Focuses on the practical acquisition and application of knowledge of substance abuse prevention education and promotion of wellness.

ED 342 Content Area Reading Instruction (7–12) 3 CR
Examines fundamental principles of teaching reading and writing in middle and secondary schools. Students learn to effectively integrate reading and writing skills in subject-specific content areas; create classroom writing workshops, and thematic units; and utilize subject-specific trade books. In addition, students learn strategies for developing positive attitudes toward reading and writing as lifetime skills.

ED 385 Observation and Case Studies of Learners 3 CR
In-depth, field-based study of individual learners forms the basis for understanding learning styles, applications of teaching methods, elements of curriculum development and processes of classroom management.
ED 387 Children's Literature 3 CR
Examines a variety of genres of children's literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature and the dramatic arts are emphasized.

ED 391 Student Teaching Seminar: Elementary School 6 CR

ED 395 Student Teaching Seminar: Secondary School 6 CR
The seminar, which meets weekly in conjunction with the full-time student teaching assignment, focuses on the teaching-learning process as it is being experienced in the student teaching setting. Related issues such as teacher competencies, evaluation, supervision and self-assessment, curriculum planning, implementation, evaluation and situational topics are explored.
University College
UNIVERSITY COLLEGE

Nancy L. Sidoti, M.A.T., Dean

University College brings Sacred Heart University's resources and programs to adults, part-time students and to the community. It is also the college that develops and implements innovations in pedagogy, delivery and content.

University College administers Weekend University, the summer credit program, Winter Intersession, and the Center for Financial Education. Off-site campuses in Derby and Stamford are an integral part of the college.

A major objective for the college is to maintain and expand its position as the regional leader in providing learning opportunities to adult students. This is accomplished by stressing teaching, student service and access, responsiveness to the emerging educational needs and Sacred Heart University's mission and values. University College develops, markets and delivers certificate and degree programs designed for adult learners. It is responsive to the education needs of business, social service and professional and governmental organizations.

Specialized Services and Programs of University College

AHEAD Program (Adults in Higher Education working for Accelerated Degrees)

AHEAD is an accelerated degree program in Business Administration and Finance. This special program provides working adults who have family and other responsibilities the unique opportunity to complete a degree in half the time of a traditional part-time program. It consists of five terms per year. Each term is seven and one-half weeks in duration. Classes meet two nights per week in two-hour-and-fifteen-minute evening sessions, or one night per week for a four-and-one-half-hour session.

Academic Services

Academic Services are designed to assist adult students in establishing and achieving educational goals. Services include pre-admission and new-student advisement, degree planning information, academic support and referral. Academic support assistance is available in the areas of academic and peer advisement, major options and declaration, early and mid-term assessment indicators, course selection and registration.

Academic Skills Assessment

University College ensures that students in the program are well prepared to handle any and all situations connected with the college experience. Through the Jandrisevits Learning Center, placement testing is offered in Math and English; appropriate coursework is recommended; and assistance is provided in the areas of critical thinking, memory skills, problem solving, reading comprehension, test taking, time management and public speaking.

Assessment of Prior Learning

Adult learners have accumulated a wealth of experience throughout life. Sacred Heart University recognizes that knowledge and expertise are not exclusively delivered in a college classroom. University College can provide mechanisms for adult students to convert life's education to college credit. Through CLEP, DANTES and EXCELSIOR national testing, portfolio presentation, and American Discipline | Courses Only (No Major/Minor) | Associate's Degree | Bachelor's Degree Major | Minor
---|---|---|---|---
General Studies | | Yes | Yes |
Council on Education and New York REGENTS'-sanctioned noncollegiate sponsored learning, students can earn as many as 60 credits.

**Career Counseling Services**

Professional staff members work with students to assess abilities and interests in order to formulate a potential study plan. Emphasis is on planning for life. Services are offered to identify and establish career goals, address current career issues and research new options. In-depth career consultation, testing and resumé assistance are available on an appointment basis. As students progress through the academic program, assistance in the disciplines necessary for securing the optimal career position is offered as required.

**Financial Assistance Services**

The Office of Student Financial Assistance counsels students regarding all of the options available to meet the cost of education. By combining grant money, government-subsidized loans, low-interest loans, deferred payment plans, employer reimbursement opportunities, VA eligibility programs, VISA and MasterCard financing, a plan will be designed for the specific requirements of each student.

**Curricular Formats in University College**

University College allows students to pursue undergraduate study in a variety of formats. Classes are offered at Sacred Heart University campuses in Fairfield, Stamford and Derby. Students can elect from the following choices:

**Accelerated Classes**

Traditional collegiate study terms run anywhere from 15 to 18 weeks. University College can consolidate class time periods to speed up course completion. Depending on the course, students can choose 5½- or 7½-week terms, with class meetings either once or twice per week, intensive sessions of varying lengths or a weekend schedule.

Many students are able to accumulate more than 30 credits in just one year.

**Online Learning**

Sacred Heart University's Online Learning is an Internet-based teaching/learning experience. The University uses Blackboard as its learning platform. Blackboard is educational software which provides a user-friendly interface, with simple point-and-click access to course content, collaborative workspaces, and online resource centers. It is available 24 hours a day and allows for easy information flow between student and instructor. Courses require that students work independently and interdependently with their instructor and with fellow students. A commitment to do this is required of the students in order to sustain their participation. Participants must maintain their own access to the Internet, with e-mail capability and have Microsoft Word or compatible word processing software.

**Guided Independent Learning**

University College provides qualified students the option to engage in advanced or specialized independent study in a given academic area. Faculty members guide students through all phases.

**Traditional Semester Study**

Adults who prefer standard course presentation and time intervals can elect to tailor their programs in the traditional format, both during the day and in the evening. Many students "mix and match" course delivery formats, depending on subject, content and degree of difficulty.

**Weekend University**

The Weekend University offers University core curriculum courses that facilitate the pursuit of a degree. There are two sessions offered in an alternating weekend schedule, allowing students to take two courses per semester in this format.
The Center for Financial Education

The Center for Financial Education was established on the Stamford Campus of Sacred Heart University to offer greater Fairfield County opportunities for continuing education in the financial services area. The center assists the university in carrying out the mission of being "able to respond to an ever-changing world" and "combining education for life with preparation for professional excellence."

Offerings include:
- The Financial Planning Certificate Program
- Project Management
- Series 7 Prep
- Series 6 and 63 Prep

Baccalaureate Degree in General Studies

The General Studies program was developed specifically for adult students interested in custom-designing their own multidisciplinary curriculum. It allows students to investigate areas of study that best serve their life and/or work situation. Students select courses from either one or two broad areas of study. With the help of a faculty advisor, a cohesive plan of study, which culminates in a project to synthesize the learning experience, is designed. Classes may be taken in any number of formats.

Program Structure

Students select 36 major credits from either one or two broad areas of study plus a capstone project (3 credits). The broad areas of study are:
- Arts and Humanities
- Natural Science, Numerical and Symbolic Reasoning
- Professional Studies
- Social Science

A capstone project course is required at the end of the program to synthesize learning. In developing the General Studies major, students, with the help of a faculty advisor, formulate a comprehensive plan of study. This ensures the pursuit of a meaningful program rather than a collection of unrelated electives.

Course Scheduling

Students may select courses from the University's regular day and evening offerings in the Fall, Winter Intersession, Spring and Summer terms. Students can also take courses in an accelerated format, as well as on weekends. The program is available at the main campus in Fairfield, with selected courses offered at the Stamford and Derby campuses.

Qualifications for Admission

Admission to the General Studies program is open to individuals with a high school diploma or its equivalent. Students who already have transfer credits are also welcome.

Curriculum

In addition to the 39 credits in the major, there is a 54-credit University core curriculum and 27 credits of general electives. Credit through CLEP, DANTES and EXCELSIOR exams and through the Assessment of Prior Learning Program is also available.

Credit Certificate Programs

Sacred Heart University offers credit certificate programs as a short-term goal and as a way to enhance students' knowledge and skills in a particular area, by providing specialized in-depth instruction. Credits earned can be later applied to an associate or baccalaureate degree program.

Programs available in Business are: Administrative/Information Management, Computer Science and Information Technology, Financial Management, International Business, and Marketing.
Programs in Arts and Sciences include the Certificate in Catholic Theological Studies and Certificate in Catholic Studies.

**Certificate Program in Administrative/Information Management**

The certificate program in Administrative/Information Management prepares professionals to work in and manage an office productively. Individuals with business sense, organizational skills, management know-how, computer ability and communications expertise are in great demand. This course of study prepares individuals to work in positions as administrative support personnel, potential office managers, trainers and information personnel.

**Required Courses***

- BU 201 Organization Management
- BU/CA 221 Business Communications
- CS 100 Introduction to Information Technology
- CS elective in consultation with department chair
- BU elective in consultation with department chair

*Work experience may be substituted for one of the five courses listed at the discretion of the appropriate faculty chairperson.

**Certificate in Catholic Studies**

The goal of this certificate is to provide students an interdisciplinary exposure to the ideas that constitute the Catholic intellectual traditions. To complete the certificate, a student must take four courses identified by The Center for Christian Thought, Ethics, and Culture (CCTEC) as part of the Catholic Studies Program. The courses must come from at least two different departments/disciplines, one of which must be Religious Studies. The fourth and final course is considered a capstone course that allows the student to bring together the various aspects of the Catholic Intellectual Tradition into one focus for analysis. The Certificate in Catholic Studies is part of the traditional academic program that will allow students to explore the Catholic Intellectual Tradition as it is manifested in every academic field.

**Certificate in Catholic Theological Studies**

The Certificate in Catholic Theological Studies is awarded to students who take Religious Studies 101, plus three more courses from a special list of Religious Studies and Philosophy courses, and who write a capstone paper in their fourth course. The goal is for students to make an in depth exploration of some of the issues studied in Roman Catholic fundamental, systematic, and moral theology. One of the courses selected fulfills the University-wide requirement to take one course in either Religious Studies or Philosophy beyond the introductory courses. Contact: Dr. Brian Stilner 203-365-7657

**Certificate Programs in Computer Science and Information Technology**

The Computer Science and Information Technology certificate programs provide a foundation for scientific use of computers and information technology applications. Students earn a certificate by completing six courses from either the regular computer science option or the information technology option, provided that the prerequisites are met.

**Computer Science**

- CS 111 Introduction to Structured Programming
- CS 112 Data Structures
- CS 241 Advanced Programming Concepts Using "C"
- CS 312 Software Engineering
- CS 341 Analysis of Algorithms
- CS 233 Visual Basic
- CS 366 Object-Oriented Programming (OOP) in C++
Information Technology
CS 101 Web Design and Visual Tools
CS 102 Multimedia for Non-Majors
or
CS 331 Multimedia Applications
CS 111 Introduction to Structured Programming
CS 112 Data Structures
CS 233 Visual Basic
CS 368 Microsoft Windows NT

Certificate Program in Financial Management
Individuals wishing to pursue careers in finance or change career paths and move into financial positions benefit greatly from this uniquely designed certificate program. The course of study is also of value to those who hold jobs in finance but need more in-depth knowledge.

The curriculum is designed to develop knowledge and skills for professional positions in financial, corporate, governmental and nonprofit institutions. The certificate is earned by taking a series of five courses in Financial Management and related topics and earning a C or better in each course. Students who successfully complete two basic Accounting courses, such as AC 101 and AC 105, or their equivalent, are eligible. Each course can be taken for credit. Courses apply to certain associate degree programs, and can be applied toward a Bachelor of Science degree in Finance.

Required Courses
FN 215 Financial Management
FN 251 Corporate Finance
FN 314 Financial Analysis
FN 315 Investments
FN 316 International Financial Management

Certificate Program in International Business
This certificate program is designed to provide individuals with intensive training in the fundamentals of international business. Interested individuals who work in the international realm of business or who wish to prepare for positions in international business, as well as experienced individuals wishing to make career changes, may find this certificate extremely beneficial. Credits earned in this program can be applied to an associate or baccalaureate degree. The curriculum consists of five, three-credit courses, two of which are required, and three electives in the International Business area.

Required Courses
BU 201 Organization Management
IB 278 Principles of International Business

Electives
BU 257 Business Ethics
EC 303 Global Macroeconomics
EC 322 International Economics
EC 344 Comparative Economic Systems
FN 316 International Financial Management
EC/FN 386 Japan: The Economic and Financial System
IB 203 Intercultural Management
IB 235 International Business Law
IB 264 International Marketing

Certificate Program in Marketing
This certificate program provides an opportunity to secure in-depth marketing knowledge and to apply these credits to a degree program in Business Administration.

The curriculum consists of five, three-credit courses, two of which are required, and three electives. Students who do not have at least three years of responsible business experience must take BU 201 (Organization Management) and BU 202 (Organizational Behavior) as prerequisites for the Marketing certificate program.

Required Courses
MK 261 Principles of Marketing
MK 262 Principles of Advertising
Electives
IB 264 International Marketing
MK 263 Principles of Retailing and Merchandising
MK 286 Consumer Motivation
MK 296 Marketing/Consumer Law
MK 299 Special Topics in Marketing
MK 361 Marketing Management
MK 362 Marketing Research
SM 265 Sport Marketing
Directory
DIRECTORY

Board of Trustees

Officers

Most Rev. William E. Lori, S.T.D.
Chairman of the Board

James T. Morley, Jr.
Vice Chairman

Robert L. Julianelle, J.D.
Secretary

James J. Costello
Treasurer

Trusted

Howard J. Aibel
Arbitrator & Mediator of
Commercial Disputes
Retired Vice President & Chief Legal Officer
ITT Corporation
Weston, CT

Rosanne Badowski '79
Executive Assistant to John F. Welch
Jack Welch, LLC
Boston, MA

Mary-Ann Bunting
Senior Financial Advisor
Bunting & Somma
Westport, CT

Anthony J. Cernera, Ph.D.
President
Sacred Heart University
Fairfield, CT

William J. Conaty
Senior Vice President
Corporate Human Resources
General Electric Company
Fairfield, CT

James J. Costello
Retired Vice President and
Comptroller
General Electric
Fairfield, CT

Kris E. Durmer, Esq.
Smith-Weiss Shepard and Durmer
Attorneys at Law
Nashua, NH

Mark E. Freitas
President and CEO
Frank Crystal & Co., Inc.
New York, NY

Rev. Msgr. William A. Genuario
Pastor
St. Catherine of Siena Church
Riverside, CT

Hans J. Gram
Retired President and Chief
Executive Officer
R.S. Paltou a.s., Oslo, Norway
West Redding, CT

Robert L. Julianelle, J.D.
President
Schine, Julianelle & Antonucci, P.C.
Orange, CT

Most Rev. William E. Lori, S.T.D.
Bishop of the Diocese of Bridgeport
The Catholic Center
Bridgeport, CT

Paul W. MacAvoy, Ph.D.
Williams Brother Professor Emeritus of Economics and
Management Studies
Yale University
New Haven, CT

Vincent Maffeo
Senior Vice President and General Counsel
ITT Industries
White Plains, NY

Frank R. Martire
President and CEO
Metavante Corporation
Milwaukee, WI

Robert J. Matura
Chairman/CEO
Learning Span, Inc.
Stamford, CT

Christopher K. McLeod
Executive Vice President
CuraGen Corporation
New Haven, CT

Linda E. McMahon
CEO
World Wrestling Entertainment, Inc.
(WWE)
Stamford, CT

Fred J. Meyer
Special Advisor/Executive Office
Omnicom Group, Inc.
New York, NY

William E. Mitchell
Vice Chairman
Mitchells of Westport
Westport, CT

James T. Morley, Jr.
Former Senior Group Vice President
Cox Radio, Inc.
Newtown, CT

Lois Schine
President and Executive Director
Westport Chamber of Commerce
Westport, CT

Jeffrey A. Sonnenfeld
President and CEO
Yale School of Management
New Haven, CT

Peter Terpeluk, Jr.
Chairman
American Continental Group
Washington, D.C.

Rev. Msgr. Kevin W. Wallin
Pastor
Cathedral of Saint Augustine
Bridgeport, CT

Rev. Msgr. Frank C. Wissel
Pastor
St. Mary Church
Greenwich, CT

Trustees Emeriti

Prescott S. Bush, Jr.
Greenwich, CT

J. Edward Caldwell
Stratford, CT

David E. A. Carson
Hartford, CT
Administration
President's Cabinet
Anthony J. Cernera, Ph.D.
President
Thomas V. Forget, Ph.D.
Vice President for Academic Affairs
James M. Barquinero, M.A.
Vice President for Enrollment Planning and Student Affairs
Michael J. Kinney '72
Senior Vice President for Finance and Administration
Karen L. Fraser, B.A.
Vice President for Human Resources
Mary F. Young, B.A.
Vice President for Institutional Advancement
Donna M. Dodge, S.C., Ed.D.
Vice President for Mission and Planning

Office of the President
Anthony J. Cernera, Ph.D.
President
Vacant
Executive Assistant to the President

Administrators Emeriti
Michelle Quinn
Fairfield, CT

Office of Academic Affairs
Thomas V. Forget, Ph.D.
Vice President for Academic Affairs
Eilene C. Bertsch, M.A.
Assistant Vice President for Academic Affairs

Center for Christian-Jewish Understanding (CCIU)
Rabbi Joseph Ehrenkranz
Executive Director
David L. Coppola, Ph.D.
Associate Executive Director
Hersher Institute for Applied Ethics
Frances Grodzinsky, Ph.D.
Director
Honors Program
Walter E. Brooks, Ph.D.
Director
Academic Support Services
Academic Incentive Program
Rebecca L. Hussey, M.A.
Director
English as a Second Language (ESL) Program
James M. Minor, M.A.
Director
G.E. Scholars Program
Virginia L. Stephens, MBA
Director
Jandrisevits Learning Center
Jacqueline B. Rinaldi, Ph.D.
Director
Jill E. Angotta, M.S.
Director, Special Services
Office of the Registrar
Douglas J. Bohn, M.S.
Assistant Vice President for Academic Affairs and University Registrar
Dona J. Perrone, B.A., M.B.A.
Associate Registrar

President Emeritus
Thomas P. Melady, Ph.D.
Washington, D.C.
Writing/Communications Across the Curriculum
Jeffrey R. Cain, Ph.D.
Director

Women's Studies
Vacant

John F. Welch College of Business
Stephen M. Brown, Ed.D.
Dean

Accounting Department
Benoit N. Boyer, C.A., Ph.D.
Chairperson

Economics and Finance Department
Bridget Lyons, D.P.S.
Chairperson

MBA Program
Valerie L. Christian, MBA
Director

Management
Mary G. Trefry, Ph.D.
Chairperson

Research
Eunsup Shim, Ph.D.
Director

University College
Nancy L. Sidoti, M.A.T.
Dean

Department of Athletics
C. Donald Cook, M.A., M.S.
Director of Athletics

Nursing Programs
Dori Taylor Sullivan, Ph.D.
Director

Occupational Therapy Program
Jody Bortone, M.A.
Director

Physical Therapy Program
Michael J. Emery, Ed.D.
Director, Physical Therapy Program and Chairperson, Physical Therapy and Human Movement Science

Gail Sandperl, M.S.
Director, Human Movement/Sciences

University College
Nancy L. Sidoti, M.A.T.
Dean

Ellen Corey, B.S.
Fairfield Admissions Coordinator

Mary Lou DeRosa, M.B.A.
Director

University College New Initiatives
Denise Griffin, M.A.
Fairfield Admissions Coordinator

Coordinator, Valley Campuses

Office of Enrollment Planning and Student Affairs
James M. Barquinero, M.A.
Vice President for Enrollment Planning and Student Affairs

Christine Davin, M.A., Ed.M.
Special Assistant to Vice President for Enrollment Planning and Student Affairs

Elizabeth Luckie, B.A.
Director, Divisional Budgets
Paul Gorham, B.A.
Football, Head Coach
Vacant
Golf, Men's, Head Coach
Gene Gumbs, B.A.
Assistant Director of Athletics/Director of Athletic Communications
Bill Peterson, B.A.
Assistant Director of Athletic Communications
Seth Kaplan, M.A.T.
Assistant Director of Athletic Marketing & Events
Jamie Romeo, B.A.
Golf, Women's, Head Coach
Heather Crosby, B.A.
Assistant Director of Student-Athlete Support Services/Assistant Director of Athletic Business Affairs
Thomas Vrabel, Ph.D.
Fencing, Men's and Women's, Head Coach
Shaun Hannah, B.S.
Ice Hockey, Men's, Head Coach
Thomas O'Malley, B.A.
Ice Hockey, Women's, Head Coach
Tom Mariano, B.S.
Lacrosse, Men's, Head Coach
Laura Cook, B.S.
Lacrosse, Women's, Head Coach
John Turner
Rowing, Women's, Head Coach
Joe McGuigan, B.S.
Assistant to Senior Associate Athletic Director
Joe Barroso, B.S.
Soccer, Men's, Head Coach
Kim Banner, M.A.
Soccer, Women's, Head Coach
Elizabeth Luckie, B.A.
Softball, Head Coach
Allyson Dunleavy, M.A.
Swimming, Women's, Head Coach
Mike Guastelle, M.Ed.
Tennis, Men's and Women's, Head Coach
Clifford Emauleson, M.A.L.
Volleyball, Men's, Head Coach
Elizabeth McGreevy
Volleyball, Women's, Head Coach
Andrew Seras, B.A.
Wrestling, Head Coach

Office of Career Development
Patricia Klausser, M.S., L.P.C.
Interim Executive Director, Career Development
Leonard (Rick) DelVecchio, B.A.
Assistant Director, Career & Employment Development
Heather Marchand, B.S.
Career Counselor, Career Development
Nicole Davison, M.S.
Career Counselor, Career Development

Office of the Center for Irish Cultural Studies
Deanna Florentino, B.A.
Director of Administration

Office of Undergraduate Admissions
Karen N. Guastelle, M.B.A.
Dean of Undergraduate Admissions
Cori Nevers, B.A.
Associate Dean
Jamie Romeo, B.A.
Associate Dean
Pamela Heroux, B.A.
Director of Undergraduate Admissions

