SACRED HEART UNIVERSITY
GRADUATE PROGRAMS
1989-1991
Calendar

1989-90

FALL 1989 (Wednesday, Sept. 6 - Tuesday, Dec. 19)
Columbus Day (University Closed) Monday, Oct. 9
Veteran's Day (No Classes) Saturday, Nov. 11
Thanksgiving Holiday (No Classes) Wednesday, Nov. 22 - Saturday, Nov. 25
(University Closed) Wednesday, Nov. 22 (at 1 p.m.) - Friday, Nov. 24
Christmas Holiday (University Closed) Monday, Dec. 25 - Friday, Dec. 29
New Year's Holiday (University Closed) Monday, Jan. 1

SPRING 1990 (Thursday, Jan. 18 - Tuesday, May 8)
Martin Luther King Day (University Closed) Monday, Jan. 15
Washington's Birthday (University Closed) Monday, Feb. 19
Easter Holiday (No Classes) Thursday, Apr. 12 - Sunday, Apr. 15
(University Closed) Thursday, Apr. 12 - Friday, Apr. 13
Commencement Saturday, May 19

1990-91

FALL 1990 (Wednesday, Sept. 5 - Tuesday, Dec. 18)
Columbus Day (University Closed) Monday, Oct. 8
Thanksgiving Holiday (No Classes) Wednesday, Nov. 21 - Saturday, Nov. 24
(University Closed) Wednesday, Nov. 21 (at 1 p.m.) - Friday, Nov. 23
Christmas Holiday (University Closed) Monday, Dec. 24 - Tuesday, Dec. 25
New Year's Holiday (University Closed) Tuesday, Jan. 1

SPRING 1991 (Thursday, Jan. 17 - Tuesday, May 7)
Martin Luther King Day (University Closed) Monday, Jan. 21
Washington's Birthday (University Closed) Monday, Feb. 18
Easter Holiday (No Classes) Thursday, Mar. 28 - Sunday, Mar. 31
(University Closed) Thursday, Mar. 28 - Friday, Mar. 29
Commencement Saturday, May 19
SACRED HEART UNIVERSITY
GRADUATE PROGRAMS
1989-1991

BUSINESS ADMINISTRATION
EXECUTIVE BUSINESS ADMINISTRATION
EDUCATION
NURSING SERVICE ADMINISTRATION
RELIGIOUS STUDIES
Dear Graduate Student:

Welcome to Sacred Heart University! This University exists to serve students committed to furthering their educational goals. We are an educational institution designed to provide quality programs for part-time and full-time students at the graduate as well as the undergraduate level.

This Graduate Catalog contains a great deal of information regarding programs and services that will be useful to you. In addition, our faculty and administrators are here to assist you in selecting courses or programs of study.

Sacred Heart University is committed to academic excellence and to meeting individual student needs and aspirations. I hope you will find your experience here to be invaluable.

Sincerely,

Anthony J. Cernera
President
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Sacred Heart University is an Equal Opportunity Employer and conforms to the regulations and policies of Affirmative Action and Title IX. The University does not discriminate in its employment or admissions practices on the basis of race, color, national or ethnic origin, religion, age, sex or handicap.

The provisions of this catalog do not constitute a contract. The catalog provides information, regulations, and activities at Sacred Heart University. In many cases more detailed information is available. The statements and information contained herein are subject to change at the discretion of Sacred Heart University at any time.
Mission of
Sacred Heart University
Mission of Sacred Heart University

To help students reap the personal and professional rewards an education can bring, the University underscores personalism, reaching out to traditional age students coming directly from high school and adult men and women reentering the mainstream of education. Striving to advise and guide the students to a positive appreciation of their individualism, self-worth and academic potential, Sacred Heart University has formed a network of support: faculty, administrators, staff, as well as academic clubs, social groups, athletic teams and student government.

Rooted in the Catholic tradition and reflecting the ecumenical thrust of post-Vatican II Church, Sacred Heart University challenges its students to open their eyes, ears, minds and hearts to new thoughts, knowledge, the environment and the evolving world.

Introducing a depth and breadth of vision illuminates the University's educational objectives: to help each student grow intellectually, spiritually and morally in a world of infinite opportunities and choices; to sustain oneself materially within a chosen profession; and to become a contributing member of society. "As the twig is bent, so the tree grows."