Christopher Lukowski, M.B.A.
Assistant Director of Undergraduate Admissions
Melissa Mezzina, M.A.T.
Assistant Director of Undergraduate Admissions
Cara Jordan, B.A.
Associate Director of Transfer Admissions

Jennifer Amicucci, B.S.
Admissions Counselor
Katie Kontrimas, B.S.
Admissions Counselor
Andrew Rosabianca, B.A.
Admissions Counselor
Sheri Foster, B.A.
Admissions Counselor
Douglas Alvarez, M.A.
Admissions Counselor
Kevin O'Sullivan, B.S.
Admissions Counselor

Office of Graduate Admissions
Alexis S. Haakonsen, M.A.
Dean of Graduate Admissions
Kathy Dilks, M.S.
Assistant Dean of Graduate Admissions, Health Professions Programs
Whitney Kiely, B.S.
Director of Graduate Admissions, Education Programs
Lindsay Lukowski, B.S.
Assistant Director of Graduate Admissions, MBA/MSCIS Programs
Dawn Doucette, M.B.A.
Assistant Director of Graduate Admissions, Education Programs

Office of Student Affairs
Lawrence J. Wielk, M.A.
Dean of Students
Denise Tiberio, M.A.T.
Associate Dean of Students
Allen Machielson, B.S.
Dean of Residential Life and Housing Services
Michael Moylan, M.B.A.
Director, Student Union
Corrie Cacesse, B.A.
Assistant Director Pitt Center/Coordinator of Intramurals and Recreation
Karima Ummah, M.S.
Coordinator of International and Multicultural Affairs
Tamara Kerns, M.S.
Assistant Director, Residential Life and Housing Services

Keith Johnston, M.Mus
Director, Pioneer Bands

Jocelyn Novella, M.A.
Assistant Director, Personal Counseling

Karen Flanagan, M.A., L.P.C.
Personal Counselor

Janice Kessler, M.S.N.
Drug and Alcohol Counselor

Gary Reho, Ed.M.
Director, Pitt Center

Sheila Wheeler, R.N.
Director, Health Services

Anne Mavor, R.N.
Nurse Practitioner

Pamela Howard, M.S.
Nurse Practitioner

Mary Jo Mason, Ph.D.
Assistant Dean of Students/Director of Wellness Center

Kelly Watkins-Colwell, M.D.
Medical Director

Tom Wuestkamp, M.B.A.
Director of Student Activities

Leonora Campbell, M.S.
Judicial Officer

Chuck Bennedum, M.S.
Assistant Band Director

Joel Quintong, M.A.
Assistant Director, Student Mentoring Program

Jane Sanders, M.S.
Director of Greek Life Leadership and Development

Rebecca Wieferich, M.Ed.
Student Mentor Transfers and Sophomores

Laura Minor, M.Ed.
Assistant Director Student Mentoring Program

Amy Ricci, M.B.A.
Assistant Director Student Mentoring Program

Valerie Wherley, Ph.D.
Director of Student Mentoring

Mark Pittman, M.A.
Coordinator Freshmen Year Experience

Richard, Madwid, M.S., L.P.C., L.A.D.C.
Counselor

Vacant
Assistant Director Student Mentoring

Office of Student Financial Assistance
Julie B. Savino, M.A.T.
Dean of University Financial Assistance

Carl P. Nykaza, B.S.
Director, Graduate/University College Student Financial Assistance

Sylvie T. Hangen, B.A.
Assistant Dean of University Financial Assistance

Kelly Betts, B.A.
Director, First Year/Transfer Student Financial Assistance

Jeffrey P. Peitrangeli, M.B.A.
Director, Student Financial Assistance, Undergraduate Counseling

Keith Tucker, A.S.
Assistant Director, Loan Coordinator

John Thompson, B.S.
Counselor, Student Financial Assistance

Office of Web Content Management
Nancy Boudreau, B.S.
Director of Web Content Management

Kim Galiotte, B.A.
Assistant Director of Web Content Management

Office of Finance and Administration
Michael J. Kinney, M.B.A.
Senior Vice President for Finance and Administration

Philip J. McCabe, M.S.
Assistant Vice President for Finance

David L. Coppola, Ph.D.
Assistant Vice President for Administration

Business Office
Julie A. Bastarache, C.P.A.
Director, Financial Analysis and Budgeting

Lisa A. Boland, B.S.
Director, Financial Planning and Operations

Stephen Walker, M.B.A.
Controller

Office of Student Accounts
Alice Avery, B.B.A.
Bursar

Office of Facilities Management and Construction
Michael J. Giaquinto, A.S.
Director, Facilities Management and Construction

Floyd Young
Assistant Director, Buildings and Grounds

Office of Management Information and Technology Systems
Michael Trimble, M.A.
Assistant Vice President, Technology

Robert Tullonge
Director, Academic Computing

Shirley Canaan, M.B.A.
Director, Administrative Computing

236 DIRECTORY
Department of Public Safety

Jack Fernandez
Director, Public Safety
National Public Radio
WSHU-FM

Administration
George Lombardi, B.S.
General Manager

Development
Gillian Anderson, B.S.
Development Director
Cameron LiDestri, M.A.
Director, Individual Gifts
Janice Portentoso, B.A.
Promotions Director

Programming
Tom Kuser, B.S.
Program Director
Tandaleya Wilder, B.A.
News Director
Kate Remington, B.A.
Music Director

Production/Engineering
Julie Freddino, B.S.
Director, Production
Paul Litwinovich, A.S.
Director, Engineering

Office of Human Resources
Karen L. Fraser, B.A.
Vice President for Human Resources
Robert M. Hardy, M.S.
Director

Office of Mission and Planning
Paul Rogalin, A.S.
Director, Human Resources
Information Systems and Compensation

Office of Institutional Advancement
William M. Brezovsky, B.A.
Director, Employee Relations and Staffing

Office of Institutional Advancement
Mary P. Young, B.A.
Vice President for Institutional Advancement
Michael L. Iannazzi, M.Div.
Executive Director of Public Relations
Timothy R. Stanton, J.D.
Executive Director of Development
Virginia M. Harris, Ed.D.
Executive Director of Foundations and Grants

Office of Mission and Planning
Donna M. Dodge, S.C., Ed.D.
Vice President for Mission and Planning

Office of Institutional Advancement
Margaret A. Palliser, O.P., S.T.D.
Assistant Vice President for Mission

Center for Mission Education and Reflection

Edgerton Center for the Performing Arts

Gallery of Contemporary Art
Sophia J. Gevas, B.A.
Director

Center for Spirituality and Lay Ministry
Catherine J. Almeten, D.Min.
Executive Director
Matthew T. Boyle, M.A.T.
Director of Programming and Development
Rev. Antony R. Gatt, Ph.D.
Coordinator of Spiritual Development

Office of Campus Ministry
Director of Campus Ministry
Rev. Jean Ehret, Ph.D.
Chaplain and Campus Minister
Rev. Antony R. Gatt, Ph.D.
Coordinator of Spiritual Development

Office of Campus Ministry
Mandy Pittman, M.A.
Campus Minister
Office of Institutional Research
Xiaomei Feng, Ph.D.
Director

Office of Service-Learning and Volunteer Programs
Phyllis C. Machledt, M.A.
Director
Miguel A. Colon, B.A.
Assistant Director

Full-Time Faculty
*tenured
**tenured effective 9/07

Allana R. Adams
Instructor
Computer Science/Information Technology
A.B., Albertus Magnus College
M.S., University of New Haven

Sandra Honda Adams
Associate Professor
Computer Science/Information Technology
B.A., C.P.C., M.S., University of Hawaii

*Eid A. Alkhatib
Director, Environmental Science Program
Associate Professor
Chemistry
B.S., Kuwait University
M.S., University of New York
Ph.D., University Rhode Island

Jeanine K. Andreassi
Assistant Professor
Management
A.B., Lafayette College
M.B.A., City University of New York, Baruch College

Joseph H. Audie
Instructor
Chemistry
B.S., Hofstra University
M.S., University of Connecticut

**Gary P. Austin
Associate Professor
Physical Therapy
B.S., M.A., Ph.D., University of Connecticut

Richard Bryan Bademan
Assistant Professor
History
B.S., University of Minnesota
M.A., Wheaton College
Ph.D., University of Notre Dame

Annette Bailey
Coordinator, Field Education
Assistant Professor
Social Work
B.S., Sacred Heart University
M.S.W., Fordham University
Ph.D., Smith College

*Anne M. Barker
Associate Professor
Nursing
B.S.N., University of Virginia
M.S.N., Catholic University of America
Ed.D., Teachers College, Columbia University

Kirk Bartholomew
Assistant Professor Biology
B.S., Ph.D., University of Vermont

Audrey M. Beauvais
Instructor
Nursing
B.S.N., Fairfield University
M.S.N., M.B.A., Sacred Heart University

Mark A. Beecky
Assistant Professor
Biology
B.S., Juniata College
Ph.D., University of Delaware

Balbir B. Bhasin
Associate Professor
Management
B.B.A., B.A., Lakehead University, Ontario, Canada
M.I.M., American School of International Management
Ph.D., University of South Australia

Wendy Bjerke
Clinical Assistant Professor
Human Movement and Sports Science
B.S., University of California at Davis
M.S., M.P.H., Southern Connecticut State University

Joel W. Block
Visiting Assistant Professor
Physics
B.S., The Citadel
M.S., Southern Connecticut State University
C.A.S., Wesleyan University
Ed.D., City University Los Angeles

*Douglas J. Bohn
Assistant Vice President for Academic Affairs and University Registrar
Assistant Professor
Mathematics
B.S., M.S., Marquette University

Jody Bortone
Director, Occupational Therapy Program
Assistant Professor
Occupational Therapy
B.S., Columbia University
M.A., New York University

Donna M. Bowers
Clinical Assistant Professor
Physical Therapy
B.S., Northeastern University
M.P.H., Southern Connecticut State University

Rachel E. Bowman
Assistant Professor
Psychology
B.S., M.A., Appalachian State University
Ph.D., City University of New York–Hunter

*Benoit Boyer
Chairperson, Accounting Professor
Accounting
B.S., University of Montreal
Ph.D., University of California, Los Angeles (UCLA)
Salome V. Brooks  
Academic Coordinator of Clinical Education  
Clinical Assistant Professor  
Physical Therapy  
B.A., Quinnipiac College  
M.B.A., Sacred Heart University  

*Karen T. Cascini  
Professor  
Accounting  
B.S., M.S., University of New Haven  
Ph.D., University of Connecticut  

**James Castonguay  
Chairperson, Media Studies and Digital Culture  
Associate Professor  
Media Studies  
B.A., Clark University  
M.A., Ph.D., University of Wisconsin, Milwaukee  

*Walter E. Brooks  
Director, Honors Program  
Associate Professor  
Religious Studies  
B.A., Boston College  
M.A., Ph.D., Fordham University  

*Stephen M. Brown  
Dean, John F. Welch College of Business  
Professor  
Management  
B.A., University of Massachusetts  
M.A., University of Rhode Island  
Ed.D., Boston University  

Antoinette Bruciati  
Coordinator for Education  
Assistant Professor  
Education  
B.S., M.S., Southern Connecticut State University  
M.A., Sacred Heart University  
Ph.D., Nova Southeastern University  

**Jeffrey P. Cain  
Director, Writing/Communications Across the Curriculum  
Associate Professor  
English  
A.B., Upsala College  
M.A., University of Pennsylvania  
Ph.D., University of Connecticut  

David Cameron  
Clinical Assistant Professor  
Physical Therapy  
B.S., Central Connecticut State University  
B.S., M.A., University of Connecticut  

Jane Carlin  
Instructor  
English  
B.A., Southern Connecticut State University  
M.A., Teachers College – Columbia University  

*Elaine B. Davis  
Director, Social Work Program  
Associate Professor  
Social Work  
B.A., Connecticut College  
M.S.W., University of Connecticut  
D.S.W., City University of New York  

Nicole Xavier Cauvin  
Chairperson, Sociology, Social Work & Criminal Justice  
Professor  
Sociology  
B.A., M.A., Ph.D., New York University  

*Anthony J. Cennera  
President  
Professor  
Religious Studies  
B.A., M.A., Ph.D., Fordham University  

Karen Christensen  
Grisswoold Campus Director, Graduate Education Programs  
Clinical Associate Professor  
Education  
B.S., M.S., 6th Yr., Southern Connecticut State University  
Ph.D., Union Institute  

*David Curtis  
Chairperson, English and Modern Foreign Languages  
Professor  
English  
B.A., Rhode Island College  
Ph.D., Brown University  

Rosemary M. Danaher  
Instructor  
Mathematics  
B.S., Fairfield University  
M.B.A., University of New Haven  

**Debra Danowski  
Associate Professor  
English and Media Studies  
B.S., Sacred Heart University  
M.S., Syracuse University  
Ph.D., Capella University  

Kevin K. Chui  
Assistant Professor  
Physical Therapy  
B.S., M.S., Long Island University  
Ph.D., New York University  

**Maureen A. Conard  
Associate Professor  
Psychology  
B.A., Providence College  
M.A., Ph.D., University of Connecticut  

Patricia A. Conti  
Instructor  
English  
B.A., San Jose State University  
M.S., Boston University  

*Thomas D. Corrigan  
Associate Professor  
Economics and Finance  
B.S., M.S., Rutgers University  
Ph.D., University of Maryland  

**James Castonguay  
Chairperson, Media Studies and Digital Culture  
Associate Professor  
Media Studies  
B.A., Clark University  
M.A., Ph.D., University of Wisconsin, Milwaukee  

*Anthony J. Cennera  
President  
Professor  
Religious Studies  
B.A., M.A., Ph.D., New York University  

David Curtis  
Chairperson, English and Modern Foreign Languages  
Professor  
English  
B.A., Rhode Island College  
Ph.D., Brown University  

Rosemary M. Danaher  
Instructor  
Mathematics  
B.S., Fairfield University  
M.B.A., University of New Haven  

**Debra Danowski  
Associate Professor  
English and Media Studies  
B.S., Sacred Heart University  
M.S., Syracuse University  
Ph.D., Capella University  

Kevin K. Chui  
Assistant Professor  
Physical Therapy  
B.S., M.S., Long Island University  
Ph.D., New York University  

**Maureen A. Conard  
Associate Professor  
Psychology  
B.A., Providence College  
M.A., Ph.D., University of Connecticut  

Patricia A. Conti  
Instructor  
English  
B.A., San Jose State University  
M.S., Boston University  

*Thomas D. Corrigan  
Associate Professor  
Economics and Finance  
B.S., M.S., Rutgers University  
Ph.D., University of Maryland  

David Cameron  
Clinical Assistant Professor  
Physical Therapy  
B.S., Central Connecticut State University  
B.S., M.A., University of Connecticut  

Jane Carlin  
Instructor  
English  
B.A., Southern Connecticut State University  
M.A., Teachers College – Columbia University  

*John S. deGraffenried  
Assistant Professor  
Art and Design  
B.A., University of Miami  
M.E.A., Vermont College of Norwich University  

**Maureen A. Conard  
Associate Professor  
Psychology  
B.A., Providence College  
M.A., Ph.D., University of Connecticut  

Patricia A. Conti  
Instructor  
English  
B.A., San Jose State University  
M.S., Boston University  

*Thomas D. Corrigan  
Associate Professor  
Economics and Finance  
B.S., M.S., Rutgers University  
Ph.D., University of Maryland  

David Cameron  
Clinical Assistant Professor  
Physical Therapy  
B.S., Central Connecticut State University  
B.S., M.A., University of Connecticut  

Jane Carlin  
Instructor  
English  
B.A., Southern Connecticut State University  
M.A., Teachers College – Columbia University  

*John S. deGraffenried  
Assistant Professor  
Art and Design  
B.A., University of Miami  
M.E.A., Vermont College of Norwich University  

DIRECTORY 239
Lesley A. DeNardis  
Assistant Professor  
Political Science  
B.A., Connecticut College  
M.A., The George Washington University  
Ph.D., University of Connecticut  

Susan DeNisco  
Clinical Associate Professor  
Nursing  
B.S.N., Western Connecticut State University  
M.S., Pace University  

Susan OeNisco  
Clinical Associate Professor  
Nursing  
B.S.N., Western Connecticut State University  
M.S., Pace University  

Suzanne M. Deschenes  
Assistant Professor  
Biology  
B.A., College of the Holy Cross  
Ph.D., University of Pennsylvania  

*Angela DiPace  
Associate Professor  
English  
B.A., Quinnipiac College  
M.A., State University of New York at Binghamton  
Ph.D., Washington State University  

Ako Doffou  
Associate Professor  
Finance  
B.S., M.S., Ecole Superieure d'lngenieurs en Genie Electrique, France  
Ph.D., University of Georgia  

Mark Edwards  
Instructor  
Media Studies  
B.S., Sacred Heart University  
M.A., New York University  

*Michael J. Emery  
Director, Physical Therapy Program and Chairperson of Physical Therapy and Human Movement Science  
Associate Professor  
Physical Therapy  
B.S., M.Ed., Ed.D., University of Vermont  

Rawlin A. Fairbaugh  
Associate Professor  
Management  
B.A., Washington and Jefferson University  
M.B.A., New York University  
Ed.D., University of Bridgeport  

*Linda Farber  
Assistant Professor  
Chemistry  
B.S., Dickinson College  
M.S., Ph.D., Rensselaer Polytechnic Institute  

Beverly Fein  
Academic Coordinator of Clinical Education  
Associate Professor  
Physical Therapy  
B.S., University of Pennsylvania  
M.S., Temple University  
Ed.D., University of Bridgeport  

Maureen B. Fitzpatrick  
Assistant Professor  
Education  
B.S., Southern Connecticut State University  
M.S., Fairfield University  
6th Yr., Ph.D., University of Connecticut  

Kimberly A. Foito  
Instructor  
Nursing  
A.S.N., B.S.N., Salve Regina University  
M.S.N., Sacred Heart University  

Thomas F. Forget  
Vice President for Academic Affairs  
Associate Professor  
Education  
B.A., M.A., Ph.D., Fordham University  

Kathleen Fries  
Instructor  
Nursing  
B.S.N., Seton Hall  
M.S.N., Sacred Heart University  

Lenore D. Frost  
Clinical Assistant Professor  
Occupational Therapy  
B.S., Quinnipiac University  
M.A., University of Phoenix  

*Nancy S. Frydman  
Associate Professor  
Management  
B.S., University of Florida  
M.A., Southern Connecticut State College  
Ed.D., Columbia University  

John Gerlach  
Associate Professor of Economics and Finance and Senior Business Executive in Residence  
B.S., Drexel University  
M.B.A., University of Pennsylvania  

Michael E. Giarratano  
Clinical Assistant Professor  
Education  
B.A., Boston College  
M.A., 6th Year, University of Bridgeport  

Gregory J. Golda  
Clinical Instructor  
Media Studies and Digital Culture  
B.S., State University of New York at Buffalo  
M.S., Pennsylvania State University  

**Hema Gopalakrishnan  
Associate Professor  
Mathematics  
B.S., M.S., Bombay University  
M.S., Marquette University  
Ph.D., University of Wisconsin–Milwaukee  

Jennifer T. Gosselin  
Visiting Assistant Professor  
Psychology  
B.A., Pepperdine University  
Ph.D., George Mason University  

George K. Goss  
Instructor  
Mathematics  
B.S., Southern Connecticut State College  
M.S., Michigan State University  
M.A., Wesleyan University  

*Sidney P. Gottlieb  
Professor  
Media Studies  
A.B., Bates College  
M.A., M.Ph., Ph.D., Rutgers University  

*Charlotte M. Gradie  
Professor  
History  
B.A., M.A., Ph.D., University of Connecticut  

Ruth Grant  
Visiting Assistant Professor  
Psychology  
B.A., M.A., University of Bridgeport  
Ph.D., Columbia University  

240 DIRECTORY
June-Ann Greeley
Director, Center for Catholic Thought, Ethics, and Culture
Assistant Professor
Religious Studies
B.A., Connecticut College
M.A., University of Connecticut
M.A., Ph.D., Fordham University

Richard M. Grigg
Professor
Religious Studies
B.A., University of Iowa
M.Div., Drew University
Ph.D., University of Iowa

Frances S. Grodzinsky
Professor
Computer Science
Co-Director Hersher Institute for Applied Ethics
A.B., University of Rochester
M.A., Ph.D., University of Illinois

Andra Gumbus
Assistant Professor
Management
B.A., Miami University
M.P.A., University of New Haven
Ed.D., University of Bridgeport

Dhia A. Habboush
Chairperson, Chemistry
Coordinator
Master of Science in Chemistry Program
Professor
Chemistry
B.Sc., University of Baghdad, Iraq
Ph.D., University of Southampton, England

Ronald Hamel
Instructor
Psychology
B.S., Post College
M.A., Southern Connecticut State University

Carol E. C. Hampton
Instructor
English
B.A., University of Connecticut
M.S., 6th Year, University of Bridgeport

Velma E. Heller
Assistant Professor
Education
B.A., City University of New York, Queens College
M.S., Ed.D., University of Bridgeport

Edward D. Hendricks
Clinical Assistant Professor
Education
B.A./B.S., University of North Carolina
M.A., State University of New York at Albany

Paul N. Iannone
Assistant Professor
Management
B.S., Central Connecticut State College
M.S., University of New Haven
J.D., Quinnipiac College School of Law

Jin H. Im
Professor
Management
B.B.A., Seoul National University
M.B.A., University of Hawaii at Manoa
Ph.D., University of Nebraska-Lincoln

Pearl Jacobs
Director, Criminal Justice Programs
Associate Professor
Criminal Justice
B.A., Hunter College
M.P.A., Long Island University
Ph.D., Fordham University

John E. Jalbert
Professor
Philosophy
B.A., The University of San Francisco
M.A., Ph.D., Duquesne University

Mark Jareb
Assistant Professor
Biology
B.S., Pennsylvania State University
Ph.D., University of Virginia

Mary Ellen Johnson
Clinical Assistant Professor
Occupational Therapy
B.S., Dominican College
M.S., Sacred Heart University

Edward T. Joyner
Associate Professor
Education
B.S., Elizabeth City State University
M.A.T., Wesleyan University
Ed.D., University of Bridgeport

Armen Kaladjian
Visiting Assistant Professor
Sociology
B.A., Queens College
M.A., New School for Social Research
M.S.W., New York University
Ph.D., Fordham University

Patricia S. Kilcullen
Assistant Professor
Nursing
B.S.N., Villanova University
M.S.N., Adelphi University
Ed.D., University of Bridgeport

Efim Kinber
Associate Professor
Computer Science
B.S., M.S., Ph.D. Latvia University
Ph.D., Steklov Institute of Math

Kathleen O. Kingston
Assistant Professor
Mathematics
B.S., M.S., Fairleigh Dickinson University
Ph.D., Stevens Institute of Technology

Rose Marie B. Kink
Chairperson, Mathematics
Coordinator of Mathematics and Science Lab
Assistant Professor
Mathematics
B.A., Molloy College
M.A., St. John's University

Heather Miller Kuhaneck
Instructor
Occupational Therapy
B.S., Boston University
M.S., Ohio State University
Kathryn M. LaFontana  
Chairperson, Psychology  
Associate Professor  
Psychology  
B.S., University of Toronto  
M.A., Ph.D., University of Connecticut

Kittipong Laosethakul  
Assistant Professor  
Management  
B.S., Chulalongkorn University, Bangkok, Thailand  
M.S., University of Alabama  
Ph.D., Auburn University

*Michael D. Larobina  
Associate Professor  
Management  
B.A., Pace University  
J.D., University of Bridgeport  
LL.M., Fordham University School of Law

Abdul Latif  
Assistant Professor  
Education  
B.A., University of Dhaka, Bangladesh  
M.A., University of Waterloo, Ontario, Canada  
M. Ed., University of Saskatchewan, Saskatoon, Canada  
Ph.D., University of Utah

Marian Leal  
Instructor  
Biology  
B.S., M.S., St. John's University  
Anton (Twan) Leenders  
Visiting Assistant Professor  
Biology  
B.S., M.S., Ph.D., Katholieke Universiteit Nijmegen, The Netherlands

*Pamela K. Levangie  
Professor  
Physical Therapy  
B.S., Northeastern University  
M.S., D.Sc., Boston University

*Lois A. Libby  
Supervisor of 5th Year Program  
Associate Professor  
Education  
B.A., M.Ed., C.A.S., University of Maine  
Ph.D., University of Connecticut

*Stephen J. Lilley  
Associate Professor  
Sociology  
B.A., College of the Holy Cross  
M.A., Ph.D., University of Massachusetts, Amherst

Ralph Lim  
Associate Professor  
Economics and Finance  
B.S.E., Princeton University  
M.B.A., Wharton School, University of Pennsylvania  
Maria Lizano-DiMaro  
Assistant Professor  
Education  
B.S., University of Switzerland  
M.A., Ed.D., University of Hartford

Karl M. Lorenz  
Director, Teacher Certification Programs  
Clinical Assistant Professor  
Education  
B.S., Illinois Benedictine College  
M.A., Ed.D., Columbia University

*Michelle Loris  
Professor  
English  
B.A., Sacred Heart University  
M.A., University of Bridgeport  
Ph.D., Fordham University  
M.S., M.Ed., University of Bridgeport  
Psy.D., Antioch New England

*Peter Loth  
Associate Professor  
Mathematics  
M.S. equiv., University of Erlangen, Nurnberg, Germany  
Ph.D., Wesleyan University

*Michelle Lusardi  
Associate Professor  
Physical Therapy  
B.S., SUNY Downstate Medical Center  
M.S., Ph.D., University of Connecticut

*Bridget Lyons  
Chairperson, Economics and Finance  
Associate Professor  
Economics and Finance  
B.A., Georgetown University  
M.S., Columbia University  
D.F.S., Pace University

Paul K. Madonna  
Visiting Associate Professor  
Government and Politics  
B.A., Manhattan College  
M.A., New York University  
M.A., Ed.D., Teachers College, Columbia University  
J.D., Touro College

Richard M. Magee  
Assistant Professor  
English  
B.A., University of California at Berkeley  
M.A., Polytechnic State University, San Luis Obispo  
Ph.D., Fordham University

*Edward W. Malin  
Chairperson, Education  
Director of Education Programs in Fairfield, Griswold, and Stamford  
Professor  
Education  
B.A., University of Notre Dame  
M.A., Ph.D., Fordham University

Khawaja A. Mamun  
Assistant Professor  
Economics  
B.S., M.S., M.B.A., University of Dhaka, Bangladesh  
M.A., Ph.D., Southern Methodist University

*Christel Manning  
Director, Master of Arts in Religious Studies Program  
Associate Professor  
Religious Studies  
B.A., Tulss University  
M.A., Ph.D., University of California

Peter A. Maresco  
Clinical Assistant Professor  
Management  
B.A., University of Charleston  
M.A., Fairfield University  
Ph.D., Walden University

*Claire Marrone  
Associate Professor  
Modern Foreign Languages  
B.A., University of Delaware  
M.A., Ph.D., University of Pennsylvania
**Robert C. Marsh**  
Associate Professor  
Management  
B.S., Miami University  
M.B.A., Xavier University  
Ph.D., University of Cincinnati  

**Mark J. Mascia**  
Associate Professor  
Modern Foreign Languages  
B.A., University of Pennsylvania  
M.A., M.Phil., Ph.D., Columbia University  

**Jennifer Mattel**  
Chairperson, Biology  
Associate Professor  
Biology  
B.S., University of Maryland  
M.F.S., Yale University  
Ph.D., SUNY at Stony Brook  

Keri A. Matthews  
Instructor  
Computer Science/Information Technology  
B.A., Tufts University  
M.S., University of New Haven  

*Robin L. McAllister*  
Associate Professor  
English  
B.A., Wesleyan University  
M.A., Princeton University  

James E. McCabe  
Assistant Professor  
Criminal Justice  
B.A., City University of New York, Queens College  
M.A., State University of New York, Empire State College  
M.A., City University of New York, John Jay College  
M.Phil., Ph.D., City University of New York, Graduate School and University Center  

**Robert E. Marsh**  
Associate Professor  
Management  
B.S., Miami University  
M.B.A., Xavier University  
Ph.D., University of Cincinnati  

**Mark J. Mascia**  
Associate Professor  
Modern Foreign Languages  
B.A., University of Pennsylvania  
M.A., M.Phil., Ph.D., Columbia University  

Paul W. Massey  
Assistant Professor  
Education  
B.S., University of Hartford  
M.A., 6th Yr, University of Bridgeport  
6th Yr, Southern Connecticut State University  

*Jennifer Mattei*  
Chairperson, Biology  
Associate Professor  
Biology  
B.S., University of Maryland  
M.F.S., Yale University  
Ph.D., SUNY at Stony Brook  

Jennifer P. McLaughlin  
Instructor  
History  
B.A., Fordham University  

Sondra Melzer  
Interim Stamford Director, Graduate Education Programs  
Assistant Professor  
Education  
B.A., University of Connecticut  
M.A., Fairfield University  
Ph.D., New York University  

Steven J. Michels  
Assistant Professor  
Political Science  
B.S., Eastern Michigan University  
M.S., University of Georgia  
Ph.D., Loyola University, Chicago  

John T. Michniewicz  
Director, Music Programs  
Assistant Professor  
Music  
B. Music, Cornerstone University  
M. Music, D.M.A., Manhattan School of Music  

Anca C. Micu  
Assistant Professor  
Management  
B.S., B.A., Academy for Economic Studies, Bucharest, Romania  
M.B.A., Ph.D., University of Missouri  

Andrew Miller  
Assistant Professor  
Media Studies  
A.B., University of Michigan  
M.A., University of Iowa  
Ph.D., University of Pittsburgh  

Edward Kyle Minor  
Instructor  
English  
B.A., St. Michael's College  
M.E.A., Brandeis University  

**Mindy Miserendino**  
Associate Professor  
Psychology  
B.A., Franklin and Marshall College  
M.A., Ph.D., New York University  

Jason Moliterno  
Assistant Professor  
Mathematics  
B.S., Connecticut College  
Ph.D., University of Connecticut  

Donald J. Moores  
Assistant Professor  
English  
B.A., M.A., Central Connecticut State University  
Ph.D., University of Rhode Island  

Pilar Munday  
Associate Professor  
Modern Foreign Languages  
A.S., B.A., University of Granada, Spain  
M.A., Ph.D., New York University  

**Edward T. Murray**  
Associate Professor  
Education  
B.S., M.S., Southern Connecticut State University  
Ph.D., University of Connecticut  

Dottie Needham  
Assistant Professor  
Nursing  
B.S.N., University of Oklahoma  
M.S.N., D.N.Sc., Yale University  
School of Nursing  

Gerald E. Neipp  
Assistant Professor  
Education  
B.S., Boston University  
M.S., Central Connecticut State University  
Ph.D., Nova Southeastern University  

Terry Neu  
Assistant Professor  
Education  
B.A., Harding University  
M.S., University of Central Arkansas  
Ph.D., University of Connecticut  

Gail M. Nordmoe  
Assistant Professor  
Education  
B.A., University of Illinois  
M.Ed., Ed.D., Wayne State University  

Directory 243
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert A. Novotny</td>
<td>Instructor</td>
<td>English</td>
<td>B.A., Sacred Heart University, M.A., Western Connecticut State University</td>
</tr>
<tr>
<td>Lucjan T. Orlowski</td>
<td>Professor</td>
<td>Economics and Finance</td>
<td>M.A., Ph.D., Academy of Economy, Katowice, Poland</td>
</tr>
<tr>
<td>Eleanor M. Osborne</td>
<td>Associate Professor</td>
<td>Education</td>
<td>B.S., Southern Connecticut State University, M.S., Western Connecticut State University, 6th Year, Fairfield University, Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>Rupendra Paliwal</td>
<td>Assistant Professor</td>
<td>Economics and Finance</td>
<td>B.S., Govt. Engineering College, Jabalpur, India, M.B.A., ICFI Business School, Ahmedabad, India, Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>Danny A. Pannese</td>
<td>Associate Professor</td>
<td>Accounting</td>
<td>B.S., Sacred Heart University, M.S., University of New Haven</td>
</tr>
<tr>
<td>Claire J. Paolini</td>
<td>Dean of College of Arts and Sciences</td>
<td>Professor</td>
<td>B.A., Boston University, M.A., Middlebury College, Ph.D., Tulane University</td>
</tr>
<tr>
<td>Edward A. Papa</td>
<td>Associate Professor</td>
<td>Philosophy</td>
<td>A.B., Georgetown University, Ph.D., State University of New York at Stony Brook</td>
</tr>
<tr>
<td>Phani G. Papachristos</td>
<td>Instructor</td>
<td>Mathematics</td>
<td>B.S., M.S., Southern Connecticut State University</td>
</tr>
<tr>
<td>Shirley A. Pavone</td>
<td>Assistant Professor</td>
<td>Psychology</td>
<td>B.S., Sacred Heart University, M.S., Fairfield University, Ph.D., The Union Institute Graduate School</td>
</tr>
<tr>
<td>Barbara J. Pierce</td>
<td>Assistant Professor</td>
<td>Biology</td>
<td>B.S.C., Eastern Connecticut State University, M.A., Central Connecticut State University, Ph.D., University of Rhode Island</td>
</tr>
<tr>
<td>Domenick Pinto</td>
<td>Chairperson, Computer Science and Information Technology</td>
<td>Associate Professor</td>
<td>Computer Science, B.S., Fairfield University, M.A., Fordham University, M.S., Southern Connecticut State University, M.S., Polytechnic Institute of New York</td>
</tr>
<tr>
<td>Anthony A. Pittman</td>
<td>Assistant Professor</td>
<td>Education</td>
<td>B.A., South Carolina State University, Orangeburg, M.E., University of Massachusetts, Lowell, Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>Gerald F. Reid</td>
<td>Professor</td>
<td>Sociology/Anthropology</td>
<td>B.A., M.A., Ph.D., University of Massachusetts, M.A., University of Chicago</td>
</tr>
<tr>
<td>Brenda L. Renzulli</td>
<td>Instructor</td>
<td>Nursing</td>
<td>B.S., Texas Christian University, M.B.A., University of New Haven</td>
</tr>
<tr>
<td>John B. Roney</td>
<td>Professor</td>
<td>History</td>
<td>B.A., King's College, New York, M.A., Wheaton Graduate School, Ph.D., University of Toronto</td>
</tr>
<tr>
<td>Gary L. Rose</td>
<td>Chairperson, Government and Politics</td>
<td>Professor</td>
<td>B.A., University of New Haven, M.A., Kansas State University, Ph.D., Miami University of Ohio</td>
</tr>
<tr>
<td>Steve Rubb</td>
<td>Associate Professor</td>
<td>Economics and Finance</td>
<td>B.S., University of Dayton, M.S., Rensselaer Polytechnic Institute, Ph.D., Northeastern University</td>
</tr>
<tr>
<td>Stephen Rubin</td>
<td>Supervisor 6th Year Program</td>
<td>Associate Professor</td>
<td>Education, B.A., Brooklyn College, M.A., M.S., Ed., City University of New York, Ph.D., New York University</td>
</tr>
<tr>
<td>Guil Samperil</td>
<td>Director, Human Movement and Sports Science</td>
<td>Clinical Assistant Professor</td>
<td>Human Movement and Sports Science, B.S., Boston University, M.A.T., University of North Carolina at Chapel Hill</td>
</tr>
<tr>
<td>James Santonier</td>
<td>Professor</td>
<td>Sport Management</td>
<td>B.A., M.A., Montclair State University, Ph.D., University of Utah</td>
</tr>
<tr>
<td>Stephen A. Scarpati</td>
<td>Clinical Assistant Professor</td>
<td>Accounting</td>
<td>B.S., M.B.A., Fordham University</td>
</tr>
<tr>
<td>Cima A. Sedigh</td>
<td>Associate Professor</td>
<td>Education</td>
<td>B.S., New York Institute of Technology, B.A., University of Dakar, M.S., Ed.D., University of Hartford</td>
</tr>
</tbody>
</table>
Jean T. Sells
Associate Professor
Mathematics
B.A., Nebraska Wesleyan University
M.A., Ph.D., University of Minnesota

Matthew D. Semel
Assistant Professor
Criminal Justice
B.A., Colgate University
M.S., Northwestern University
J.D., New York Law School

Eunsup Shim
Associate Professor
Accounting
B.S., Dong-Guk University, Seoul
M.B.A., Ph.D., Rutgers University

Joshua A. Shuart
Assistant Professor
Sport Management
B.A., Grove City College
M.A., St. Bonaventure University
Ph.D., University of Connecticut

Paul Siff
Associate Professor
History
B.A., Brooklyn College
Ph.D., University of Rochester

Carrie Silkman
Clinical Assistant Professor
Human Movement and Sports Science
B.S., Castleton State College
M.S. Ed., Old Dominion University

Jean Silva
Instructor
Mathematics
B.S., Seton Hill University
M.A., 6th Yr., Fairfield University

Marlina Slamet
Associate Professor
Physics
B.S., University of Indonesia
M.A., Brooklyn College of City University of New York
Ph.D., City University of New York Graduate School and University Center

Penny A. Snetsinger
Associate Professor
Chemistry
A.B., Brandeis University
M.S., University of Illinois
Ph.D., University of New Hampshire

Timothy E. Speicher
Clinical Assistant Professor
Human Movement and Sports Science
B.S., Towson University
M.S., Marshall University

Louise Spence
Professor
Media Studies
B.A., Drew University
M.A., Ph.D., New York University

Robert Lynne Staples
Professor
English
B.A., Russell Sage College
M.A., University of Virginia
Ph.D., University of Massachusetts

Alfred Steinherr
Executive in Residence and Professor of Management
Diploma, University of Madrid, Spain
Diploma, University of Florence, Italy
M.A., McMaster University, Ont., Canada
M.S., George Washington University
Ph.D., Cornell University

Brian Stiltner
Chairperson, Philosophy and Religious Studies
Associate Professor
B.A., Carroll University
M.A.R., Yale Divinity School
M.Phil., Ph.D., Yale University

Linda L. Strong
Assistant Professor
Nursing
B.S.N., University of Bridgeport
M.S.N., The Catholic University of America
Ed.D., Teachers College, Columbia University

Dori Taylor Sullivan
Director, Nursing Programs
Associate Professor
Nursing
B.S., M.S., Ph.D. University of Connecticut

Barbara E. Tarasovich
Instructor
Accounting
B.S., M.B.A., Sacred Heart University

Nina L. Turner
Assistant Professor
Psychology
B.A., M.S., Shippensburg University of Pennsylvania
Ph.D., Kansas State University

Christina J. Taylor
Associate Professor
Psychology
B.A., Sacred Heart University
M.A., University of Missouri
M.Phil., Ph.D., City University of New York

Thomas A. Terleph
Assistant Professor
Biology
B.A., Columbia University
Ph.D., City University of New York, Graduate School and University Center

Mary Garlington Trefry
Chairperson of Management
Associate Professor
B.A., Agnes Scott College
M.L.S., University of Maryland
M.A., M.Phil., Ph.D., Columbia University

Mary Treschitta
Instructor
Art and Design
B.A., M.A.T., University of New Hampshire

Amy Van Buren
Associate Professor
Psychology
B.A., Williams College
M.A. Ph.D., Emory University
Dorothy Vasquez-Levy  
Associate Professor  
Education  
B.S., M.A., Northern Arizona University  
Ph.D., University of Arizona  

Michael J. Ventimiglia  
Assistant Professor  
Philosophy  
B.A., M.A., Fordham University  
Ph.D., Pennsylvania State University  

Albert Wakin  
Instructor  
Psychology  
B.A., M.S., University of Bridgeport  
6th Year, Southern Connecticut State University  

*Grant Walker  
Associate Professor  
Sociology  
B.A., M.A., Ph.D., Fordham University  

Jonathan Walker  
Chairperson, Art and Design  
Assistant Professor  
Art and Design  
B.A., Southern Connecticut State College  
M.E.A., University of Connecticut  

*Patricia Wade Walker  
Dean, College of Education and Health Professions  
Professor  
Medical Technology  
B.S., University of Illinois at Chicago  
M.A., Central Michigan University  
Ed.D., Loyola University of Chicago  

Karen C. Waters  
Clinical Assistant Professor  
Education  
B.A., M.S., University of Bridgeport  
6th Year, Southern Connecticut State University  

*Laurence M. Weinstein  
Professor  
Management  
A.B., Bowdoin College  
M.B.A., Ed.D., Columbia University  

**Jill Woodilla  
Associate Professor  
Management  
B.S., University of London, Westfield College  
M.S., University of Hartford  
M.S., Rensselaer Polytechnic Institute  
Ph.D., University of Massachusetts, Amherst, Isenberg School of Management  

Ana M. Yepes  
Instructor  
Modern Foreign Languages  
A.A., Norwalk Community College  
B.A., M.A.T., Sacred Heart University  

Christopher C. York  
Clinical Assistant Professor  
Management  
A.B., Colgate University  
M.A., University of Hawaii  
J.D., Emory University Law School  

**Sandra G. Young  
Director, Freshman Communications Program  
Associate Professor  
English  
B.A., Rosary College  
M.A., Ph.D., University of Louisville  

Jijin "Michael" Zhang  
Assistant Professor  
Management  
B.A., Guangzhou Institute of Foreign Language  
M. Ph., Eastern Washington University  
M.B.A., Gonzaga University  
D.B.A., Cleveland State University  

Emeriti Faculty  

Edward J. Boreau  
Professor Emeritus  
Religious Studies  
Ph.B., University of Montreal  
M.A., Ph.D., Fordham University  

Donald W. Brodeur  
Professor  
Psychology  
B.S., M.S., Ph.D., Fordham University  

Marian S. Calabrese  
Professor Emerita  
English  
B.A., M.A., State University of New York at Albany  
Ph.D., University of Connecticut  

Ralph L. Corrigan, Jr.  
Professor Emeritus  
English  
B.A., Iona College  
M.A., Ph.D., Fordham University  

Raoul A. Devilliers  
Professor Emeritus  
Mathematics  
Ph.D. (Philosophy), Ph.D. (Applied Mathematics)  
University of Havana, Cuba  

Edward Donato  
Professor Emeritus  
History  
B.A., M.A., Providence College  

Ramzi N. Frangul  
Professor Emeritus  
Economics and Finance  
B.A., University of Baghdad, Iraq  
M.S., Loyola University of Chicago  
Ph.D., New York University  

Edward W. Gore  
Professor Emeritus  
Management  
B.S., Massachusetts Institute of Technology  
M.S., Columbia University  
O.P.S. Pace University  

Saul Haffner  
Professor Emeritus  
Management  
B.S., Polytechnic Institute of New York  
M.B.A., Hofstra University  

Thomas H. Hicks  
Professor Emeritus  
Psychology  
B.A., Cathedral College  
S.T.B., The Catholic University of America  
M.S., Ed., Iona College  
Ph.D., St. John's University  

246 DIRECTORY
Constance E. Young
Professor Emerita
Nursing
B.A., Burbank Hospital School of Nursing and State College at Pittsberg
M.A. and Ed.D., Teachers College, Columbia University

Virginia F. Zic
Professor Emerita
Art
Ph.B., DePaul University
M.A., Villa Schifanoia Graduate School of Fine Arts, Italy
M.F.A., Syracuse University

Adjunct Faculty

David J. Abate
Adjunct Instructor
Education
B.S., Central Connecticut State University

Robert C. Abriola
Adjunct Instructor
Art and Design
B.S., Southern Connecticut State University

Tamara C. Acosta
Adjunct Instructor
Music
B.M., The Cleveland Institute of Music
M.M., New England Conservatory of Music

Elaine C. Adams
Adjunct Instructor
Occupational Therapy
B.S., Quinnipiac College

John N. Adinolfi
Adjunct Instructor
Management
B.S.E.E., Manhattan College
M.S., New York University

Nancy G. Aker
Adjunct Instructor
Religious Studies
B.S., University of Wisconsin
M.B.A., Boston University

Anthony R. Alberino
Adjunct Instructor
Education
B.S., Quinnipiac University
M.S., 6th Year, Southern Connecticut State University

Julie A. Alexander
Adjunct Instructor
Athletic Training
B.A., Eastern Connecticut State University
M.S., Old Dominion University

Marcela E. Aliaga
Adjunct Instructor
Modern Foreign Languages
B.A., M.A., University of Chile

Raymond J. Altieri
Adjunct Instructor
Computer Science/Information Technology
B.A., Sacred Heart University
M.A., Fairfield University

Michael C. Amico
Adjunct Instructor
Psychology
B.S., Salem State College
M.A., Antioch New England Graduate School
M.A., University of Hartford

Luz M. Amigorena
Adjunct Instructor
Modern Foreign Languages
B.S., Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
M.B.A., Le Moyne College

David T. Andersen
Adjunct Instructor
Psychology
B.S., Georgia State University
Ed.M., Harvard Graduate School of Education
M.A., Ph.D., Adelphi University

Cassandra Andreas
Adjunct Instructor
Music
B.M., Eastman School of Music
John Andruatitis  
Adjunct Instructor  
Sociology  
A.S., South Central Community College  
B.S., University of New Haven  
M.S., Southern Connecticut State University  

Jill Angotta  
Adjunct Assistant Professor  
English  
B.A., Keene State College  
M.S., University of Bridgeport  

Robert J. Angotta  
Adjunct Instructor  
Accounting  
B.S., University of Connecticut  
M.B.A., University of Bridgeport  

Frances Aponte  
Adjunct Instructor  
Psychology  
B.A., Sacred Heart University  
M.A., Fairfield University  

John J. Ashburne  
Adjunct Instructor  
Accounting  
B.S.B.A., Northeastern University  
M.B.A., Tuck School at Dartmouth College  

Fernando Atienzar  
Adjunct Assistant Professor  
Computer Science/Information Technology  
B.S., Sacred Heart University  

Darryl C. Aubrey  
Adjunct Associate Professor  
Management  
B.C.E., Georgia Institute of Technology  
M.B.A., Adelphi University  
Sc.D., University of New Haven  

Joan V. Aubrey  
Adjunct Assistant Professor  
Management  
B.A., University of Houston  
M.A., Louisiana State University  
6th Year, Ed.D., University of Bridgeport  

Robert Austin  
Adjunct Instructor  
Education—Griswold  
B.S., Eastern Connecticut State University  
M.A., Fairfield University  
6th Year, University of Bridgeport  

David A. Auten  
Adjunct Instructor  
Religious Studies  
B.A., University of Hartford  
M.A.R., Yale Divinity School  

Cynthia S. Avery  
Adjunct Instructor  
Psychology  
B.S., Sacred Heart University  
M.A., Our Lady of Holy Cross College  
Ph.D., University of Delaware  

Vanessa J. Avery  
Adjunct Instructor  
Religious Studies  
B.A., McGill University  
M.Th., Kings College, London U.K.  