While Sacred Heart University has moved into the mainstream of American higher education in its advocacy of academic freedom and responsible self expression, it must aim to maintain in its administration, curriculum, campus ministry and the academic and social events sponsored by its various programs, its commitments to Judeo-Christian values. At Sacred Heart University, God-given freedom and dignity of the individual, grounded in each person's inherent worth, rights and responsibilities, form the core of Judeo-Christian values, separating those values from ideologies which would seek to enslave the mind and body.
The University
The University

Sacred Heart University, in Fairfield Connecticut, was founded in the early 1960's, a time of significant social and economic change in The United States and the Roman Catholic Church. As President John F. Kennedy reawakened the idealism of the American public by opening up the "New Frontier," Pope John XXIII unlocked the doors of his Church to reform and innovation. In concert with this vigorous reality, a Catholic institution of higher education was begun, accessible to young men and women from southwestern Connecticut, that would provide its graduates not only with the leadership skills and knowledge needed to secure their portion of the "American Dream," but also with the nurturing support of their faith.

The University opened its doors on September 11, 1963. With the blessing of its founder, the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport, and in harmony with the new role of the laity in the Church, the University's leadership, faculty, and staff were largely laypersons, generally American and Catholic, charged with forging an identity for the new college. From its beginnings, the University created its own organization, traditions, and esprit.

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 which 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 or organizations that an institution has clearly-defined, appropriate educational objectives, has established conditions under which their achievements can reasonably be expected, that it is substantially achieving them now, and that it is so organized, staffed and supported that it can be expected to continue to do so in the future.

In addition to its institutional accreditation by the New England Association of Schools and Colleges, several University programs either have received specialized accreditation or approval by the State of Connecticut or have been granted specialized accreditation by the national professional organization. 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 program is accredited by the National League for Nursing; 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 also approved by the Connecticut State Department of Educa-
tion for the education of Veterans and their eligible dependents.

The Family Educational Rights and Privacy Act of 1974 affords students presently enrolled, former students, but not applicants seeking admission to the University, the right to examine their educational records maintained by the University. Since some of the records obtained before January 1, 1975 are confidential, a more detailed listing of the records made available to the student is posted in all University offices maintaining such records. The Act also restricts the right of others' access to the student's files. No one, except appropriate University personnel and all others authorized by the law, has access to the educational records without written consent of the student concerned.
General Information
General Information

Registration
All students may register either by mail (using the appropriate Registration Form) or in person during the registration period. The registration schedule, course offerings, and registration forms are available from the Office of the Registrar: (203)371-7890; Hours: Monday–Thursday, 8:30 A.M.–8:00 P.M.; Fridays, 8:30 A.M.–4:00 P.M.

Tuition Refunds: Withdrawal from the University within four weeks from the commencement 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 Office of the Registrar. Fees are not refundable.

The schedule of tuition refunds is as follows:

Before start of class 100% 3rd week 40%
1st week 80% 4th week 20%
2nd week 60% 5th week 0%

Proportional refunds of tuition monies are also in effect for those courses which do not meet on a full semester basis. Refunds resulting from a change in program or financial aid must first be verified by the Bursar’s Office.

All refunds take six weeks to process.

Course Withdrawal
If withdrawal from a class or school becomes necessary, students should obtain an official Withdrawal Form from the program director and return it to the Registrar when completed. Official withdrawal is necessary to assure proper entry on the transcript and the issue of any refunds. Course withdrawals are permitted within the first five weeks of a semester or trimester without penalty (W grade). After that, withdrawal without penalty (W grade) can be given by the instructors with the approval of the Faculty Chair, the Registrar, and the Dean of Graduate Studies and Continuing Education. A student’s failure to properly withdraw will result in the issuance of a withdrawal failure (WF grade). Phone withdrawals are not normally accepted.

General information on graduate programs is available through the Office of Graduate Studies and Continuing Education. Call (203)371-7830.

Tuition
Tuition at Sacred Heart University is based upon credit hours. The price per credit hour varies from program to program. Please refer to the specific section of this catalog for complete tuition figures.

Payment of Tuition and Fees: All checks are to be made payable to Sacred Heart University.

All University tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made under a deferred payment plan. Regulations covering deferred payment plans are available from the Comptroller’s Office.

A degree will not be conferred and a transcript will not be issued until all financial obligations to the University have been met.
Program Changes
Students are permitted to change their 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 Office of the Registrar. The procedure must be followed in order to ensure course registration and the proper issuance of refund as listed under the section on fees.