David J. Bailey  
Adjunct Instructor  
English  
B.S., University of Sheffield, Sheffield, England  
M.B.A., University of Pennsylvania, Wharton Graduate School  

Paul J. Bailo  
Adjunct Instructor  
Management  
B.S., St. John’s University  
M.B.A., Wagner College  
M.S.W., Fordham University  

Kenneth P. Bangs  
Adjunct Instructor  
Psychology  
B.A., Providence College  
M.A., Ph.D., Temple University  

Nancy J. Barate  
Adjunct Instructor  
English  
B.A., M.A., University of Bridgeport  

David G. Barber  
Adjunct Instructor  
Economics  
B.A., Middlebury College  
M.B.A., University of Pennsylvania  

Maria C. Baris  
Adjunct Instructor  
English  
B.S., M.A., Seton Hall University  

Cynthia E. Barnett  
Adjunct Instructor  
Education  
B.S., New York University  
M.A., Ed.D., Teachers College, Columbia University  

Cheryl M. Beaulieu  
Adjunct Instructor  
Human Movement and Sports Science  
B.S., Sacred Heart University  

Pamela L. Benedict  
Adjunct Instructor  
Education  
B.S., University of Connecticut  
M.S., Southern Connecticut State University  

William T. Benesky  
Adjunct Instructor  
Physical Therapy  
B.S., University of Connecticut  

Barbara Benjamin  
Adjunct Associate Professor  
English  
B.A., M.A., University of Bridgeport  

Charles L. Bennedum  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., Sacred Heart University  

Linda V. Bergonzzi-King  
Adjunct Instructor  
Media Studies and Digital Culture  
B.A., St. Thomas Aquinas College  
M.P.H., Yale University School of Medicine  

Alan I. Bergson  
Adjunct Instructor  
Biology  
B.S., Long Island University  
M.S., Adelphi University  
Ph.D., New York University  

Christina L. Bernhardt  
Adjunct Instructor  
Physical Therapy  
B.S., M.S., Boston University  

248 DIRECTORY
Paul D. Bernier, Jr.
Adjunct Instructor
Physical Therapy
B.A., Albertus Magnus College
M.S., Sacred Heart University

Janet H. Betts
Adjunct Instructor
Health Science
A.S., B.S., M.A.R.S., Sacred Heart University

David M. Bjerklie
Adjunct Instructor
Chemistry
B.S., University of Maine
M.S., Ph.D., University of New Hampshire
M.S., University of Alaska

Sheila Blachman
Adjunct Instructor
Education
B.A., Queens College, City University of New York

Arthur Bleemer
Adjunct Instructor
Education
B.S., Rutgers University
M.A., Columbia University

Jason Bluestein
Adjunct Instructor
Education
B.A., University of Connecticut
M.S., Sacred Heart University
6th Year, Southern Connecticut State University

Margaret M. Boice
Adjunct Instructor
Education
B.S., Oklahoma College of Liberal Arts
M.Ed., University of Oklahoma
Ed.D., Nova Southeastern University

Anne M. Bolin
Adjunct Instructor
Art and Design
B.A., University of North Carolina
M.A., University of Pennsylvania
Ph.D., Emory University

Mary Ellen Bowen
Adjunct Instructor
Information Literacy
B.S., St. John's University
M.S., Southern Connecticut State University

John J. Boyle
Adjunct Instructor
Education
B.S., Boston College
M.S., C.A.S., University of Bridgeport

Michael Bozzone
Adjunct Associate Professor
English
B.A., M.A., Fordham University

David A. Breiner
Adjunct Instructor
Chemistry
B.S., Fairfield University
M.S., Sacred Heart University

Christopher R. Brennan
Adjunct Instructor
Computer Science/Information Technology
B.S., Fairfield University

Joseph M. Brignola
Adjunct Instructor
Computer Science/Information Technology
B.S., Southern Connecticut State University
M.S., University of New Haven
M.S., Polytechnic University

David E. Brown
Adjunct Instructor
Accounting
B.S., West Virginia Wesleyan College
M.S., University of Bridgeport
M.S.A., Western Connecticut State University

Stephen E. Brown
Adjunct Instructor
Education--Grisswold
A.S., Mohegan Community College
B.S., M.S., Eastern Connecticut State University
M.A.T., 6th Year, Sacred Heart University

Linda N. Bruno
Adjunct Assistant Professor
Psychology
B.A., M.A., Southern Connecticut State University
Ph.D., University of Rhode Island

Salvatore R. Buchetto
Adjunct Instructor
Education
B.S., 6th Year, Southern Connecticut State University
M.S., University of Bridgeport

Valerie J. Buckley
Adjunct Instructor
Religious Studies
B.A., Oakland University
M.A., Sacred Heart University

Stefan M. Buda
Adjunct Instructor
Art and Design
B.A., University of Bridgeport

Stephanie Buggie
Adjunct Instructor
Music
B.M., Eastern School of Music at University of Rochester
M.M., Wichita State University

Jennifer B. Burns
Adjunct Instructor
Management
B.A., Cornell University
M.A., New York University

David A. Bushko
Adjunct Instructor
Communication Technology
B.A., Westminster College
M.Div., Yale University
M.A., M.Phil., Ph.D., Columbia University

Patricia Butensky
Adjunct Instructor
Education
B.A., Brooklyn College
M.A., University of Bridgeport

Clarence Butler
Adjunct Assistant Professor
Education
B.A., M.Ed., University of Maine
M.A., Bowdoin College
Robert A. Caciopoli  
Adjunct Instructor  
English  
B.S., M.S., Southern Connecticut State College  
C.A.S., Fairfield University  
M. Rejeanne Caggiano  
Adjunct Instructor  
English  
B.S., M.S., University of Bridgeport  
R. J. Calabro  
Adjunct Instructor  
Education  
B.A., M.A., C.A.S., Fairfield University  
Megan B. Callahan  
Adjunct Instructor  
Athletic Training  
B.S., Southern Connecticut State University  
John F. Camarda  
Adjunct Instructor  
English  
B.S., Sacred Heart University  
M.B.A., University of New Haven  
Cheryl E. Cambras  
Adjunct Instructor  
Media Studies and Digital Culture  
B.A., State University of New York at Binghamton  
M.A., University of Iowa  
Kenneth J. Camplse  
Adjunct Instructor  
Biology  
B.A., University of Puget Sound  
M.S., Western Washington University  
Maria Caracuel  
Adjunct Instructor  
Modern Foreign Languages  
B.A., Manhattanville College  
M.S., University of Bridgeport  
M.A., Middlebury College  
Kevin R. Carey  
Adjunct Instructor  
Modern Foreign Languages  
B.A., St. John Fisher College  
M.B.A., University of New Haven  
Antoinette D. Cargill  
Adjunct Instructor  
Accounting  
B.S., University of Bridgeport  
M.B.A., Sacred Heart University  
Joseph G. Carter  
Adjunct Instructor  
Music  
B.A., University of Bridgeport  
M.A., New York University  
Roberta L. Cascone  
Adjunct Instructor  
Occupational Therapy  
B.S., Indiana University  
M.S., University of Bridgeport  
Cheryl A. Casey  
Adjunct Instructor  
Media Studies and Digital Culture  
B.A., Sacred Heart University  
M.A., New York University  
James Cashavelly  
Adjunct Assistant Professor  
Education  
B.S., Southern Connecticut State University  
M.S., 6th Year, University of Bridgeport  
Maria Cassinello  
Adjunct Instructor  
Modern Foreign Languages  
B.S., M.A., Universidad Complutense de Madrid, Spain  
Alicia V. Casucci  
Adjunct Instructor  
Nursing  
B.S.N., Emory University  
M.S.N., University of Pennsylvania  
Christine L. Cavaliere  
Adjunct Instructor  
Biology  
B.S., M.S., Southern Connecticut State University  
Reni Celeste  
Adjunct Instructor  
Media Studies and Digital Culture  
B.A., University of California  
M.A., Ph.D., University of Rochester  
Samah Chadli-Thomas  
Adjunct Instructor  
Modern Foreign Languages  
B.A., M.A., Ph.D., Inalco University, Paris, France  
Letitia P. Charles  
Adjunct Instructor  
Sociology  
B.A., Morgan State University  
M.S., University of New Haven  
P. W. Chartier  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., Sacred Heart University  
Kon Swee Chen  
Adjunct Associate Professor  
Chemistry  
B.A., Illinois Wesleyan University  
Ph.D., University of Kansas  
Wang K. Cheng  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., Sacred Heart University  
Sangamithra Chintapalli  
Adjunct Instructor  
Chemistry  
B.Sc., Women's Christian College, Madras, India  
M.S., M.Tech., Indian Institute of Technology, Madras, India  
Ph.D., University of Oklahoma  
Daniel S. Christianson  
Adjunct Assistant Professor  
Education  
A.B., Oberlin College  
M.T., Yale University  
Ed.D., Columbia Teachers College  
Liza H. Chung  
Adjunct Instructor  
Music  
P.D., M.M., Indiana University  
M.M., Yale University  
Edward T. Chute  
Adjunct Instructor  
Accounting  
B.A., University of Notre Dame  
M.B.A., Pace University
Patricia A. Ciccone  
*Adjunct Instructor*  
**Education—Griswold**  
B.A., Annhurst College  
M.S., Southern Connecticut State University  
M.A., Vermont College of Norwich University  
6th Year, Sacred Heart University

Jennifer L. Cicone  
*Adjunct Instructor*  
**Physical Therapy**  
B.S., M.S., Sacred Heart University

Eva M. Clements  
*Adjunct Instructor*  
**English**  
B.A., M.A., Pennsylvania State University

Carol J. Cliff-Robertson  
*Adjunct Instructor*  
**Mathematics**  
B.A., University of Michigan  
M.A.T., Sacred Heart University

Eleanor M. Coffey  
*Adjunct Instructor*  
**Education**  
B.S., M.S., Western Connecticut State University

Joy R. Cohen  
*Adjunct Assistant Professor*  
**Nursing**  
B.S.N., Capital University  
M.S.N., Yale University  
Ph.D., Walden University

Moshe Cohen  
*Adjunct Associate Professor*  
**Computer Science/Information Technology**  
B.S., M.S., University of New Haven  
Ph.D., Columbus University

Joseph C. Conlin  
*Adjunct Instructor*  
**English**  
B.A., Fairfield University  
M.F.A., Goddard College

Christopher Contos  
*Adjunct Instructor*  
**Education—Griswold**  
B.A., University of Connecticut  
M.S., Eastern Illinois University  
6th Year, Sacred Heart University

Roger T. Conway  
*Adjunct Instructor*  
**English**  
B.A., M.A., Case Western Reserve University

Deborah B. Cooper  
*Adjunct Instructor*  
**English**  
B.S., M.S., University of Bridgeport

Jennifer E. Cosgrove  
*Adjunct Instructor*  
**Occupational Therapy**  
B.S., Quinnipiac College  
M.S., Rensselaer Polytechnic Institute  
Ed.D., University of Bridgeport

Andrew Coté  
*Adjunct Instructor*  
**English as a Second Language**  
B.A., Long Island University  
M.A., Manhattanville College

Denise M. Cote  
*Adjunct Instructor*  
**Physical Therapy**  
B.S., University of Connecticut

Deborah E. Cox  
*Adjunct Instructor*  
**English**  
B.S., Sacred Heart University

Timothy J. Crader  
*Adjunct Instructor*  
**Management**  
A.S., Norwalk State Technical College  
B.S., University of Connecticut  
M.B.A., Sacred Heart University

Barbara A. Crane  
*Adjunct Instructor*  
**Physical Therapy**  
B.S., University of Connecticut  
M.A., Saint Joseph College  
Ph.D., University of Pittsburgh

Donna A. Cristo  
*Adjunct Instructor*  
**Management**  
B.S., M.B.A., University of Connecticut  
D.P.S., Pace University

Priscilla Crossin  
*Adjunct Assistant Professor*  
**Education**  
B.S., Southern Connecticut State University  
M.S., University of Bridgeport  
Ed.M., Ed.D., Teachers College-Columbia University

William M. Cuddy  
*Adjunct Instructor*  
**Social Work**  
B.S., Springfield College  
M.S.W., University of Connecticut

Brent J. Culter  
*Adjunct Professor*  
**Management**  
B.A., State University of New York  
M.S.E., Pace University  
J.D., Thomas M. Cooley Law School

Joseph Dagostino  
*Adjunct Instructor*  
**Government and Politics**  
A.S.E.E., Hartford State Technical College  
B.S.I.T., Central Connecticut State University

Rachel R. Dalneckoff  
*Adjunct Instructor*  
**Art and Design**  
B.F.A., Boston University  
M.F.A., Temple University

Michael W. Dalton  
*Adjunct Instructor*  
**Education**  
B.A., University of Connecticut  
M.S., 6th Year, University of Bridgeport  
C.A.S., St. Joseph College

Cyrus J. D'Amato  
*Adjunct Instructor*  
**Computer Science/Information Technology**  
B.S., Sacred Heart University
Claudia A. Danna  
Adjunct Instructor  
Education—Griswold  
B.A., William Paterson University  
M.S., Eastern Connecticut State University  
6th Year, Sacred Heart University  

Amy R. Darrah  
Adjunct Assistant Professor  
Occupational Therapy  
B.A., Barnard College  
M.S., Ph.D., Colorado State University  

Michael A. Davidson  
Adjunct Instructor  
Education—Griswold  
B.A., M.S., Rolle College, University of Exeter, UK  

Belinha S. De Abreu  
Adjunct Instructor  
Media Studies and Digital Culture  
B.A., Rhode Island College  
M.L.S., Southern Connecticut State University  

Susan L. Deane  
Adjunct Instructor  
Nursing  
B.S.N., St. Joseph’s College  
M.S.N., University of Hartford  

Robert DeCerbo  
Adjunct Assistant Professor  
Education  
B.S., Southern Connecticut State College  
M.A., Fairfield University  
6th Year, University of Bridgeport  

Francisco A. Delgado  
Adjunct Instructor  
Finance  
B.S., Catholic University, Lima, Peru  
M.B.A., Northern Illinois University  
Ph.D., Wharton University of Pennsylvania  

David M. DelGiudice  
Adjunct Instructor  
Education  
B.S., Southern Connecticut State University  
M.S., University of Nebraska-Lincoln  
6th Year, Sacred Heart University  

Richard N. Delinger  
Adjunct Instructor  
Education  
B.S., Lock Haven State College  
Ed.M., Temple University  
Ed.D., Fordham University  

Kathleen DeMonico  
Adjunct Assistant Professor  
English  
B.S., Sacred Heart University  
M.A.L.S., Wesleyan University  
Ed.D., Columbia University  

Vincent DeLucia  
Adjunct Instructor  
Philosophy  
B.S., Iona College  
M.A., Fordham University  

Nancy S. DelVecchio  
Adjunct Instructor  
Information Literacy  
B.A., University of Bridgeport  
M.L.S., Southern Connecticut State University  

Adaline DeMarrais  
Adjunct Instructor  
Psychology  
B.S., Sacred Heart University  
M.A., Southern Connecticut State University  

Gerald J. DeMenna  
Adjunct Instructor  
Chemistry  
B.S., M.S., Ph.D., Rutgers University  

Maria V. Derlipanska  
Adjunct Instructor  
Modern Foreign Languages  
A.A., Allan Hancock College  
B.A., University of California, Santa Barbara  
M.A., Yale University  

Susan C. DeSouza  
Adjunct Assistant Professor  
Education  
B.A., University of Massachusetts  
M.S., University of Bridgeport  
M.A., C.A.S., Fairfield University  

Robert J. Devlin, Jr.  
Adjunct Professor  
Management  
B.A., Southern Connecticut State College  
J.D., University of Connecticut, School of Law  

Anna Caporale DiCenso  
Adjunct Instructor  
Mathematics  
B.S., Sacred Heart University  
M.A., Fairfield University  

Kate Dickstein  
Adjunct Instructor  
Government and Politics  
B.A., Boston University  
J.D., Quinnipiac University School of Law  

Steven R. DiGiovanni  
Adjunct Assistant Professor  
Art and Design  
B.A., University of South Carolina  
M.F.A., Maryland Institute College of Art  

Joanne M. Dimenno  
Adjunct Instructor  
Mathematics  
B.S., Marymount College  
M.A.T., Sacred Heart University  

Joseph DiMenno  
Adjunct Instructor  
Biology  
B.S., Fairfield University  
M.A., University of Connecticut
Lucia C. DiScala  
Adjunct Instructor  
Education  
B.A., Southern Connecticut State University  
M.A., C.A.S., 7th Year, Fairfield University

Edward Donato  
Adjunct Associate Professor  
History  
B.A., M.A., Providence College

Ann M. Dougherty  
Adjunct Instructor  
Biology  
B.S., M.S., Southern Connecticut State University  
C.A.S., Wesleyan University

Mark R. Douyard  
Adjunct Instructor  
Management  
B.A., Bates College  
M.B.A., Sacred Heart University

Susan M. Dowdell  
Adjunct Instructor  
Information Literacy  
B.S., University of Connecticut  
M.S., Southern Connecticut State University

Claire T. Doyle  
Adjunct Instructor  
English  
A.S., Housatonic Community College  
B.S., M.S., 6th Year, Southern Connecticut State University  
Ed.D., University of Bridgeport

Paul Drager  
Adjunct Instructor  
Philosophy  
B.B.A., University of Massachusetts  
J.D., University of Miami School of Law

William F. Duchon  
Adjunct Instructor  
Music  

Glenn P. Duffy  
Adjunct Instructor  
Finance  
B.S., DePaul University  
M.B.A., Adelphi University

Kwame O. Dunbar  
Adjunct Instructor  
Economics  
B.S., University of the West Indies  
M.B.A., Sacred Heart University  
Ph.D., Fordham University

Christopher S. Dunham  
Adjunct Instructor  
Information Literacy  
B.A., Rutgers College  
M.L.S., Rutgers University

Elaine R. Dunseath  
Adjunct Instructor  
English  
B.A., Emerson College  
M.S., Quinnipiac University

John B. Durbin  
Adjunct Instructor  
Government and Politics  
B.A., Western Kentucky University  
M.S., University of Hartford

Christine A. Durkin  
Adjunct Instructor  
Occupational Therapy  
A.S., Northwestern Connecticut Community College  
B.A., Siena College  
B.S., Quinnipiac College

James Durso  
Adjunct Assistant Professor  
Philosophy  
B.A., University of New Haven  
M.A., Trinity College

Indrani Dutta  
Adjunct Instructor  
Biology  
B.S., M.S., M.Phil., University of Calcutta, India  
Ph.D., University of North Texas

Therese Dykeman  
Adjunct Assistant Professor  
Philosophy  
B.S., Creighton University  
M.A., Loyola University  
Ph.D., The Union Institute

Sherry Earle  
Adjunct Assistant Professor  
Education  
B.S., Springfield College  
M.S., College of New Rochelle  
Ph.D., Kent State University

Christian H. Eggers  
Adjunct Instructor  
Biology  
B.S., Colorado State University  
Ph.D., The University of Montana

Victoria A. Egri  
Adjunct Instructor  
Education  
B.A., Sacred Heart University  
M.S., 6th Year, Southern Connecticut State University