System of Grading/ Requirements/Transfer Credits
Please refer to specific program sections in this catalog for information regarding the system of grades, admissions and degree requirements and transfer credits.

Transcripts
The transcript contains the official academic record of the student. Official transcripts are sent at the written request of the student to other universities, graduate schools or prospective employers. The student can complete a Transcript Request Form available in the Registrar’s Office, or send a written request. A fee of $3.00 is charged for each transcript requested. Transcripts will be withheld if the student has a financial obligation to the University.

Two weeks should be allowed for the processing of a transcript.

Veteran’s Counseling: The Office of the Registrar is the source of counseling for those students (veterans and dependents of veterans) eligible to receive the benefits of legislation dealing with veterans education (Title 38 U.S.C. Chapters 31-35).

All veterans applying to Sacred Heart University should notify the Office of the Registrar so that the necessary form(s) may be completed and sent to the Veterans Administration. Veterans applying for education benefits for the first time, in addition to the above, must present a notarized copy of their Form DD214, Discharge Paper, to the Office of the Registrar.

Each semester, at the time of registration, an Enrollment Certification, Form 22-1999, is certified and sent to the Veterans Administration. Please remember to check the Veteran’s Benefits box on the Registration Form.

Each semester veterans will receive attendance sheets (required by the V.A.) to be completed and returned to the Office of the Registrar by the designated dates. Failure to cooperate will result in discontinuance of benefits.
Student Services
Student Services

Sacred Heart University is located in Fairfield, Connecticut, on a 53-acre campus with a full range of facilities including language laboratories, counseling and placement centers, science laboratories, and two audio-visual rooms. The cafeteria and bookstore serve students during the day and evening sessions; the student lounge offers a working atmosphere for group conferences as well as individual study. There are well-lighted, patrolled parking lots containing 1200 parking spaces adjacent to the campus buildings.

Alumni 9,000 Strong
The Sacred Heart University Alumni Association now boasts a membership of over 9,000 alumni, 85 percent of whom live here in Connecticut. Our alumni roster is growing each year with new and enthusiastic graduates ready to enter the "real world" with high hopes and a determination to put their college experience to use. Some of our graduates are "giving back" to their community as entrepreneurs, while others are engaged in the medical profession as physicians, nurses and health care administrators. Many of our alumni enjoy the challenge of teaching our future citizens and others are serving in the legal and social service professions.

Our fundraising efforts focus on the fall. October is our Phonathon month at which time SHU students and alumni work side by side to enlist alumni support so vital to the University. Alumni social events include SHU's Homecoming Game in January, a summer outing, and a reunion in the spring.

Athletics
The University is a member of the NCAA Division II, the ECAC, and the NECC. The athletic program has gained respect at the local, regional, and national levels as evidenced by its participation in 11 NCAA basketball tournaments, four NCAA softball tournaments, and one NCAA Division II National Basketball Championship ('85-'86).

Bookstore
The bookstore, located on campus directly behind the South wing of the Main Academic Building, is for the convenience of the SHU student. Textbooks, supplies, snacks and incidentals are available for purchase. Cash or checks are accepted. Credit cards are not honored.

Normal hours are Monday and Tuesday - 9 a.m. to 6 p.m.; Wednesday and Thursday - 9 a.m. to 5 p.m.; Friday - 9 a.m. to 3 p.m.

Campus Ministry
Students of all faiths are welcome at Sacred Heart.

The Campus Ministry must respond both on and off campus to the needs of a commuter student body, faculty, staff and administration. Daily liturgies, visits to the sick, pastoral counseling, marriage preparations and retreats are some of the forms this response takes. A quiet place in the Chapel, a cup of coffee in the office, an opportunity for friends and prayer are all at the heart of our ministry to each other.
While serving Sacred Heart, our Campus Ministry reaches out to the wider community. A Mass for the handicapped is offered every Sunday in the Chapel at 11:00 A.M. Among some of the other activities sponsored by the Campus Ministry are: RENEW, a ministry for divorced, separated, and remarried Catholics; Circle K, a student community service organization; a college council of the Knights of Columbus; Auxiliaries of the Order of Malta, and a program of ministry to the aging at two neighborhood convalescent homes. In its concern for the hungry and oppressed of the world, the Campus Ministry supports the activities of the Thomas Merton House of Hospitality, OXFAM, the St. Vincent de Paul Society of Shelton, and other local and international agencies for the poor.

**Career Services**

The Office of Career Services, located in the Campus Center, provides a wide variety of services, techniques, and guidance for full-time undergraduates, graduate students, and alumni. Resources available for use include updated graduate catalogs, current annual reports and information covering a wide range of career areas, as well as surveys and job trend information.

The Director meets personally with potential employers on a continuing basis to investigate employment information and to secure potential openings for our graduates. Appointments may be made by contacting the Office of Career Services at 371-7975.

**Computer Science Facilities**

The TIE/Communications Computer Science Wing was completed in November, 1985. This modern computer center was designed to facilitate learning by having advanced equipment placed in a contemporary setting and having both operators and faculty available in the immediate vicinity.

The main lab contains a VAX 11/750 computer with six megabytes of main memory, three RA81 digital high capacity disk drives, one TU digital 1600 BPI tape drive, one digital LNI laser printer, two digital LA10, 1200 BAUD dot matrix printers, 30 digital VT220 video terminals, and seven digital LA36 dec-writers hardcopy terminals. A VMS operating system provides batch and interactive access to various translators, editors, and software including: BASIC, FORTRAN, MACRO ASSEMBLER, PASCAL, C, RPG, COBOL, and APL. Database capabilities are with digital RMS.

**The MIPS M120 RISComputer System**

This includes a R2000 RISC processor, R2010 floating point unit running the UNIX operating system. Supported languages are C and ADA (language adopted by the Department of Defense).

The Sacred Heart University Computer Center also has access to Yale University’s two 4341 IBM 370 VM/CMS computers by way of an extensive telecommunications network. There are eight televideo 950 display terminals. The statistical software includes: SAS, SPSS, and LINDO. The languages are WATERLOO BASIC, FORTRAN-77, PL/1, C, APL, WPASCAL, 370/360 ASSEMBLER, REXX, and COBOL.
A microcomputer classroom containing 12 IBM PCs and 16 IBM compatibles is used for the hands-on instruction of key microcomputer courses. This micro lab contains nine IBM PC-XT computers with 10-meg hard disk drives, five IBM compatibles with 30-meg hard disk drives, 256K/512K/640K memory, two double sided double density disk drives for storage, and full graphic capabilities. The software includes C, TURBO PASCAL, LISP, COBOL 8086 ASSEMBLER, BASIC, and APL. The applications include LOTUS 123, DBASE III PLUS, WORDSTAR, PC STATISTICIAN, SPSS+, FOCUS, and INGRES.

The SHU micro lab contains the following printers: one Hewlett Packard Laserjet Series II, one Epson LX-80 dot matrix, one Epson FX-286 dot matrix, one Epson MX100 dot matrix, two Epson MX-80/286E dot matrix, two Centronics GLP II dot matrix, and two Okidata Microline 182 dot matrix.

The Counseling Center
The University Counseling Center is a personal counseling service for the University community. It exists to give direct therapeutic support to students who are having difficulty coping in any one of a variety of areas. The Center serves as a resource for faculty and staff working with students.

Health Services
The Health Center is located in the south wing next to Chubbys, the student lounge. A registered nurse is on duty from 9:00 A.M. to 9:00 P.M. Monday through Thursday, 9:00 A.M. to 5:00 P.M. on Friday, and 9:00 A.M. to 1:00 P.M. on Saturday, serving all members of the University Community.

Housing
The Counseling Center of the University maintains a file of available housing in the area. This reference service is available to students free of charge. For more information about this service, call 371-7747.

Library
Sacred Heart University Library is open a minimum of 86 hours per week during the academic year, including evenings and weekends. Professional librarians are available at all times at the reference desk to answer questions and assist students with research. Instruction sessions are also conducted for class groups to make them familiar with the library and with the research process. The librarians provide guidance to a variety of resources, including 140,000 print volumes, 900 periodical titles, and over 50,000 pieces of non-print material such as videotapes, audiocassettes, phonodiscs, microforms, filmstrips, and slide sets. The reference staff also performs online subject searches of automated data bases for students. Other online access provides information on location of material not owned by Sacred Heart Library. Such items can be borrowed from other libraries through interlibrary loan.

Facilities include photocopy machines, microform readers and reader/printers, typewriters, turntables, cassette players, a video playback unit, slide projector, and filmstrip viewer.
Parking and Security
Security serves the University community in a variety of functions, including receptions, mixers, and other activities. Maintaining a 24-hour schedule, Security affords the student the ability to always contact a security officer in person or by phone for any reason. The Security Office is located in front of the University across from the gymnasium.