Rev. Jahn Ehret  
Adjunct Instructor  
Religious Studies  
B.A., M.Div., Theologische Fakultät Trier  
D.E.A., Ph.D., Université Paris IV–Sorbonne  
Dipl. Form. Ped., Université de Luxembourg

Toby Elberger  
Adjunct Instructor  
Biology  
B.A., New York University  
M.A.T., Sacred Heart University

Khaled M. Elleithy  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., M.S., University of Alexandria, Egypt  
M.S., Ph.D., University of Southwestern Louisiana

Ingrid S. Ellinger-Doviak  
Adjunct Instructor  
Education  
B.S., M.S., Southern Connecticut State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven B. Elworth</td>
<td>Adjunct Instructor</td>
<td>Media Studies and Digital Culture</td>
<td>B.A., Brooklyn College, City University of New York&lt;br&gt;M.A., New York University</td>
</tr>
<tr>
<td>Bonnie Ephraim</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.A., Brooklyn College&lt;br&gt;M.S., 6th Year, Southern State University</td>
</tr>
<tr>
<td>Suanne C. Epstein</td>
<td>Adjunct Instructor</td>
<td>Sociology</td>
<td>B.A., Clark University&lt;br&gt;Ph.D., University of Connecticut&lt;br&gt;M.A.L.S., Wesleyan University&lt;br&gt;M.L.S., Simmons College</td>
</tr>
<tr>
<td>David Erwin</td>
<td>Adjunct Instructor</td>
<td>Education–Griswold</td>
<td>B.S., University of Connecticut&lt;br&gt;M.S., Southern Connecticut State College</td>
</tr>
<tr>
<td>Ann Estrada</td>
<td>Adjunct Instructor</td>
<td>Religious Studies</td>
<td>B.A., St. Joseph College&lt;br&gt;M.A., Sacred Heart University</td>
</tr>
<tr>
<td>Moira B. Ethier</td>
<td>Adjunct Instructor</td>
<td>Occupational Therapy</td>
<td>B.S., Quinnipiac University&lt;br&gt;M.S.G.R.W., Sacred Heart University</td>
</tr>
<tr>
<td>Jacquelyn A. Edling</td>
<td>Adjunct Instructor</td>
<td>Art and Design</td>
<td>B.A., Sacred Heart University</td>
</tr>
<tr>
<td>Stephen V. Falcone</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.A., Amherst College&lt;br&gt;M.A.L.S., Wesleyan University&lt;br&gt;6th Year, Sacred Heart University&lt;br&gt;Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>Jannine L. Farrell</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>A.S., Becker Junior College&lt;br&gt;B.S., M.S., 6th Year, Southern Connecticut State University</td>
</tr>
<tr>
<td>Paul E. Farrell</td>
<td>Adjunct Instructor</td>
<td>Chemistry</td>
<td>B.A., Boston University&lt;br&gt;J.D., Quinnipiac College School of Law</td>
</tr>
<tr>
<td>Mary V. Fedanick</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.A., Sacred Heart University&lt;br&gt;M.S., University of Bridgeport</td>
</tr>
<tr>
<td>Michael B. Fein</td>
<td>Adjunct Instructor</td>
<td>Mathematics</td>
<td>B.S., Massachusetts Institute of Technology&lt;br&gt;M.S., Ph.D., New York University</td>
</tr>
<tr>
<td>Alexander Fekete</td>
<td>Adjunct Assistant Professor</td>
<td>Chemistry</td>
<td>B.S., Fairfield University&lt;br&gt;M.S., Boston College&lt;br&gt;Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>Stephen J. Feldman</td>
<td>Adjunct Instructor</td>
<td>Education–Griswold</td>
<td>B.A., M.S., Southern Connecticut State University&lt;br&gt;Ed.D., St. John's University</td>
</tr>
<tr>
<td>Heather A. Ferrillo-DiJulio</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>B.S.N., Western Connecticut State University&lt;br&gt;M.S.N., Sacred Heart University</td>
</tr>
<tr>
<td>James Fiddes</td>
<td>Adjunct Instructor</td>
<td>Biology</td>
<td>B.A., San Francisco State University&lt;br&gt;B.S., Ohio University&lt;br&gt;M.S., M.A., Western Connecticut State University</td>
</tr>
<tr>
<td>Bonita C. Figgatt</td>
<td>Adjunct Instructor</td>
<td>Information Literacy</td>
<td>B.A., Trinity College&lt;br&gt;M.S., Simmons College&lt;br&gt;M.A., Western Connecticut State University</td>
</tr>
<tr>
<td>Andrew L. Figlar</td>
<td>Adjunct Instructor</td>
<td>History</td>
<td>B.A., University of Bridgeport&lt;br&gt;M.A., Fairfield University</td>
</tr>
<tr>
<td>Mariène Firlotte</td>
<td>Adjunct Instructor</td>
<td>Modern Foreign Languages</td>
<td>B.A., M.A., Southern Connecticut State University</td>
</tr>
<tr>
<td>Robert G. Fischer, Jr.</td>
<td>Adjunct Instructor</td>
<td>Chemistry</td>
<td>B.S., St. Louis University&lt;br&gt;Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>Therese Fishman</td>
<td>Adjunct Instructor</td>
<td>Education–Griswold</td>
<td>B.A., Salve Regina College&lt;br&gt;M.Ed., Ed.D., Boston University</td>
</tr>
<tr>
<td>John Fleming</td>
<td>Adjunct Associate Professor</td>
<td>Chemistry</td>
<td>B.S., Pennsylvania State University&lt;br&gt;Ph.D., Michigan State University</td>
</tr>
<tr>
<td>Kimberly S. Flynn</td>
<td>Adjunct Instructor</td>
<td>Occupational Therapy</td>
<td>B.S., Quinnipiac University&lt;br&gt;M.P.H., New York University</td>
</tr>
<tr>
<td>Arline Foodman</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.A., Queens College&lt;br&gt;M.S., 6th Year, University of Bridgeport</td>
</tr>
<tr>
<td>Elinor Ford</td>
<td>Adjunct Professor</td>
<td>Religious Studies</td>
<td>B.S.Ed., M.S.Ed., M.S.T., Fordham University&lt;br&gt;Ed.D., Columbia University</td>
</tr>
</tbody>
</table>
Charles A. Foster
Adjunct Instructor
Psychology
B.A., Regents College
M.A., Teachers College Columbia University

Maureen M. Fox
Adjunct Instructor
Education
B.A., Fairfield University
J.D., University of Connecticut
M.S., Southern Connecticut State University

Regina T. Fox
Adjunct Instructor
Education
B.A., Mercy College
M.A., College of New Rochelle 6th Year, Sacred Heart University

Ramzi N. Frangul
Adjunct Associate Professor
Economics
B.A., University of Baghdad, Iraq
M.S., Loyola University
Ph.D., New York University

Thomas J. Fratini
Adjunct Instructor
Modern Foreign Languages
B.S., University of Maryland
M.A., Sacred Heart University

Jennifer H. Fray
Adjunct Instructor
Management
B.A., Tufts University
J.D., Suffolk University, School of Law
L.L.M., Boston University, School of Law

John W. Frazier
Adjunct Instructor
Management
A.A., Miami-Dade Junior College
B.S.B.A., University of Florida
J.D., University of Florida Law School

Mathieu J. Freeman
Adjunct Assistant Professor
Chemistry
B.S., St. John Fisher College
M.S., Rochester Institute of Technology
Ph.D., Rensselaer Polytechnic Institute

Barbara W. Friedman
Adjunct Instructor
Education
B.S., City College of New York
M.S., City University of New York 6th Year, University of Bridgeport

Lisa M. Gabriel
Adjunct Instructor
Accounting
B.S., Sacred Heart University
M.B.A., Fairfield University

Stanley J. Gaby
Adjunct Instructor
Physics
B.S., Tri-State University
M.S., Indiana State University

Mary L. Galgota
Adjunct Instructor
English
B.A., Albertus Magnus College
M.A., San Francisco State University

Bernadette K. Ganio
Adjunct Instructor
Education
B.S., M.S., Western Connecticut State University

Susan B. Gannon
Adjunct Instructor
Psychology
B.A., Sacred Heart University
M.S., Southern Connecticut State University

Andrew J. Garavel, S.J.
Adjunct Instructor
English
B.A., Fairfield University
M.A., University of Chicago
M.Div., University of Toronto
S.T.B., Regis College, Toronto
Ph.D., New York University

Mona M. Garcia
Adjunct Assistant Professor
History
B.A., University of Bridgeport
M.L.S., Southern Connecticut State University
M.A., Ph.D., Boston University

Murv L. Gardiner
Adjunct Instructor
Religious Studies
B.A., Rutgers University
M.A., M.Div., Princeton Theological Seminary
Ph.D., Union Institute & University

Steven E. Gazzini
Adjunct Instructor
Education
B.S.B.A., Mercy College
M.A.T., Sacred Heart University

Aaron M. Gee
Adjunct Instructor
Human Movement and Sports Science
B.S., Southern Connecticut State University
M.A., East Carolina University

Robert F. Gerace
Adjunct Instructor
Education
B.A., St. Anselm College
M.A., C.A.S., Fairfield University

Toni L. Giannone
Adjunct Instructor
English
B.S., University of Connecticut
M.S., Western Michigan University

Joanne V. Giaquinto
Adjunct Instructor
Education
B.S., M.S., Southern Connecticut State University

Walter K. Gillen
Adjunct Instructor
Mathematics
B.S., University of Notre Dame
Ed.M., Ed.D., Harvard University
Stuart R. Gillespie, Jr.  
*Adjunct Instructor*  
**Music**  
B.A., University of Connecticut  
M.A., University of Connecticut  

Cally Ginolfi  
*Adjunct Instructor*  
**English**  
B.A., Sacred Heart University  
M.A., Fairfield University  

James Giordano  
*Adjunct Instructor*  
**Education—Griswold**  
B.S., M.S., 6th Year, University of Connecticut  

Wilfred H. Gladue  
*Adjunct Instructor*  
**Education—Griswold**  
B.S., Willimantic State College  
M.A., University of Connecticut  

Jeffrey H. Glans  
*Adjunct Assistant Professor*  
**Chemistry**  
B.S., University of North Carolina  
M.S., Ph.D., University of Michigan  

Christopher Godialis  
*Adjunct Assistant Professor*  
**Criminal Justice**  
A.S., Sacred Heart University  
B.S., New York Institute of Technology  
J.D., University of Bridgeport  

Michelle M. Godin  
*Adjunct Instructor*  
**Nursing**  
R.N., Baystate Medical Center  
B.S.N., American International College  
M.S.N., University of Connecticut  
Ed.D., Teachers College, Columbia University  

Christine Goldbach  
*Adjunct Instructor*  
**Art and Design**  
B.A., Southern Connecticut State University  

Sam R. Goldstein  
*Adjunct Instructor*  
**Management**  
B.S., School of Visual Arts  

Paul G. Goldwater  
*Adjunct Instructor*  
**Economics**  
B.A., Queens College, City University of New York  
M.S.Ed., Baruch College, City University of New York  

Steven M. Graham  
*Adjunct Instructor*  
**Psychology**  
B.A., University of Connecticut  
M.S., Ph.D., Carnegie Mellon University  

John M. Grayski  
*Adjunct Instructor*  
**Finance**  
A.S., Norwalk Community College  
B.S., M.B.A., Sacred Heart University  

Katherine B. Greveding  
*Adjunct Instructor*  
**Physical Therapy**  
B.S., University of Virginia  
M.S.P.T., D.P.T., MGH Institute of Health Professions  

Denise P. Griffis  
*Adjunct Instructor*  
**Philosophy**  
B.A., Brown University  
M.A., University of Wisconsin—Madison  

Erika B. Griffin  
*Adjunct Instructor*  
**Education**  
B.A., Fairfield University  
M.A.T., Sacred Heart University  
6th Year, Southern Connecticut State University  

Martha M. Griffin  
*Adjunct Instructor*  
**Media Studies and Digital Culture**  
B.S., Ohio University  
M.B.A., Columbia University  

Jason K. Grimes  
*Adjunct Instructor*  
**Physical Therapy**  
B.S., M.P.T., Quinnipiac University  

Peter J. Grose  
*Adjunct Instructor*  
**Computer Science/Information Technology**  
B.S., Clarkson University  
M.S., Polytechnic University  

Margo R. Gross  
*Adjunct Instructor*  
**Occupational Therapy**  
B.S., Tufts University  
M.S., University of Bridgeport  

Judy E. Grossman  
*Adjunct Instructor*  
**Occupational Therapy**  
B.S., University of Pennsylvania  
M.S., Boston University  
D.P.H., Columbia University School of Public Health  

Jorge E. Guerra  
*Adjunct Instructor*  
**Finance**  
B.S., Central University, Ecuador  
M.B.A., Columbia University  

Nancy A. Haas  
*Adjunct Instructor*  
**Management**  
A.A.S., Montgomery County Community College  
B.S., Gwynedd Mercy College  
M.B.A., Fairleigh Dickinson University  

Richard P. Hageman  
*Adjunct Instructor*  
**Education**  
B.S., Central Connecticut State College  
M.S., 6th Year, University of Bridgeport  

Irene E. Haight  
*Adjunct Instructor*  
**Nursing**  
B.S.N., Sacred Heart University  

256 DIRECTORY
John Halapin  
Adjunct Instructor  
Education  
B.S., Western Connecticut State University  
M.S., 6th Year, University of Bridgeport

Christopher Hale  
Adjunct Assistant Professor  
Criminal Justice  
B.S., Sacred Heart University  
B.A., Charter Oak State College  
M.S., University of New Haven  
M.S., Southern Connecticut State University  
Ed.D., University of Bridgeport

Shareen F. Hallas  
Adjunct Assistant Professor  
Physical Therapy  
B.S., B.Med/B.Surg., University of Liverpool  
M.D., Royal Colleges of Physicians of the U.K.

William H. Halmeck  
Adjunct Instructor  
Biology  
A.A., Norwalk Community Technical College  
B.A., Western Connecticut State University  
M.A.T., Sacred Heart University

Winifred C. Hamilton  
Adjunct Professor  
Education  
B.S., Southern Connecticut State University  
M.S., University of Bridgeport  
C.A.S., Fairfield University  
Ph.D., Union Institute

Andrew J. Hammerli  
Adjunct Assistant Professor  
Management  
B.S., Canisius College  
M.B.A., Fordham University

Derek J. Hann  
Adjunct Instructor  
English  
B.A., Providence College  
M.A., Sacred Heart University

Michael J. Hann  
Adjunct Instructor  
Human Movement and Sports Science  
B.S., University of Delaware  
M.S., Ohio University

Robert M. Hardy  
Adjunct Instructor  
English  
B.A., Central Connecticut State University  
M.A., Fairfield University

Ralph Neal Harrelson, Jr.  
Adjunct Instructor  
Music  
B.M., Shorter College  
M.M., University of Tennessee at Knoxville

Brian D. Hartley  
Adjunct Instructor  
Music  
A.A., Manchester Community College

David Harvey  
Adjunct Instructor  
Modern Foreign Languages  
B.A., College of Holy Cross  
M.A.T., Sacred Heart University

Janine Hatch  
Adjunct Instructor  
Physical Therapy  
A.S., B.S., Mercy College  
B.S.P.T., New York University  
M.S.P.T., D.P.T., MGH Institute of Health Professions

William C. Hatch  
Adjunct Instructor  
Biology  
B.A., Clark University  
M.S., Ph.D., Albert Einstein College of Medicine

Jean A. Hatcherson  
Adjunct Instructor  
Sociology  
B.A., Western Connecticut State University  
M.A., University of Connecticut

Rosemary J. Hathaway  
Adjunct Instructor  
Nursing  
B.S., Boston College  
M.S., Ph.D., University of Connecticut

Senan L. Hayes  
Adjunct Instructor  
Mathematics  
B.A., Assumption College  
M.A., Teachers College Columbia University

Janice L. Haynes  
Adjunct Instructor  
Media Studies  
B.A., M.A., University of Houston

Eileen M. Heaphy  
Adjunct Instructor  
Government and Politics  
B.A., St. Joseph College  
M.A., American University

Barry Herman  
Adjunct Associate Professor  
Education  
B.S., Southern Connecticut State College  
M.A., 6th Year, Ph.D., University of Connecticut

Edward T. Hessell  
Adjunct Instructor  
Chemistry  
B.S., University of Connecticut  
Ph.D., University of Rochester

Lance P. Hickey  
Adjunct Instructor  
Philosophy  
B.A., Bowdoin College  
M.A., M.Phil., Ph.D., Columbia University

Karen F. Hills  
Adjunct Instructor  
Mathematics  
B.S., New Jersey Institute of Technology  
M.S., Ph.D., New York University

Russell M. Hinckley  
Adjunct Instructor  
Education-Griswold  
B.A., University of Connecticut  
M.S., Southern Connecticut State University  
6th Year, Sacred Heart University

William C. Hatch
Matthew S. Hirsch
Adjunct Instructor
Management
B.A., Lehigh University
J.D., Albany Law School of Union University

Seymour Hirsch
Adjunct Assistant Professor
Computer Science/Information Technology
A.S., Housatonic Community College
B.S., M.B.A., Sacred Heart University

Richard H. Hoffman
Adjunct Instructor
Mathematics
B.A., University of Bridgeport
M.A., Fairfield University

Shelley A. Hoskins
Adjunct Instructor
Nursing
B.A., Wheaton College
M.S.N., Pace University

Louis E. Howe, Jr.
Adjunct Instructor
Philosophy
B.S., Sacred Heart University
M.A., Cleveland State University

James B. Hughes
Adjunct Instructor
Biology
B.A., Sacred Heart University
M.S., Southern Connecticut State College

Stuart Hubert
Adjunct Assistant Professor
Economics
B.A., Parsons's College
M.A., 6th Year, Fairfield University
M.B.A., New York University

Pamela A. Hunter
Adjunct Instructor
Government and Politics
B.A., Sonoma State College
M.P.A., Arizona State University
Ph.D., University of Connecticut

Anna Iacovella
Adjunct Instructor
Modern Foreign Languages
B.S., M.S., Suor Orsola Benincasa University, Naples, Italy

John F. Ignaszewski
Adjunct Instructor
Media Studies and Digital Culture
B.Ph, B.A., Bigard Memorial Seminary
B.A., M.A., San Francisco State University

Amelia K. Ingram
Adjunct Instructor
English
B.A., University of North Texas
M.M., University of Florida

Theresa A. Jacksis-Bonazzo
Adjunct Instructor
Education
B.S., M.A.T., 6th Year, Sacred Heart University

Christopher C. Jackson
Adjunct Instructor
English as a Second Language
B.A., Yale University
M.A., M.B.A., University of California

Deborah K. Jackson
Adjunct Instructor
Education
B.S., C.A.S., Sacred Heart University
M.A., Fairfield University

Kathleen B. Jackson
Adjunct Instructor
Philosophy
B.A., Siena College
M.A., University of Denver

Karim Jakubowski
Adjunct Instructor
Biology
B.S., Rutgers University
M.A., New York University

Alka Jauhari
Adjunct Assistant Professor
Government and Politics
B.A., Isabella Thoburn College
M.A., Ph.D., Lucknow University

Howard P. Jennings
Adjunct Instructor
Education
B.S., Cheney State University
M.Ed., Antioch College

Mary A. Jennings
Adjunct Instructor
Education
B.S., Cheney University
M.Ed., Beaver College
6th Year, Southern Connecticut State University

David M. Jewell
Adjunct Instructor
Physical Therapy
B.S.P.T., Ohio State University
M.S.P.T., Quinnipiac University

Kim Johnsky
Adjunct Instructor
Education
B.S., Central Connecticut State University
M.S., 6th Year, Southern Connecticut State University

Joan K. Johnson
Adjunct Associate Professor
English
B.A., University of Connecticut
M.A., Fairfield University

Kevin M. Johnson
Adjunct Instructor
Religious Studies
B.A., Fairfield University
J.D., Western New England College, School of Law
M.A.R., Yale University

Karen A. Josephson
Adjunct Instructor
Religious Studies
B.A., University of Iowa
M.A.L.S., Wesleyan University
M.A., Pacific School of Religion
Ph.D., Graduate Theological Union

Sharon P. Joslin
Adjunct Instructor
Nursing
B.S.N., Syracuse University
M.S.N., Indiana University

Serena Jourdan
Adjunct Instructor
English
B.A., City University of New York, Hunter College
M.A., New York University
Ph.D., Columbia University
Nancy J. Juliano
Adjunct Instructor
Education
B.A., Niagara University
M.A.T., Sacred Heart University

Jocelynn Jurkovich-Hughes
Adjunct Instructor
Philosophy
B.A., Goucher College
M.A., University of South Florida

William Juzwic
Adjunct Instructor
Education–Grisswold
B.S., Eastern Connecticut State University
M.S., 6th Year, University of Connecticut

Joanne F. Kabak
Adjunct Instructor
Media Studies and Digital Culture
B.A., Barnard College
M.B.A., Columbia University

Mary M. Kallmeyer
Adjunct Instructor
Education
B.S., M.A.T., 6th Year, Sacred Heart University

Huseni H. Kapadia
Adjunct Instructor
Mathematics
B.S.M.E., Indian Institute of Technology, Bombay, India
M.S.I.E., University of Illinois
M.B.A., University of Bridgeport

Genevieve Karbowski
Adjunct Instructor
Mathematics
B.S., M.H.S., Quinnipiac College
M.S., University of Connecticut

Andrew A. Karchich
Adjunct Instructor
Education
B.S.S., 6th Year, Fairfield University
M.S., Southern Connecticut State College

Edward J. Kardys
Adjunct Instructor
Biology
B.A., Cornell University
M.A., Columbia University
D.M.D., University of Connecticut

John E. Karr
Adjunct Instructor
Accounting
B.A., George Washington University
M.B.A., Yale University

Thomas R. Kascak
Adjunct Instructor
Physical Therapy
B.A., University of Connecticut
M.B.A., University of New Haven

Leonidas Katsetos
Adjunct Instructor
Human Movement and Sports Science
B.S., M.S.Ed., Old Dominion University