Parking permits can be obtained at the Security Office at no charge and are required for all students, staff, and faculty. Vehicles without parking permits will be tagged and towed from campus if necessary.

Security patrols a 53-acre campus which is well lighted. Upon request security officers will escort students, staff, or faculty to their automobile during the night session.

Center for Women
The University Center for Women was founded for the benefit of all Sacred Heart University women. Its purpose is to encourage, support, and promote their educational and intellectual, professional, and personal goals. The Center presents workshops, lectures, panels, dramatizations, and social events. Further information may be obtained by calling 771-7845 or by stopping by the Center, located next to the Office of Graduate Studies and Continuing Education on the first floor of the North Wing in the Main Academic Building.

SHU Strings Music Center
The SHU-Strings Community Music Center provides non-credit music instruction for students of all ages, from young children through senior citizens. Private and class lessons in stringed instruments, piano, woodwinds, and voice offer everyone the opportunity for an enriched life through music performance. The faculty of outstanding artists-teachers includes the University resident ensemble, The Connecticut String Quartet and Friends.

Chamber Orchestra
The Sacred Heart University Community Chamber Orchestra offers students, faculty, staff, and area musicians the opportunity to perform music for small orchestra from baroque to modern. Concerts are presented at the University and in the community.

WSHU-FM (91.1)
The University’s 1,000 watt radio station offers classical music, news and public affairs to listeners of Fairfield County and parts of Long Island. The station’s production and on-air studios, record library, and newsrooms serve as learning laboratories for students. Qualified by the Corporation for Public Broadcasting, WSHU-FM is a recognized member of National Public Radio, one of only two such stations in Connecticut and 275 nationwide.
Foreign Applicants

Foreign students should submit applications at least nine months prior to the proposed semester of entrance. Applicants should hold an American bachelor's degree or an equivalent foreign degree requiring at least sixteen years of primary, secondary, and university education, and they should have received a basic competence in their fields with excellent academic records (A or B+ and First or Upper Second Class degrees).

Sacred Heart University requires all foreign applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). Students who have studied in English (in India, Pakistan, the Philippines, Hong Kong, etc.), but whose native language is not English, are not exempt from this requirement. The only exceptions are applicants who, at the time of application, have completed more than one year of study in a U.S. college or university within the last five years and students from Australia, Canada, New Zealand, English-medium universities in South Africa, or the United Kingdom. These students, however, and other foreign applicants whose native language is English are required to submit scores on the Graduate Record Examination (GRE) General Test. Information about the Test of English as a Foreign Language may be obtained by writing to: TOEFL, CN6154, Princeton, New Jersey 08541-6154, U.S.A. Information about the Graduate Record Examination may be obtained by writing to: Graduate Record Examinations, CN6000, Princeton, New Jersey 08541-6000, U.S.A.

Admitted international students must meet English language proficiency requirements, submit official records of all academic work completed and degrees received, and have adequate financial support verified before visa documents can be issued. To qualify for a Student or Exchange Visitor visa, the student must show adequate financial support for the first academic year and demonstrate reasonable expectation of continued support for the duration of the academic program without resorting to employment while in the United States. Although foreign students may qualify for financial aid, no awards cover all expenses for the academic year. Inquiries should be addressed to the Program Director.
Sacred Heart University
Administration
Sacred Heart University Administration

Anthony J. Cernera, Ph.D.
President

Douglas J. Bohn, M.S.
Registrar

Michael Bozzone, M.A.
Dean of Students

Alvin T. Clinkscales, M.S.
Assistant Vice President for Enrollment Management

Richard E. Farmer, Ed.D.
Dean of Graduate and Continuing Education

Robert J. Grossman, LL.M.
Vice President for Institutional Advancement

Mary Ellen Jukoski, Ed.D.
Assistant Vice President for Instruction

William B. Kennedy, M.A.
Vice President for Public Affairs

Dorothy M. Kijanka, M.L.S.
University Librarian

Henry W. Krell, M.A.
Vice President for Student Services

Paul K. Madonna, Ed.D.
Vice President for Finance and Administration

William A. Pearman, Ph.D.
Provost and Vice President for Academic Affairs

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Nicole X. Cauvin, Ph.D.
Faculty of Political and Social Sciences