Laura Kaufman-Tofinchio
Adjunct Instructor
Computer Science/Information Technology
B.S., Sacred Heart University

Sheryl Kayne
Adjunct Instructor
English
B.A., University of Bridgeport
M.S., Fairfield University

Edythe A. Keene
Adjunct Instructor
Education
B.S., Pikeville College
M.A., 6th Year, Morehead State University
Ed.D., Columbia University Teacher's College

Michelle D. Keithline
Adjunct Instructor
Nursing
B.S.N., Wilkes University
M.S.N., College of New Jersey

Linda A. Keller
Adjunct Instructor
Psychology
B.A., Boston University
M.S.W., Columbia University, School of Social Work

Lauren Kempton
Adjunct Assistant Professor
Education
B.A., West Virginia Wesleyan College
M.A., Southern Connecticut State College
Ed.D., University of Hartford

Sarra A. Kennedy
Adjunct Instructor
History
B.B.A., College of William and Mary
M.B.A., New York University

Thomas M. Kennedy
Adjunct Instructor
Mathematics
B.A., Wilkes University

Kelly K. Kessler
Adjunct Instructor
Media Studies and Digital Culture
B.S., University of Evansville
M.A., Ph.D., University of Texas at Austin

Mi-Won Kim
Adjunct Instructor
Music
B.M., Manhattanville College
M.M., The Juilliard School

Mark T. King
Adjunct Instructor
Religious Studies
B.A., M.A.T., State University of New York at Binghamton
M.A.R., Fordham University

Virginia C. King
Adjunct Instructor
Education
A.B., Barnard College
M.S., Western Connecticut State University
6th Year, Southern Connecticut State University
Ed.D., Teachers College, Columbia University
K. Bryan Kirk  
Adjunct Instructor  
Music  
B.M., M.M., New England Conservatory

Elizabeth A. Knapik  
Adjunct Instructor  
Information Literacy  
B.S., M.A.L.S., University of Michigan  
M.B.A., Rensselaer Polytechnic Institute

Kimya R. Knecht  
Adjunct Instructor  
History  
B.A., Nyack College  
M.A., Iona College

Stephen J. Koch  
Adjunct Instructor  
Management  
B.A., Michigan State University  
M.A., Fairfield University

Lisa M. Komaromi  
Adjunct Instructor  
Education  
B.A., U.S. International University  
M.A., Ed.M., Teachers College, Columbia University

Jennifer B. Kovalusky  
Adjunct Instructor  
Physical Therapy  
B.S., University of Connecticut  
M.S.P.T., Sacred Heart University

Helene J. M. Kozma  
Adjunct Instructor  
English  
B.A., Adelphi University  
M.B.A., 6th Year, Sacred Heart University

Joan Kranz  
Adjunct Instructor  
Education  
B.A., Barnard College  
M.A., Teachers College, Columbia University  
6th Year, University of Bridgeport

Maureen S. Kraten  
Adjunct Instructor  
Economics  
B.S., M.B.A., Sacred Heart University

Michael J. Krein  
Adjunct Instructor  
Chemistry  
B.S., Colorado School of Mines  
M.S., University of Bridgeport

Diane S. Krivda  
Adjunct Instructor  
Education  
B.S., M.S., Southern Connecticut State University

Robert D. Kuklis  
Adjunct Assistant Professor  
Education  
B.A., Amherst College  
M.A.T., Harvard University Graduate School of Education

Warren Kunz  
Adjunct Assistant Professor  
Management  
B.A., Queen's College  
M.B.A., St. John's University

Rosemary G. Lague  
Adjunct Associate Professor  
English  
B.A., Diocesan Teachers College  
M.A., Boston College  
C.A.S., Trinity College

Philip M. LaMastra, Jr.  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., University of Bridgeport  
M.S., Sacred Heart University

Louis L. Lapolla, Jr.  
Adjunct Assistant Professor  
Education  
B.S., Holy Cross College  
M.A.T., C.A.S., Fairfield University  
Ed.D., Indiana University

Mary E. Latela  
Adjunct Instructor  
English  
B.A., Albertus Magnus College  
M.Div., Yale University Divinity School

Arlene K. Luthrop  
Adjunct Instructor  
Education  
B.S., M.S., Western Connecticut State University

Richard R. LaTorre  
Adjunct Assistant Professor  
Mathematics  
B.A., Sacred Heart University  
M.A., Fairfield University

John K. Laub  
Adjunct Instructor  
History  
B.B.A., M.A., Western Connecticut State University

Diane P. Lazar  
Adjunct Instructor  
Education  
B.S., University of Rhode Island  
M.A., Fairfield University

Harriet S. Lebish  
Adjunct Instructor  
Art and Design  
B.S., University of Bridgeport

Liane J. Leedom  
Adjunct Instructor  
Education  
B.S., M.D., University of Southern California

Timothy J. Leonard  
Adjunct Instructor  
Education  
B.S., M.A.T., 6th Year, Sacred Heart University

Patricia Leonard-Pasley  
Adjunct Instructor  
Religious Studies  
B.A., Boston College  
M.T.S., Weston Jesuit School of Theology

Michael P. LePage  
Adjunct Instructor  
Physical Therapy  
B.S., M.S., Sacred Heart University

Mary A. Levine  
Adjunct Instructor  
Education  
B.S., M.S., 6th Year, Southern Connecticut State University

David B. Levy  
Adjunct Instructor  
English  
B.A., M.S., University of Bridgeport
Robert W. Levy  
Adjunct Instructor  
Education  
B.A., Belknap College  
M.Ed., Arizona State University  
M.Ed., University of Virginia  

Stephen N. Levy  
Adjunct Instructor  
Biology  
B.S., Rensselaer Polytechnic Institute  
M.D., Albany Medical College  

Xiaohua Li  
Adjunct Instructor  
Computer Science/Information Technology  
B.A., Liaoning Normal University, Dalian, China  
M.S., Sacred Heart University  

Robert A. Lisak  
Adjunct Instructor  
Media Studies and Digital Culture  
A.B., Harvard University  
M.F.A., Yale School of Art  

Luc Litwinionek  
Adjunct Instructor  
Sociology  
B.A., McGill University, Montreal, Canada  
M.A., University of Montreal  

Tammy L. Lockett  
Adjunct Instructor  
Art and Design  
B.F.A., Rhode Island School of Design  
M.F.A., School of Visual Arts  

James J. Lomuscio  
Adjunct Instructor  
English  
B.A., St. Francis College  
M.A., Fairfield University  

Guy M. Lord  
Adjunct Instructor  
English  
B.A., University of Colorado  
M.A., The Catholic University of America  

Alice L. Loth  
Adjunct Instructor  
Mathematics  
B.S., San Francisco State University  
M.S., Case Western Reserve University  

Beatriz Lozano  
Adjunct Instructor  
Modern Foreign Languages  
B.A., Universidad Santo Tomas, Colombia  
M.A., Universidad Cooperativa de Colombia, Colombia  

Christine M. Luckritz  
Adjunct Instructor  
Religious Studies  
B.A., Illinois Wesleyan University  
M.A., Yale University Divinity School  

Sandra Lueder  
Adjunct Associate Professor  
Management  
B.A., University of Wisconsin  
M.C.P., University of Cincinnati  
M.B.A., University of Connecticut  
Ph.D., City University of New York  

Janet Luongo  
Adjunct Instructor  
Art and Design  
B.A., Adelphi University  
M.S., City University of New York, Queens College  

Mary S. Luongo  
Adjunct Instructor  
English  
B.A., St. Joseph's College  
M.A., Fairfield University  

Laura Lustig  
Adjunct Instructor  
Psychology  
B.A., Mercy College  
M.A., Montclair State College  
M.S., University of Bridgeport  
6th Year, Center for Family Clinical Studies  
Ph.D., The Fielding Institute  

Karen C. Macdonald  
Adjunct Instructor  
Occupational Therapy  
B.S., Quinnipiac University  
M.S., University of Bridgeport  
Ph.D., New York University  

Richard Mace  
Adjunct Instructor  
Physics  
B.S., M.A., Fairfield University  

Christina P. Machielson  
Adjunct Instructor  
Physical Therapy  
B.S., Juniata College  
M.S.P.T., Sacred Heart University  

Edward J. Mackniak  
Adjunct Instructor  
Education  
B.S., Southern Connecticut State University  
M.S., 6th Year, University of Bridgeport
Carol M. MacLenathen  
Adjunct Instructor  
Education  
B.S., Danbury State Teacher's College  
M.A., Teachers College-Columbia University  
6th Year, University of Connecticut  
Kimberly Macomber  
Adjunct Instructor  
Information Literacy  
B.A., Grove City College  
M.L.S., Southern Connecticut State University  
Matthew S. Magda  
Adjunct Instructor  
History  
B.S., Southern Connecticut State University  
M.A., University of Connecticut  
Pier Magnifico  
Adjunct Instructor  
Modern Foreign Languages  
B.S.Ed., Central Connecticut State University  
M.A., Middlebury College  
Kathleen M. Mainhart  
Adjunct Instructor  
Education  
B.A., Goucher College  
M.Ed., Ph.D., University of Virginia  
James E. Malerba  
Adjunct Instructor  
English  
B.A., University of Bridgeport  
M.A., University of New Haven  
M.A.R., Yale University Divinity School  
Lawrence D. Mamone  
Adjunct Instructor  
Accounting  
B.A., Sacred Heart University  
M.B.A., University of Bridgeport  
Michael G. Mancari  
Adjunct Instructor  
Art and Design  
B.F.A., Maryland Institute College of Art  
M.F.A., Yale University School of Art  
Gani Manelli  
Adjunct Instructor  
History  
B.A., Boston University  
M.A., University of Connecticut  
Raja S. Mani  
Adjunct Instructor  
Chemistry  
B.S., University of Madras, India  
M.S., Annamalai University, India  
Ph.D., University of Wyoming  
Silvia M. Manno Gerety  
Adjunct Instructor  
Modern Foreign Languages  
M.A., Yale University  
M.A., The Johns Hopkins University  
Kristina J. Martineau  
Adjunct Instructor  
English  
B.A., Loyola College  
M.A., University of Newcastle  
Alfred Martinelli  
Adjunct Instructor  
Education—GrisswoId  
B.A., Hawthorne College  
B.A., Eastern Connecticut State University  
M.A., Sacred Heart University  
Karen E. Mason  
Adjunct Instructor  
Physical Therapy  
B.A., University of Oregon  
M.S., University of the Pacific  
Mary M. Massey  
Adjunct Instructor  
Education  
B.A., Albertus Magnus College  
6th Year, Southern Connecticut State University  
Jocelyn L. Master  
Adjunct Assistant Professor  
English  
B.A., St. John's University  
M.A., Fordham University  
Richard B. Mathes  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., Northeastern University  
M.S., Sacred Heart University  
Richard J. Mathews  
Adjunct Instructor  
Mathematics  
B.S., M.S., University of New Haven  
Bonnie Maur  
Adjunct Instructor  
Education  
B.A., Herbert H. Lehman College, City University of New York  
M.S., Southern Connecticut State University  
Claire M.O. Maurin  
Adjunct Instructor  
Modern Foreign Languages  
Gary C. Maynard  
Adjunct Instructor  
Media Studies and Digital Culture  
B.A., University of Southern California  
Horace M. Mazzone  
Adjunct Instructor  
Biology  
B.S., M.S., Boston College  
Ph.D., University of Wisconsin—Madison  
Flora Mazzucco  
Adjunct Instructor  
Modern Foreign Languages  
B.A., State University of New York  
M.A., Fairfield University  
Charise D. McCall  
Adjunct Instructor  
English  
B.S., Southern Connecticut State University  
M.S., University of New Haven  
Sharon M. McCloskey  
Adjunct Instructor  
Occupational Therapy  
B.S., University of Dublin, Trinity College, Ireland  
Siothan M. McCormack  
Adjunct Instructor  
Education  
B.A., M.Ed., Boston College  
M.Ed., Lesley University  
Ginny Rogers McCormick  
Adjunct Instructor  
Art and Design  
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan M. McGinnis</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>B.S., State University Teachers College M.S., University of Bridgeport</td>
</tr>
<tr>
<td>William R. McHenry</td>
<td>Adjunct Instructor</td>
<td>Human Movement and Sports</td>
<td>B.S., University of Connecticut</td>
</tr>
<tr>
<td>James C. McLaughlin</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>A.A., Mitchell College B.S., Central Connecticut State College</td>
</tr>
<tr>
<td>Ethel T. McManus</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.S., M.S., Southern Connecticut State University 6th Year, Fairfield University</td>
</tr>
<tr>
<td>Jean McPhilmy</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>A.A.S., Corning Community College B.S.N., State University of New York at Brockport M.S.N., University of Rochester</td>
</tr>
<tr>
<td>Shawn R. M-DeTroy</td>
<td>Adjunct Instructor</td>
<td>Occupational Therapy</td>
<td>B.A., Temple University M.S., Quinnipiac University</td>
</tr>
<tr>
<td>Rev. Barry C. Meehan, SJ</td>
<td>Adjunct Instructor</td>
<td>REAPS</td>
<td>B.A., Liverpool University M.A., Melbourne College of Divinity Ph.D., Boston College</td>
</tr>
<tr>
<td>Chandra L. Mehta</td>
<td>Adjunct Instructor</td>
<td>Physics</td>
<td>B.S., Rajasthan University, Jaipur, India M.S., Delhi University, Delhi, India Ph.D., University of Rochester</td>
</tr>
<tr>
<td>Angela S. Meyers</td>
<td>Adjunct Instructor</td>
<td>Music</td>
<td>B.M., Lawrence University Conservatory of Music M.M., Westminster Choir College of Rider University</td>
</tr>
<tr>
<td>Ronald P. Michaels</td>
<td>Adjunct Instructor</td>
<td>Education–Grisswold</td>
<td>B.S., University of Bridgeport M.A., Sacred Heart University C.A.S., Fairfield University</td>
</tr>
<tr>
<td>Ethel T. McManus</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.A., University of North Carolina M.S., University of Bridgeport C.A.S., Fairfield University</td>
</tr>
<tr>
<td>Jean McPhilmy</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>A.S., University of Bridgeport M.Ed., Cambridge College</td>
</tr>
<tr>
<td>Alfred G. Miehl</td>
<td>Adjunct Instructor</td>
<td>Mathematics</td>
<td>B.B.A., M.B.A., City University of New York, Baruch College</td>
</tr>
<tr>
<td>Elissa M. Miller</td>
<td>Adjunct Instructor</td>
<td>Occupational Therapy</td>
<td>B.S., Cornell University M.S., Mercy College</td>
</tr>
<tr>
<td>Frederick Miller</td>
<td>Adjunct Instructor</td>
<td>History</td>
<td>B.S.S., Fairfield University M.A., Boston University J.D., Fordham University</td>
</tr>
<tr>
<td>Linda A. Miller</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>A.A., Centenary College B.A., University of Connecticut M.A.T., 6th Year, Sacred Heart University</td>
</tr>
<tr>
<td>Kenneth W. Mills</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.S., University of Maine M.A., Fairfield University</td>
</tr>
<tr>
<td>Nancy G.M. Miner</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>M.S.N., M.S.N., University of Connecticut</td>
</tr>
<tr>
<td>James M. Minor</td>
<td>Adjunct Instructor</td>
<td>English as a Second Language</td>
<td>B.A., Gordon College M.A., University of Texas</td>
</tr>
<tr>
<td>Maura A. Mitchell</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.S., Mount Mary College M.S., University of Wisconsin C.A.S., Southern Connecticut State University</td>
</tr>
<tr>
<td>Joseph R. Mixie</td>
<td>Adjunct Instructor</td>
<td>Philosophy</td>
<td>B.A., Brown University M.A., University of Rhode Island M.Div., Gordon-Conwell Theological Seminary</td>
</tr>
<tr>
<td>Sally Ann Michlin</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.A., Hofstra University M.A., Fairfield University</td>
</tr>
<tr>
<td>Elissa M. Miller</td>
<td>Adjunct Instructor</td>
<td>Occupational Therapy</td>
<td>B.S., Cornell University M.S., Mercy College</td>
</tr>
<tr>
<td>Frederick Miller</td>
<td>Adjunct Instructor</td>
<td>History</td>
<td>B.S.S., Fairfield University M.A., Boston University J.D., Fordham University</td>
</tr>
<tr>
<td>Mary J. Miscovich</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>B.S., Mount Mary College M.S., University of Wisconsin C.A.S., Southern Connecticut State University</td>
</tr>
<tr>
<td>Mary Jean Michel</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>A.S., University of Bridgeport M.Ed., Cambridge College</td>
</tr>
<tr>
<td>Alfred G. Miehl</td>
<td>Adjunct Instructor</td>
<td>Mathematics</td>
<td>B.B.A., M.B.A., City University of New York, Baruch College</td>
</tr>
<tr>
<td>Elissa M. Miller</td>
<td>Adjunct Instructor</td>
<td>Occupational Therapy</td>
<td>B.S., Cornell University M.S., Mercy College</td>
</tr>
<tr>
<td>Frederick Miller</td>
<td>Adjunct Instructor</td>
<td>History</td>
<td>B.S.S., Fairfield University M.A., Boston University J.D., Fordham University</td>
</tr>
<tr>
<td>Mary Jean Michel</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>A.S., University of Bridgeport M.Ed., Cambridge College</td>
</tr>
<tr>
<td>Alfred G. Miehl</td>
<td>Adjunct Instructor</td>
<td>Mathematics</td>
<td>B.B.A., M.B.A., City University of New York, Baruch College</td>
</tr>
<tr>
<td>Elissa M. Miller</td>
<td>Adjunct Instructor</td>
<td>Occupational Therapy</td>
<td>B.S., Cornell University M.S., Mercy College</td>
</tr>
<tr>
<td>Frederick Miller</td>
<td>Adjunct Instructor</td>
<td>History</td>
<td>B.S.S., Fairfield University M.A., Boston University J.D., Fordham University</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Department</td>
<td>Education 1</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rosa A. Mo</td>
<td>Adjunct Instructor</td>
<td>Human Movement and Sports</td>
<td>B.A., College of the Holy Spirit, Manila, Philippines</td>
</tr>
<tr>
<td>Grant Monsarrat</td>
<td>Adjunct Instructor</td>
<td>Media Studies and Digital</td>
<td>B.A., Washington and Jefferson College</td>
</tr>
<tr>
<td>Laura M. Mooney</td>
<td>Adjunct Instructor</td>
<td>Paralegal Program</td>
<td>A.A., Southern Connecticut State University</td>
</tr>
<tr>
<td>J. Vincent H. Morrisette</td>
<td>Adjunct Instructor</td>
<td>Modern Foreign Languages</td>
<td>B.A., Fairfield University</td>
</tr>
<tr>
<td>Karen L. Morse</td>
<td>Adjunct Instructor</td>
<td>Music</td>
<td>B.M., Furman University</td>
</tr>
<tr>
<td>Colleen P. Moss</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>B.S.N., Syracuse University</td>
</tr>
<tr>
<td>Diana D. Mrotek</td>
<td>Adjunct Instructor</td>
<td>Nursing</td>
<td>B.S., B.A., Central Connecticut State University</td>
</tr>
<tr>
<td>Erica A. Munn</td>
<td>Adjunct Instructor</td>
<td>Chemistry</td>
<td>M.S., University of Notre Dame</td>
</tr>
<tr>
<td>Kristen M. Munroe</td>
<td>Adjunct Instructor</td>
<td></td>
<td>B.S., University of Florida</td>
</tr>
<tr>
<td>Annemarie T. Murphy</td>
<td>Adjunct Instructor</td>
<td>Psychology</td>
<td>B.A., State University of New York</td>
</tr>
<tr>
<td>Joseph J. Murphy</td>
<td>Adjunct Instructor</td>
<td>Economics</td>
<td>B.A., M.B.A., Iona College</td>
</tr>
<tr>
<td>Kenneth Mysogland</td>
<td>Adjunct Instructor</td>
<td>Social Work</td>
<td>B.A., University of Connecticut</td>
</tr>
<tr>
<td>Joseph L. Nagy</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.A., Fairfield University</td>
</tr>
<tr>
<td>Misao Naito</td>
<td>Adjunct Instructor</td>
<td>Modern Foreign Languages</td>
<td>Tsuda School of Business</td>
</tr>
<tr>
<td>Amy M. Nawrocki</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.A., Sarah Lawrence College</td>
</tr>
<tr>
<td>Stephanie J. Neborsky</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>A.S., Manchester Community College</td>
</tr>
<tr>
<td>Phillip A. Nelson</td>
<td>Adjunct Instructor</td>
<td>English as a Second Language</td>
<td>B.A., Middlebury College</td>
</tr>
<tr>
<td>Melissa C. Nestel</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>M.S., Central Connecticut State University</td>
</tr>
<tr>
<td>Jeffrey D. Nettle</td>
<td>Adjunct Instructor</td>
<td>Psychology</td>
<td>B.A., Sacred Heart University</td>
</tr>
<tr>
<td>Anh-Dung Nguyen</td>
<td>Adjunct Instructor</td>
<td>Athletic Training</td>
<td>B.S., Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>David J. Nichols</td>
<td>Adjunct Assistant Professor</td>
<td>Education</td>
<td>A.S., Dean Junior College</td>
</tr>
<tr>
<td>Joseph J. Murphy</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.A., Fairfield University</td>
</tr>
<tr>
<td>Misao Naito</td>
<td>Adjunct Instructor</td>
<td>Modern Foreign Languages</td>
<td>Tsuda School of Business</td>
</tr>
<tr>
<td>Amy M. Nawrocki</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.A., Sarah Lawrence College</td>
</tr>
<tr>
<td>Stephanie J. Neborsky</td>
<td>Adjunct Instructor</td>
<td>Education</td>
<td>A.S., Manchester Community College</td>
</tr>
<tr>
<td>Phillip A. Nelson</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.A., Middlebury College</td>
</tr>
<tr>
<td>Melissa C. Nestel</td>
<td>Adjunct Instructor</td>
<td>English as a Second Language</td>
<td>B.A., Bates College</td>
</tr>
<tr>
<td>Marie-Pierre Norris</td>
<td>Adjunct Instructor</td>
<td>Modern Foreign Languages</td>
<td>B.S., Lycee Henri Moisan, Meaux, France</td>
</tr>
<tr>
<td>Marietta A. O'Connor</td>
<td>Adjunct Instructor</td>
<td>English</td>
<td>B.A., M.S., 6th Year, Southern Connecticut State College</td>
</tr>
<tr>
<td>Kathleen C. O'Gara</td>
<td>Adjunct Instructor</td>
<td>Government and Politics</td>
<td>B.A., University of Notre Dame</td>
</tr>
</tbody>
</table>
Lizabetta O'Leary  
Adjunct Instructor  
Modern Foreign Languages  
B.S., Villanova University  
M.A., Fairfield University  