R. Shashi Date, Ph.D.
Faculty of Management and Computer Sciences

Angela DiPace Fritz, Ph.D.
Faculty of Communication Studies

Babu George, Ph.D.
Faculty of Science and Mathematics

Edward W. Malin, Ph.D.
Faculty of Education and Psychology

Lucjan Orlowski, Ph.D.
Faculty of Financial Studies

Leland Roberts, M. Mus. Ed.
Faculty of Humanistic Studies

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Graduate Programs in Business Administration
Graduate Programs in Business Administration

Objectives of the MBA
The Master of Business Administration (MBA) program was established in 1977 to prepare men and women for positions of administrative responsibility in business, government and other organizations. Preparation for administrative positions requires a broad understanding of business and organizational problems, an intimate knowledge of effective methods of solving them and the subtlety of mind for the recognition and solution of problems. The Sacred Heart University MBA prepares students for the ultimate responsibility of managing an entire operation as well as effective management at any level of the organization.

The program is intended to provide an appreciation of the place and the responsibility of the businessman and the administrator in our society. This implies a full realization of the ethical and social responsibilities inherent in the managerial role.

Future-Oriented Management Training
Management is a dynamic process; its techniques and procedures are constantly evolving. To be of maximum usefulness, management training must look to the future rather than focusing on the particular subject matter of the present state of management procedure. The emphasis at Sacred Heart is on developing the student’s basic thought processes. The most important thing graduate students can gain in the academic study of business is the capacity to reason logically, precisely and creatively about business problems. This kind of background can then be brought to the particular business circumstances in which the student will function in the years ahead.

Decision-Making Is the Key
Decision-making is given particular emphasis in the MBA program. Managers make decisions which are vital to the operation of their enterprises and which affect markets, the economy and the society in which the business enterprise operates. These areas are part of the program of study. Of course, experience is indispensable in effective managerial decision-making. Much of the knowledge required to make good decisions must be derived from study and observation of the particular business environment in which each decision is made. The maturity of judgement which is essential for effective decision-making is also a product of experience. However, a good grasp of the process of managerial decision-making will enable the student to gain experience rapidly in his business career.

Ethics and Responsibilities
Today’s business world demands ethical awareness and responsibility in addition to technical skills and knowledge.

The Dean of Harvard College recently observed: “An educated person is expected to have some understanding of, and experience in, thinking about moral
and ethical problems. While these issues change very little over the centuries, they acquire a new urgency for each generation when it is personally confronted with the dilemmas of choice. It may well be that the most significant quality in educated persons is the informed judgement which enables them to make discriminating moral choices. No amount of legislation is sufficient to guarantee ethical behavior on the part of corporate enterprise or by the individual manager. In fact, it is understood that it is not possible to legislate individual ethical behavior. What is critical is that business leaders in our society be equipped to deal with such ethical and social issues as conflict of interest, urban decay, hard-core unemployment, crime, drug addiction, alienation, the quality of life, utilization of natural resources and personal privacy to name a few.

Toward accomplishing these objectives, the MBA degree program consists of a prescribed pattern of graduate courses. The entire program is based upon a common core of courses which examines the functions of the executive and the environment of the administrator. Beyond this core, the student may choose to study in some depth any of a number of particular fields in business administration and economics.

Is is not through course work alone that a student becomes a master of his subject. It is also through the participation by the candidate in a university community that shares a view of the world that can be described in many ways, but is essentially reflective of the catholicity of the University.

Admissions Procedures
Individuals who hold a baccalaureate degree in any academic discipline from a college or university accredited by regional accrediting associations will be considered for admission. An application and official transcripts from all undergraduate and graduate institutions previously attended must be sent directly to the Program Director. Letters of recommendation are necessary from two persons who have knowledge of the candidate's academic and business accomplishments. In some instances a personal interview may be requested.

Applicants must take the Graduate Management Admission Test (GMAT). Foreign applicants are also required to take the Test of English as a Foreign Language (TOEFL). Information regarding both these examinations may be obtained by writing directly to Educational Testing Service, Box 966, Princeton, N.J. 08540.