Robert M. Onorato  
Adjunct Instructor  
Economics  
B.S., M.B.A., University of Connecticut  

Kieran T. O'Reilly  
Adjunct Instructor  
English  
B.A., M.A., University College, Dublin, Ireland  

William M. Orendorf  
Adjunct Instructor  
English  
B.S., Lehigh University  
M.B.A., University of Pennsylvania  

David J. Orticelli  
Adjunct Instructor  
Accounting  
B.S., Fairfield University  
J.D., Quinnipiac University  
L.L.M., Boston University  

C. Carroll O'Toole  
Adjunct Instructor  
Mathematics  
B.S., U.S. Merchant Marine Academy  
M.B.A., Baruch College, City University of New York  

Jodi M. Ouellette  
Adjunct Instructor  
Human Movement and Sports Science  
B.S., Northeastern University  
M.A., Fairfield University  

Susan J. Owen  
Adjunct Instructor  
Religious Studies  
A.B., Princeton University  
M.A., Ph.D., University of Virginia  

Leida I. Pacini  
Adjunct Instructor  
Education  
B.A., Sacred Heart University  
M.S., 6th Year, Southern Connecticut State University  

Vladimir Pade  
Adjunct Instructor  
Mathematics  
B.S., Northeastern University  
M.S., Rensselaer Polytechnic Institute  

Margaret Palliser, OP  
Adjunct Assistant Professor  
Religious Studies  
B.S., St. Thomas Aquinas  
M.Mus., Boston University  

Susan Palmer  
Adjunct Instructor  
English  
B.A., University of Connecticut  
M.A., University of Hartford  

Rita Papazian  
Adjunct Instructor  
English  
B.A., M.S., Hofstra University  

Carol A. Pappano  
Adjunct Assistant Professor  
Mathematics  
B.A., Sacred Heart University  
M.A., Fairfield University  

Frederick L. Pappano  
Adjunct Assistant Professor  
Mathematics  
B.A., Sacred Heart University  
M.A., Fairfield University  

Stacy M. Pappano  
Adjunct Instructor  
Mathematics  
B.S., Clarkson University  
B.S., University of New Haven  

Robert J. Parisi  
Adjunct Instructor  
Mathematics  
B.S., M.S., New Jersey Institute of Technology  
Ph.D., Century University  
M.B.A., Sacred Heart University  
M.S., Medical College of Virginia  

Salvatore V. Pascarella  
Adjunct Assistant Professor  
Education  
B.A., Lea College  
M.Ed., Ed.D., Loyola University  

Richard Pate  
Adjunct Assistant Professor  
Management  
B.A., University of Bridgeport  
J.D., Quinnipiac College  

Malhar C. Patel  
Adjunct Instructor  
Modern Foreign Languages  
B.S., University of Bridgeport  

Maria Gabriela Pavon  
Adjunct Instructor  
Modern Foreign Languages  
B.S., Universdad Iberoamericana, Mexico City, Mexico  
L.L.M., Pace University School of Law  

Rosemary I. Payne  
Adjunct Instructor  
Education  
B.A., Western Connecticut State University  
M.A., 6th Year, Southern Connecticut State University  

Nina Pearlin  
Adjunct Instructor  
Nursing  
A.S.N., Shenandoah University  
B.S.N., Sacred Heart University  
M.A., Fairfield University  

Nathan H. Peck, Jr.  
Adjunct Instructor  
Accounting  
B.A., M.B.A., Cornell University  

Michael L. Peppard  
Adjunct Instructor  
Philosophy  
B.A., University of Notre Dame  
M.A., Yale Divinity School  

Deborah A. Perkins  
Adjunct Instructor  
Athletic Training  
B.S., Castleton State College
Thomas A. Pesce, Sr.  
Adjunct Instructor  
Education  
B.S., M.A., Adelphi University  

Susan M. Peters  
Adjunct Instructor  
Nursing  
B.A., Southern Connecticut State University  
M.P.H., M.S.N., Yale University  

Damon M. Petraglia  
Adjunct Instructor  
English  
B.A., Central Connecticut State University  
M.S., University of New Haven  

Holly W. Philips  
Adjunct Instructor  
Education  
B.S., University of Pennsylvania  
M.A., University of Bridgeport  

Martin L. Piccirillo  
Adjunct Instructor  
Education  
B.S., M.S., Southern Connecticut State University  
M.A., New York University  
Ed.D., Ph.D., Fordham University  
Ph.D., University of Connecticut  

Kathleen M. Pierce  
Adjunct Assistant Professor  
Accounting  
B.S., Marymount College  

Ernest E. Pierson  
Adjunct Instructor  
Economics  
B.S., University of Connecticut  

Karen V. Plant  
Adjunct Instructor  
Education  
B.S., Lesley College  
M.A.T., Sacred Heart University  
6th Year, Southern Connecticut State University  

Martin S. Polak  
Adjunct Instructor  
Computer Science  
A.S.E.E., Norwalk State Technical College  
B.S.C.S., Sacred Heart University  

Joan Anne Pollack  
Adjunct Assistant Professor  
Social Work  
A.S., Housatonic College  
B.S., Sacred Heart University  
M.S.W., Fordham University  
M.H.S.A., Antioch/New England Graduate School  

Andrew H. Potter  
Adjunct Instructor  
History  
B.A., Pillsbury College  
M.A., Cal-State University  
M.A., Brandeis University  

James A. Poulos  
Adjunct Instructor  
History  
B.A., Iona College  
M.A., University of Manchester  

Anthony Pranzo  
Adjunct Instructor  
Finance  
B.S., Fordham University  
M.B.A., Pace University  

Coral A. Presti  
Adjunct Instructor  
Nursing  
B.S.N., Regents College  
M.S.N., Western Connecticut State University  

Susanne W. Price  
Adjunct Instructor  
Education  
A.A., Norwalk Community College  
B.S., M.A., University of Bridgeport  
6th Year, Fairfield University  

Tamara L. Priestley  
Adjunct Instructor  
Education  
B.A., Christian Brothers University  
6th Year, Southern Connecticut State University  

Sharon J. Prober  
Adjunct Instructor  
English  
B.S., Ed.M., Boston University  

Domenic Quattricocchi  
Adjunct Instructor  
Government and Politics  
B.S., Unity College  
J.D., Franklin Pierce Law Center  

Ruth Rabiner  
Adjunct Instructor  
Nursing  
B.S., M.A., New York University  

Robert J. Rafalko  
Adjunct Instructor  
Philosophy  
B.A., University of Scranton  
M.A., Tufts University  
Ph.D., Temple University  

Brendan Rafferty  
Adjunct Assistant Professor  
Management  
B.S., Boston University  
M.B.A., Columbia University  

Swarna Raghuvir  
Adjunct Instructor  
Sociology  
B.S., Mysore State University  
M.S., Utah State University  
C.A.S., University of Bridgeport  

Joshua A. Randall  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., Southern Connecticut State University  
M.S., University of New Haven  

Michael L. Raposa  
Adjunct Associate Professor  
Religious Studies  
B.A., Yale University  
M.A.R., Yale Divinity School  
Ph.D., University of Pennsylvania  

Matthew C. Reale  
Adjunct Instructor  
Management  
B.S., Sacred Heart University  
J.D., Villanova University  

Joshua A. Randall  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., Southern Connecticut State University  
M.S., University of New Haven  

Michael L. Raposa  
Adjunct Associate Professor  
Religious Studies  
B.A., Yale University  
M.A.R., Yale Divinity School  
Ph.D., University of Pennsylvania  

Matthew C. Reale  
Adjunct Instructor  
Management  
B.S., Sacred Heart University  
J.D., Villanova University  

266 DIRECTORY
Allan P. Reed
Adjunct Instructor
Music
B.M., University of Southwestern Louisiana
M.M., Manhattan School of Music

Matthew W. Rentz
Adjunct Instructor
Economics
B.S., Southern Connecticut State University
M.B.A., Iona College

Michael P. Reynolds
Adjunct Instructor
Media Studies and Digital Culture
B.A., Loyola University
M.F.A., Catholic University of America

Christopher Rickard
Adjunct Instructor
Biology
B.A., Central Connecticut State University
D.C., Western States Chiropractic College

Elizabeth M. Rimkunas
Adjunct Instructor
Education
B.A., Manhattanville College
M.S., Indiana University
6th Year, Southern Connecticut State University

Jacqueline B. Rinaldi
Adjunct Professor
English
B.A., Mount St. Vincent College
M.A., Fordham University
Ph.D., University of Connecticut

Richard Rizzi
Adjunct Instructor
Mathematics
B.S., University of Connecticut
M.S., University of Bridgeport

Paul C. Robinson
Adjunct Instructor
Computer Science/Information Technology
B.Sc., University of West Indies
M.S.C.I.S., Sacred Heart University

Joanne Rochman
Adjunct Instructor
English
B.A., University of Bridgeport
M.A., Western Connecticut State University

Connie C. Rockman
Adjunct Instructor
Education
B.A., Dickinson College
M.L.S., University of Pittsburgh

Anthony Romeo
Adjunct Instructor
Accounting
B.B.A., M.S.Ed., Baruch College, City University of New York

Wilfredo Rosado
Adjunct Instructor
Computer Science
A.S.E.E., B.S.E.E., Bridgeport Engineering Institute

Louis A. Rosen
Adjunct Instructor
Nursing
B.A., University of Maryland
M.A., Jewish Theological Seminary of America
M.S., Columbia University School of Social Work
A.S.N., Regents College, University of the State of New York
M.S.N., Sacred Heart University

Maryann Rossi
Adjunct Instructor
History
B.A., Sacred Heart University
M.A., Fairfield University
M.S., University of Vermont
Ph.D., St. Louis University

Norman K. Roth
Adjunct Associate Professor
Mathematics
B.S., University of Rhode Island
M.A., Oklahoma University
Ph.D., University of Massachusetts, Amherst

Christine E. Rowe
Adjunct Instructor
Education
B.A., The College of New Jersey
M.S., Western Connecticut State University
6th Year, Southern Connecticut State University

Eileen O. Roxbee
Adjunct Instructor
Education
B.S., M.S., 6th Year, Southern Connecticut State University

Vera Rozario
Adjunct Assistant Professor
History
B.A., University of Wisconsin

Adrienne Rubin
Adjunct Instructor
History
B.A., Fordham University
M.A., Ph.D., Cornell University

Jan C. Sabol
Adjunct Instructor
Physic
B.S., Tarleton State University
M.A.T., Sacred Heart University
C.A.S., Fairfield University

Wayne Sakal
Adjunct Instructor
Physics
B.S., Tarleton State University

DIRECTORY 267
Adolia F. Sala
Adjunct Instructor
Education
B.S., Central Connecticut State College
M.S., University of Bridgeport
Monica Sanchez-Franzone
Adjunct Instructor
Education-Griswold
B.S., Eastern Connecticut State University
M.A.T., Connecticut College
Ed.D., Johnson & Wales University
Randy L. Santossio
Adjunct Instructor
Computer Science/Information Technology
B.S., Sacred Heart University
Mary C. Savoie
Adjunct Instructor
Occupational Therapy
B.S., Quinnipiac College
Carla Schaefer
Adjunct Instructor
Education
B.A., New School for Social Research
M.S., 6th Year, Southern Connecticut State University
Martha E. Schipul
Adjunct Instructor
English
B.A., M.A., University of Bridgeport
Edward J. Schriffert
Adjunct Instructor
Computer Science/Information Technology
B.S., Muhlenberg College
Edward Schuler
Adjunct Instructor
Management
B.A., Michigan State University
M.B.A., University of Florida
Maureen M. Schwartz
Adjunct Instructor
Nursing
A.S., Naugatuck Valley Community College
B.S., Charter Oak College
M.S.N., Yale University
Stuart A. Schwartzman
Adjunct Instructor
Mathematics
B.A., University of Michigan
M.S., University of Vermont
M.B.A., University of Bridgeport
Ed.D., City University of Los Angeles
Tanya L. Schweitzer
Adjunct Instructor
Psychology
B.A., Sacred Heart University
M.S.W., Western Connecticut State University
Melvin Senator
Adjunct Instructor
Education
B.A., Brooklyn College
M.S., Long Island University
6th Year, University of Bridgeport
Rochelle Senator
Adjunct Instructor
Education
B.A., Brooklyn College
M.L.S., Southern Connecticut State College
Judwiga B. Serkis
Adjunct Instructor
Modern Foreign Languages
B.A., Sacred Heart University
M.B.A., University of Bridgeport
Michael J. Seroke
Adjunct Instructor
Music
B.S., DeSales University
M.I.M., The Catholic University of America
Margaret Sewall
Adjunct Instructor
Religious Studies
B.A., Wesleyan University
M.T.S., Harvard Divinity School
Christopher J. Sheehan
Adjunct Instructor
English
B.A., Merrimack College
M.A., Trinity College
M.A.L.S., Wesleyan University
Margaret Sheehy
Adjunct Instructor
REAPS
B.A., Fordham University
M.S., Manhattan College
Susan A. Shellard
Adjunct Instructor
Occupational Therapy
B.S., M.P.A., New York University
William Sidarweck
Adjunct Instructor
Psychology
B.A., Sacred Heart University
M.S., 6th Year, University of Bridgeport
Mary L. Siefert
Adjunct Instructor
Nursing
B.S.N., Emmanuel College
M.B.A., Fordham University
M.S.N., Yale University School of Nursing
Cindy L. Simoneau Lambert
Adjunct Instructor
English
B.A., University of Rhode Island
James N. Sirch
Adjunct Instructor
Biology
B.S., West Virginia University
B.S., Miami University
M.S., Antioch/New England Graduate School
Robert A. Sizemore
Adjunct Instructor
Sociology
B.A., Providence College
M.S.Ed., M.S.Soc., M.S.Couns., Southern Connecticut State University
Martin Skala
Adjunct Instructor
English
B.A., Oberlin College
M.A., Columbia University
Mary Lou Skarzynski
Adjunct Associate Professor
English
B.A., M.A., Sacred Heart University
M.A.T., Fairfield University
Elzbieta Skowron  
Adjunct Instructor  
Modern Foreign Languages  
Religious Culture Institute, Catholic University of Lublin  
M.Theol., Academy of Catholic Theology  
American Language Institute, New York University  

Jacqueline de La Chapelle Skubiy  
Adjunct Assistant Professor  
Modern Foreign Languages  
B.A., M.A., University of Bridgeport  

Lynn C. Slocum  
Adjunct Instructor  
Education-Griswold  
B.A., St. Joseph College  
M.S., University of Connecticut  
6th Year, Sacred Heart University  

Donald E. Smith  
Adjunct Instructor  
English  
B.A., Curry College  
M.A., Fairfield University  

Lois Smith  
Adjunct Instructor  
Education  
B.S., University of Connecticut  
M.S., 6th Year, University of Bridgeport  

Colleen M. Smullen  
Adjunct Assistant Professor  
Criminal Justice  
B.S., Southern Connecticut State University  
M.P.A., University of New Haven  

Ralph J. Soldano  
Adjunct Instructor  
Occupational Therapy  
B.S., University of New Haven  
M.S., Quinnipiac University  

Johannes E. Somary  
Adjunct Instructor  
Music  
B.A., Yale College  
M.M., Yale University School of Music  

Nancy G. Souza  
Adjunct Instructor  
Education-Griswold  
B.S., M.S., Eastern Connecticut State University  
6th Year, Sacred Heart University  

Stephanie L. Speicher  
Adjunct Instructor  
Education  
B.S., Towson University  
M.Ed., University of Maine  

James M. Spellman, Jr.  
Adjunct Instructor  
Education-Griswold  
B.S., Southern Connecticut State College  
M.A.T., Connecticut College  
6th Year, Sacred Heart University  

Marilyn V. Spence  
Adjunct Instructor  
Education  
B.A., M.A., University of Connecticut  
6th Year, Fairfield University  

Wayne T. Spies  
Adjunct Instructor  
Management  
B.B.A., Iowa State University  
M.P.P/M.B.A., Yale School of Management  

Gary W. Stanek  
Adjunct Instructor  
Education  
B.S., Purdue University  
M.S., Indiana University  
M.A., Fairfield University  

Donald A. Steinman  
Adjunct Instructor  
Education-Griswold  
B.S., University of Bridgeport  
M.S., Eastern Connecticut State University  
6th Year, University of Connecticut  

Stuart L. Steinman  
Adjunct Instructor  
Human Movement and Sports Science  
B.S.M.E., Tufts University  
M.D., S.U.N.Y. at Stonybrook  

Julie A. Stewart  
Adjunct Instructor  
Nursing  
B.S.N., Regents College, University of the State of New York  
M.S.N., Sacred Heart University  
M.P.H., University of Connecticut Health Center  

Richard A. Stiegiltz  
Adjunct Assistant Professor  
Physical Therapy  
B.S., University of Hartford  
M.S., Illinois State University  
B.S., Washington University School of Medicine  

Tracy K. Stockwell  
Adjunct Instructor  
Education  
B.A., University of New Hampshire  

Frederick W. Strom  
Adjunct Instructor  
Accounting  
B.B.A., University of Pittsburgh  
M.B.A., Drexel University  

Scott G. Sullivan  
Adjunct Instructor  
Criminal Justice  
B.A., Manhattan College  
J.D., Pace University  

Elizabeth Sutton  
Adjunct Instructor  
Music  
B.M., Bowling Green State University  
M.M., Cincinnati College Conservatory  

Robert E. Svensk  
Adjunct Instructor  
Management  
B.A., Wesleyan University  
M.B.A., Harvard Business School  

Marion B. Swanson  
Adjunct Instructor  
Psychology  
B.A., Nazareth College of Rochester  
P.S.D., University at Albany, S.U.N.Y.
Michael Sweeney  
Adjunct Professor  
English  
B.A., Salem State College  
M.A., University of Bridgeport  
M.E.A., Brooklyn College  

Peter E. Swift  
Adjunct Instructor  
Management  
B.A., Brown University  
M.B.A., Harvard University  

Deborah K. Symons  
Adjunct Instructor  
Modem Foreign Languages  
B.A., M.A., Autonomous University of Barcelona, Spain  

Susan M. Tamulevich  
Adjunct Instructor  
Media Studies and Digital Culture  
A.B., Trinity College  

Kenneth G. Tavares  
Adjunct Instructor  
Education  
B.S., M.S., 6th Year, University of Bridgeport  

Vernie Taylor  
Adjunct Instructor  
Religious Studies  
A.S., Housatonic Community College  
B.S., Sacred Heart University  
M.A.R., Yale University  

Margaret E. Tehan  
Adjunct Instructor  
Computer Science/Information Technology  
B.S., Southern Connecticut State University  

Theresa M. Telesco  
Adjunct Instructor  
Psychology  
B.A., Sacred Heart University  
M.A., Fairfield University  

Anahit Ter Stepanian  
Adjunct Instructor  
Art and Design  
M.S., Yerevan Polytechnic Institute, Armenia  
Ph.D., Moscow Architectural Institute, Russia  

Laconia O. Therrio  
Adjunct Instructor  
Education  
B.A., Harding University  
M.A., Kutztown University  

David C. Tolley  
Adjunct Instructor  
Religious Studies  
B.A., Davidson College  
M.A., Yale Divinity School  

Robert L. Tolomeo  
Adjunct Instructor  
Criminal Justice  
B.A., St. Louis University  
J.D., University of Bridgeport, School of Law  

Leonard A. Tomasello  
Adjunct Instructor  
Education  
B.S., Central Connecticut State College  
M.S., University of Hartford  
Ed.D., Nova University  

Stephen A. Toth  
Adjunct Associate Professor  
English  
B.A., University of Bridgeport  
M.A., University of Kansas  
C.A.S., Fairfield University  

Charmeine Tourse  
Adjunct Instructor  
Education  
B.B.A., Howard University  
M.Ed., 6th Year, University of Bridgeport  

Joel H. Treisman  
Adjunct Instructor  
Management  
B.A., Stanford University  
M.B.A., Yale School of Management  

Alan Trippel  
Adjunct Associate Professor  
Management  
B.S., State University of New York at Cortland  
M.B.A., University of Connecticut  

Joseph J. Trovarelli, Jr.  
Adjunct Instructor  
Management  
B.S., M.B.A., Sacred Heart University  

Sherry Turner  
Adjunct Instructor  
Education—Grisswold  
B.A., University of Rhode Island  
M.S., Southern Connecticut State University  
6th Year, Sacred Heart University  

Timothy C. Tuttle  
Adjunct Instructor  
History  
B.A., Pace University  
M.A., Western Connecticut State University  
Ph.D., New York University  

Elaine M. Twomey  
Adjunct Instructor  
Physical Therapy  
B.S., Trinity College, Dublin, Ireland  

Joe Utterback  
Adjunct Assistant Professor  
Music  
B.S., M.M., Wichita State University  
D.M.A., University of Kansas  

Gary J. Valentine  
Adjunct Instructor  
Human Movement and Sport Science  
B.S., M.A., University of Connecticut  

Mary Ann Valovin  
Adjunct Associate Professor  
English  
B.A., Sacred Heart University  
M.S., University of Bridgeport  

Kathleen Van Cleef-Toedt  
Adjunct Assistant Professor  
Biology  
B.S., Adelphi University  
M.S., M.P.H., Ph.D., New York University  

Marcia Van Hise  
Adjunct Instructor  
Occupational Therapy  
B.S., State University of New York  

Susanne Vastano
Victor Vaughan  
*Adjunct Instructor*  
Physical Therapy  
B.S., University of Vermont  
M.S., University of Massachusetts

Amanda L. Veau tour  
*Adjunct Instructor*  
Media Studies and Digital Culture  
B.A., Sacred Heart University

Srividhya Venkatesan  
*Adjunct Instructor*  
Biology  
B.S., M.S., Delhi University, India  
M.S., Texas Tech University

Michelle L. Vensel  
*Adjunct Instructor*  
Finance  
B.S., Clarion University of Pennsylvania  
M.I.M., American Graduate School of International Management

Maria A. Vitagliano  
*Adjunct Instructor*  
Modern Foreign Languages  
B.A., New York University

Ferdinand W. Vital  
*Adjunct Instructor*  
Biology  
B.S., Fairfield University  
M.A., M.S., Teachers College, Columbia University

Marissa J. Von Beeden  
*Adjunct Instructor*  
Information Literacy  
B.S., Dowling College  
M.L.S., Southern Connecticut State University

John H. Voss  
*Adjunct Instructor*  
Education  
B.A., M.A., University of Wisconsin  
6th Year, Southern Connecticut State University  
Ed.D., University of Sarasota

Janet E. Wahinqust  
*Adjunct Instructor*  
Education  
B.A., Central Connecticut State University  
M.A., Sacred Heart University

Susann M. Walens  
*Adjunct Instructor*  
History  
B.A., Charter Oak College  
B.A., Western Connecticut State University  
Ph.D., The Union Institute

Carol B. Walsh  
*Adjunct Instructor*  
Education  
B.A., Michigan State University  
M.A.T., Emory University  
6th Year, Sacred Heart University

Michael Q. Ward  
*Adjunct Instructor*  
Mathematics  
B.S., Cornell University  
M.A., New York University

Rosemarie N. Ware  
*Adjunct Instructor*  
English  
B.S., Western Connecticut State University  
M.S., Herbert Lehman College  
6th Year, Sacred Heart University

Robert O. Watson  
*Adjunct Professor*  
Management  
B.S., Lewis and Clark College  
M.B.A., University of Southern California

John A. Watts  
*Adjunct Instructor*  
English  
B.A., M.A., Fairfield University

Sheila T. Watts  
*Adjunct Instructor*  
Physical Therapy  
B.S., Ohio State University  
M.B.A., University of New Haven

Sylvia A. Watts  
*Adjunct Associate Professor*  
English  
B.A., College of Notre Dame of Maryland  
M.S., University of Bridgeport  
C.A.S., Fairfield University  
Ed.M., Ed.D., Columbia University

Henry W. Wecks  
*Adjunct Assistant Professor*  
Economics  
B.S., State University of New York, Oneonta  
M.B.A., Syracuse University

Richard H. Weidlich  
*Adjunct Instructor*  
Music  
B.A., Portland State University  
M.M., D.M.A., University of Arizona

Carl C. Weigand  
*Adjunct Instructor*  
Mathematics  
B.S., M.S., Sacred Heart University

Camille Weis  
*Adjunct Instructor*  
Nursing  
B.S.N., Hunter College  
M.S.N., Pace University

Jill K. Wellner  
*Adjunct Instructor*  
Management  
B.A., Fairfield University  
M.A., University of Connecticut  
M.P.H., Yale University School of Epidemiology and Public Health

Emily R. Wentworth  
*Adjunct Instructor*  
Modern Foreign Languages  
A.B., Mount Holyoke College  
M.A., University of Maine  
M.Phil., Yale University

Joseph C. Wesney  
*Adjunct Assistant Professor*  
Physics  
B.S., Ohio State University  
M.S., Purdue University  
M.S.T., Ph.D., Cornell University

William N. West  
*Adjunct Instructor*  
Media Studies and Digital Culture  
B.S., University of Miami  
M.F.A., Boston University

Cindy V. Wheatley  
*Adjunct Instructor*  
Computer Science/Information Technology  
B.A., University of the Virgin Islands  
M.S., M.B.A., Sacred Heart University
Sr. Mary Bernard Wiecezak, C.S.E.N.
Adjunct Instructor
Sociology
B.A., Holy Family College
M.A., Marywood College

Robert C. Williams
Adjunct Instructor
Media Studies and Digital Culture
B.A., Princeton University
M.A., Ph.D., University of New Mexico

Stacy A.S. Williams
Adjunct Instructor
Psychology
B.A., Amherst College
M.Ed., Ph.D., University of Massachusetts Amherst

Lynn Winslow
Adjunct Instructor
English as a Second Language
B.S.E.D., Washington University
M.A.T., Sacred Heart University

Mark L. Winzler
Adjunct Instructor
Education
B.A., Upsala College
M.Ed., 6th Year, University of Hartford

Emma R. Wittstein
Adjunct Instructor
Nursing
B.S.N., M.A., University of City of Manila, Philippines
M.S.N., Fairfield University

Regina Wohlke
Adjunct Instructor
Education
B.A., C.A.G.S., St. Joseph College
M.A., Southern Connecticut State University

Lorraine Wojchik
Adjunct Instructor
Education
B.S., Eastern Connecticut State University
M.S., 6th Year, Sacred Heart University

Edward D. Wolf
Adjunct Instructor
Education
B.A., Kenyon College
M.A.T., University of Virginia
6th Year, Southern Connecticut State University

Rachel L. Wonderlich
Adjunct Instructor
Human Movement and Sports Science
B.S., Hofstra University

Harold Wong
Adjunct Instructor
Finance
B.A., Knox College
M.B.A., DePaul University

John E. Woodilla, Jr.
Adjunct Instructor
Management
B.S., Ph.D., Massachusetts Institute of Technology

Maura J. Woodward
Adjunct Instructor
Nursing
B.S.N., Fairfield University
M.S.N., Sacred Heart University

Charles L. Work
Adjunct Instructor
Computer Science/Information Technology
B.A., M.A., Chapman University
M.A., Webster University

Lisa M. Wozniak
Adjunct Instructor
Modern Foreign Languages
B.A., M.A., Yale University

Mary Jo Wright
Adjunct Instructor
Physical Therapy
B.S., Quinipiac College

Richard P. Wronski
Adjunct Instructor
Education
B.S., Southern Connecticut State University
M.S., 6th Year, University of Bridgeport

Tzyy-Jeng Wu
Adjunct Instructor
Finance
B.S., Chinese Culture University, Taipei, Taiwan
B.S., M.B.A., United States International University
D.P.S., Pace University

Thomas M. Wuenneumann
Adjunct Instructor
Criminal Justice
B.S., M.S., University of New Haven

Lisa Yacovelli
Adjunct Instructor
Education
B.S., C.A.S., Sacred Heart University
M.S., Southern Connecticut State University

Hernan D. Yepes
Adjunct Instructor
Modern Foreign Languages
A.S., Norwalk Community College
B.A., Sacred Heart University
M.A., Fairfield University

Eileen T. Yost
Adjunct Instructor
Nursing
A.S., B.S.N., Pace University
M.S.N., Western Connecticut State University

Heidi S. Zommer
Adjunct Instructor
Physical Therapy
B.A., M.A., Sacred Heart University

Regina M. Zona
Adjunct Instructor
Music
B.M., Northwestern University
Index
INDEX

Academic Advising, 58
Academic Appeals, 69
Academic Center, 45
Academic Coaching, 63
Academic Forgiveness, 69–70.
Academic Incentive Program, 58
Academic Integrity, 70–74
Academic Probation, 67
Academic Standing, 67
Academic Year, 75
Accelerated Classes, 225
Accounting, 179, 180–183
  AICPA Examination, 181
  Associate in Arts, 181
  Major in, 180–181
  Minor in, 181
Accreditation, 10
Administration Building, 45
Administrative/Information Management
  Certificate Program, 227
Admissions, 17–22
  Full-time Study, 18–19
  Part-time Study, 19–20
Adult Learners, 20
Advanced Placement Program, 20
AHEAD Program, 20, 24–25, 224–225
Anthropology, 81, 82–83
Art and Design, 81, 83–88
  Associate in Arts, 84
  Graphic Design, 84
  Illustration, 84
  Major in, 84
  Minor in, 84
  Studios, 84
Associate Degree Programs, 55–56
Athletic Training, 201
Attendance, 75
Auditors, 75

Baccalaureate Degree Programs, 52–55
  Major Field, 53–54
  Minor Programs, 54–55
  Requirements, 53
Biology, 81, 88–94
  Associate in Arts, 91
  Laboratories, 89
  Major in, 89–90
  Minor in, 90–91
Books on Tape, 62
Bookstore, 37
Business Administration, 179, 183–188
  Associate in Arts, 184
  International Business, 184
  Major in, 183–184
  Management, 184
  Management of Information Systems, 184
  Marketing, 184
  Minor in, 184
  Sport Management, 184
Business Economics, 179, 188–191
  Associate in Arts, 189
  Major in, 189
  Minor in, 189

Campus Field, 46
Campus Ministry, 37
Career Development, 37
Catholic Studies, Certificate Program, 94–96, 227
Catholic Theological Studies Program, 227
Center for Christian-Jewish Understanding, 47
Center for Financial Education, 226
Center for Mission Education and Reflection, 47–48
Center for Spirituality and Lay Ministry, 49
Center for Strategic Planning for Not-For-Profit
  Organizations, 48
Certificate Programs
  Credit, 94–96, 226–229
Chemistry, 81, 96–102
  Associate in Arts, 98–99
  Bachelor of Arts Requirements, 98
<table>
<thead>
<tr>
<th>Biochemistry, 98</th>
<th>Criminal Justice, 82, 113–117</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratories, 97</td>
<td>Corrections, 114</td>
</tr>
<tr>
<td>Major in, 97–98</td>
<td>Law Enforcement, 114</td>
</tr>
<tr>
<td>Minor in, 98</td>
<td>Major in, 114</td>
</tr>
<tr>
<td>Traditional, 98</td>
<td>Minor in, 114</td>
</tr>
<tr>
<td>Classroom Learning Assistants Program, 62</td>
<td>Security, 114</td>
</tr>
<tr>
<td>CLEP Testing, 20–21</td>
<td>Cross-Registration Program, 79</td>
</tr>
<tr>
<td>Clubs and Organizations, 41–43</td>
<td>Curricular Formats in University College, 225</td>
</tr>
<tr>
<td>College of Arts and Sciences, 80–177</td>
<td>Curriculum, 16</td>
</tr>
<tr>
<td>College of Business, John F. Welch, 178–196</td>
<td>Changes, 75</td>
</tr>
<tr>
<td>College of Education and Health Professions, 197–222</td>
<td>Core, 55–56</td>
</tr>
<tr>
<td>Communication and Technology Studies, 81, 102–105</td>
<td>Curtis Hall, 45</td>
</tr>
<tr>
<td>Major in, 102–103</td>
<td>DANTES, 20–21</td>
</tr>
<tr>
<td>Communications, 81, 105–107</td>
<td>Dean's List, 74–75</td>
</tr>
<tr>
<td>Commuter Students, 37–38</td>
<td>Degrees, 51–56</td>
</tr>
<tr>
<td>Computer Facilities, 61</td>
<td>Dining Services, 38</td>
</tr>
<tr>
<td>Computer Science and Information Technology, 81, 107–113</td>
<td>Disclosure Letters, 62</td>
</tr>
<tr>
<td>Associate's Degree in, 109</td>
<td>Dismissal, 67–68</td>
</tr>
<tr>
<td>Certificate Program, 110</td>
<td>Early Decision Program, 18</td>
</tr>
<tr>
<td>Computer Science (concentration), 108, 109, 110</td>
<td>Edgerton Center for the Performing Arts, 48</td>
</tr>
<tr>
<td>Facilities, 107</td>
<td>English, 82, 117–124</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Associate in Arts, 119</td>
</tr>
<tr>
<td>(concentration), 108, 109, 110</td>
<td>Communications, 118, 119</td>
</tr>
<tr>
<td>Major in, 107–108</td>
<td>Education, 118</td>
</tr>
<tr>
<td>Minor in, 109</td>
<td>Literature, 118, 119</td>
</tr>
<tr>
<td>Network Security (concentration), 108</td>
<td>Major in, 117</td>
</tr>
<tr>
<td>Computer Science and Information Technology Certificate Programs, 227–228</td>
<td>Minor in, 119</td>
</tr>
<tr>
<td>Content Tutors, 63</td>
<td>Theater, 118, 119</td>
</tr>
<tr>
<td>Continuous Enrollment, 75</td>
<td>Writing, 119</td>
</tr>
<tr>
<td>Co-op Programs, 63</td>
<td>English as a Second Language, 82, 124–125</td>
</tr>
<tr>
<td>Counseling Services, 38</td>
<td>Program, 58–59</td>
</tr>
<tr>
<td>Course</td>
<td>Environmental Science, 82, 125–127</td>
</tr>
<tr>
<td>Changes, 77</td>
<td>Laboratories, 125</td>
</tr>
<tr>
<td>Enrollment at Other Institutions, 77–78</td>
<td>European Studies, 82, 127–128</td>
</tr>
<tr>
<td>Substitutions, 62, 78</td>
<td>Major in, 125–126</td>
</tr>
<tr>
<td>Waivers, 78</td>
<td>Minor in, 127–128</td>
</tr>
<tr>
<td>Withdrawal, 77</td>
<td>EXCELSIOR Exams, 20–21</td>
</tr>
<tr>
<td></td>
<td>Exercise Science, 202</td>
</tr>
<tr>
<td></td>
<td>Extended-Time Testing, 62</td>
</tr>
</tbody>
</table>
Family Discount Plan, 25
Finance, 179, 191–194
Major in, 191
Financial Assistance, 26–35
Federal Programs, 26, 28
State Programs, 29
University Programs, 29–35
Financial Management Certificate Program, 228
Freshman Admissions, 18
Full-Time Overloads, 75

Gallery of Contemporary Art, 48
General Studies, Baccalaureate Degree in, 224, 226
Geriatric Health and Wellness, 198, 199–200
Global Studies, 82, 128–129
Minor in, 128–129
Grading System, 68
Graduation, Application for, 77
Honors, 75

Health Insurance, 25, 38
Health Sciences Curriculum, 199
Health Services, 38
Hersher Institute for Applied Ethics, 49
Hired Scribes, 63
History, 82, 129–133
Associate in Arts, 129
Major in, 129
Minor in, 129
History (University), 14–15
Honors (Academic), 74
Honors Program, 59
Housing Services, 41
Human Movement and Sports Science, 198, 200–206
Athletic Training, 201
Clinical Education, 201–202
Exercise Science, 202
Major in, 202–203
Program Accreditation, 201

In-Class Notetaker, 62
Independent Study, 59
Individual Instruction, 59
Instructional Technology, 60–61
Intercollegiate Athletics, 39–40
International Baccalaureate Program, 21
International Business, 184
International Business Certificate Program, 228
International Students, 40
Admissions, 18
Baccalaureate Program, 21
Examinations, 21
Visa Certification, 40
Internship Program, 63
Interpreting and Technical Services, 62

Jandrisevits Learning Center, 45, 61–62
Latin American Studies, 82, 133
Minor in, 133
L.D. Trained Specialists, 62
Library. See Ryan-Matura Library
Locations, 15–16

Major Field, 53–54
Marketing Certificate Program, 228–229
Mathematics, 82, 133–136
Associate in Arts, 134
Major in, 134
Minor in, 134
Matriculation, 76
Measles Immunization Law, 39
Media Studies, 82, 137–143
Associate in Arts, 138
Facilities, 137
Major in, 137–138
Minor in, 138
Memberships, 10–13
Meningococcal Vaccine Law, 39
Middle Eastern Studies, 82, 143–144
Minor, 143–144
Minor Programs, 54–55
Mission Statement, 14
Modern Foreign Languages, 82, 144–151
  Arabic, 146
  French, 145, 146–147
  Associate in Arts, 145
  Minor in, 145
  Italian, 145, 148–149
  Associate in Arts, 146
  Minor in, 145–146
  Japanese, 149
  Laboratory, 144
  Polish, 149
  Spanish, 144–145, 149–151
  Associate in Arts, 145
  Major in, 144–145
  Minor in, 145
Music, 82, 151–153
  Minor in, 151

National Testing Programs, 20–21
Newcomer Program, 63
Nursing, 198, 206–215
  Accelerated RN to MSN Program, 209
  Certificate Program in Home Care Management, 210
  Competencies, 207
  Completion Program, 208
  First Professional Degree Program, 206–207
  Laboratory, 207
  Major in, 206–208
  RN to BSN on the Web Program, 208–209

Oakview Drive, 46
Online Learning, 225

Park Avenue House, 46
Parking, 40–41
Pass/Fail Option, 75–76
Philosophy, 82, 153–155
  Associate in Arts, 153
  Major in, 153
  Minor in, 153

Physics, 82, 155–156
Pitt Health and Recreation Center, William H., 46
Placement Tests, 76
Political Science, 82, 156–161
  Associate in Arts, 156
  Major in, 156
  Minor in, 156
Pre-Dental Program, 64
Pre-Law Program, 64
Pre-Medical Program, 64
Pre-Occupational Therapy Program,
  64, 198, 215–216
Pre-Optometry Program, 64
Pre-Physical Therapy Program, 64, 198, 216–217
Pre-Professional Programs, 64
Pre-Veterinary Program, 64
Prior Learning Program, 22
Psychology, 82, 161–165
  Associate in Arts, 162
  Major in, 161–162
  Minor in, 162
Public Safety Department, 40–41
Radio Stations, 49
Registration, 76, 77
Religious Studies, 82, 165–170
  Associate in Arts, 166
  Certificate in Catholic Theological Studies, 166
  Major in, 166
  Minor in, 166
Residence Halls, 47
Residential Life, 41
Rolling Admissions Process, 18–19
Ryan-Matura Library, 46–47
Safety, 40–41
Schine Auditorium, 47
Separate Environment Testing, 62
Social Work, 82, 171–173
  Major in, 171
Sociology, 82, 173–177
  Associate in Arts, 174
Major in, 173–174
Minor in, 174
Sport Management, 179, 194–196
   Major in, 194–195
Sports Medicine and Rehabilitation Clinic, 49–50
Student Activities, 41–43
Student Government, 43
Student Mobile Computing Program, 60–61
Student Union, 43
Study Abroad, 64
Substitutions, 62, 78

Taped Notes, 62
Taste of College Program, 20
Teacher Education, 198, 217–222
   Certification Programs, 218–220
Technical Services, 62
Testing, Alternative Forms of, 62
Transfer
   Admissions, 18
   Credit, 20
Transcripts, 78–79
Tuition and Fees, 24
   Payment of, 25
   Refunds, 25–26

University College, 223–229
   Career Counseling, 225
   Curricular Formats, 225
   Prior Learning, 224–225
   Specialized Services and Programs, 224–225

Varsity Sports, 39–40

Waivers, 78
Web Advisor, 76
Weekend University, 20, 225
Welch College of Business, John E, 178–196
Wellness Center, 38
Withdrawal, 25–26, 77
Women’s Studies Program, 65
Sacred Heart University Campus, Fairfield, CT

Sacred Heart University Campus, 5151 Park Avenue, Fairfield, Connecticut.

Entrance at Park Avenue only. Exits at Park Avenue and Jefferson Streets.

Check with guard at entrance on Park Avenue or Public Safety Office for parking permit.
Directions to Sacred Heart University

MAIN CAMPUS, FAIRFIELD, CT
5151 Park Avenue, Fairfield, CT 06825-1000

FROM MERRITT PARKWAY (ROUTE 15)
NORTH OR SOUTH
(passenger vehicles only)
Take Exit 47. At end of ramp turn left onto Park Avenue and proceed one block to Sacred Heart University. Entrance on Park Avenue.

FROM CONNECTICUT TURNPIKE (I-95)
NORTH OR SOUTH
(passenger vehicles only)
Take Exit 27A. Continue straight ahead on combined Routes 8 and 25 to fork. Bear left onto Route 25. Take Exit 7, Merritt Parkway south, and follow directions above.

STAMFORD CAMPUS
12 Omega Drive, Stamford, CT 06907

FROM MERRITT PARKWAY (ROUTE 15)
NORTH OR SOUTH
(passenger vehicles only)
Exit 36. Turn right. Go 2 miles; take a right at the light onto Camp Street. At the next light turn left onto Hope Street. Entrance to River Bend Park is on the left past the Springdale train station. Follow signs to first office building on right.

FROM CONNECTICUT TURNPIKE (I-95)
NORTH OR SOUTH
(all vehicles)
Exit 9. Follow Route 106/Courland Avenue to Glenbrook Road; turn left. At second light turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend entrance, on right just before the Springdale train station. Follow signs to first building on right.

OAKVIEW LOCATION
101 Oakview Drive, Trumbull, CT 06611

FROM CONNECTICUT TURNPIKE (I-95)
NORTH OR SOUTH
(all vehicles)
Take Exit 27A (Route 25/9 Connector) and follow signs for Route 25 (bear left when the connector splits). Just after the split, get off at Exit 7. (Merritt Hwy/Route 127 Trumbull). Bear right, following signs for Route 127 (White Plains Road). At the end of the exit ramp, turn left onto White Plains Road.

FROM MERRITT PARKWAY
SOUTHBOUND
(passenger vehicles only)
Take Exit 50 (Route 127/White Plains Road). At end of ramp bear right onto White Plains Road.

**Stay in the left lane for about 1 mile on White Plains Road and turn left at the traffic light (fire station on the right) onto Reservoir Avenue.

Follow Reservoir Avenue (go under Parkway bridge) and turn right onto Lindeman Drive. At the stop sign at the end of Lindeman Drive, turn right onto Oakview Drive. The road dead-ends. Sacred Heart University's driveway is on the left. Visitor parking is on the right.

FROM MERRITT PARKWAY
NORTHBOUND
(passenger vehicles only)
Take Exit 48 (Main Street). At end of ramp turn right onto Main Street. At second traffic light, turn left onto Old Town Road. At third stop sign, turn left onto Oakview Drive (beginning of office park area). At top of hill, Oakview will dead-end. Turn left into Sacred Heart University's parking lot. Visitor parking is on the right.