Applications and all supporting documents should be filed at the earliest possible opportunity to achieve full matriculation status. Students who have not taken the GMATs may be accepted on a provisional basis if a sufficiently high grade point average is attained. Students accepted on a provisional basis are considered non-matriculated and must take the GMATs within 12 credit hours. Applications for admission will be reviewed after the GMAT scores are received. If the student is accepted, courses taken during the provisional period may be applied toward the MBA degree.
Applications may be obtained by contacting:
Director of Graduate Programs in Business Administration
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1023
or by calling: (203)371-7850; Graduate Studies/Continuing Education,
(203)371-7830

Tuition and Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$225.00 per credit</td>
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<tr>
<td>Late Registration fee</td>
<td>$ 30.00</td>
</tr>
<tr>
<td>Graduation fee</td>
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</tr>
</tbody>
</table>

All checks are to be made payable to Sacred Heart University. All University tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made under a deferred or other payment plan. MasterCard and Visa cards may be used for the payment of tuition and fees. Persons seeking information on financial assistance should contact the Office of Financial Aid of the University.

Class Times

The majority of classes are conducted in the evening with some Saturday sessions. This enables professionally employed men and women to earn an advanced degree under the direction of faculty members who possess excellent academic credentials and pragmatic administrative expertise. Weekday classes are held Monday through Thursday on the SHU campus and generally run from 6:45 P.M. to 9:45 P.M. Selected classes run from 5:30 P.M. to 8:30 P.M. Saturday classes are held from 9:00 A.M. to 12:00 NOON. Each trimester selected classes are offered in Stamford. These classes meet from 5:30 P.M. to 8:30 P.M.

Veterans' Benefits

The MBA program is approved by the Veterans' Administration for Veterans' educational benefits. Contact the Registrar's Office for information.

Course Loads

Six credit hours per semester are considered the maximum workload for part-time students and nine credit-hours per semester the minimum for full-time students. However, part-time MBA students who wish to take more than six credit hours per semester can do so if permission is granted by the MBA Director.

Transfer Credits

Requests for credit in graduate work done at another university accredited by regional accrediting associations must be made in writing to the Director. Graduate work must carry a grade of B or higher to be accepted. An official transcript of the courses completed must be sent directly to the Director from the issuing institution. The student will be informed by letter of the action taken. The maximum number of transfer credits is 12.

Time Limit

A Candidate must complete all courses no later than six calendar years after matriculation.
System of Grades

A cumulative grade average of B (3.0/4.0) is required for graduation. Students failing to attain a B average or better may be required to take additional courses in order to bring their grade point average up to the required minimum.

The grading system includes the following possible grade assignments and their related quality points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Highest Quality Work</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Less than Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.7</td>
<td>Minimum Mastery of Subject</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Lowest Passing Grade</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>FI</td>
<td>0</td>
<td>Failure - Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn Officially - no prejudice</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>Withdrawn while failing or unofficial withdrawal</td>
</tr>
</tbody>
</table>

Students are permitted to withdraw from a course within the first 5 weeks of the semester without academic penalty. After this point, students, if failing at the time of departure, will be subject to the WF grade which carries the F penalty. The grace period for non-penalty withdrawals (W) may be extended, for guidance purposes, by the Director of Graduate Programs in Business Administration with the professor's approval. Grades of FI must be removed within six weeks of the next trimester; otherwise the FI changes to F. The FI grade is not automatically assigned; the faculty member may assign such grade at his/her discretion based upon the merits of the situation.

The Director of Graduate Programs in Business Administration reviews the performance of students in the program at the end of each trimester. Students whose grade point averages fall below 3.0 will be notified by the Director that their eligibility for continued study is at risk. Students thus notified will be permitted to take a maximum of 9 additional credit hours of study at the end of which their grade point average must be 3.0 or above. Failing this, the students will be required to terminate their studies.

If a student completes all course requirements for the degree with a grade point average below 3.0 then the student may take a maximum of 6 additional credit hours of study to raise the average to 3.0; if this grade point average is not achieved the MBA degree will not be awarded.

When a grade of below C is earned in a required course then that course must be repeated. A grade below C in an elective course will require that the student repeat the course or take another elective. In any case the original grade is calculated into the grade point average.

Thesis

With the approval of an advisor and the Director, a thesis may be substituted for six semester hours of elective credit hours toward the degree. Registering for a thesis will be the same as registering for two three-credit MBA courses. (Note: changes in state requirements may affect the above.)
Academic Counseling
Upon acceptance, full- and part-time students must meet with the Director to plan their academic program. Students are encouraged to meet periodically with the Director to discuss academic progress, career placement and special needs.

MBA Degree Requirements
A total of 57 credit-hours of graduate course work is required for the MBA degree with a minimum quality point average of 3.0. Depending on undergraduate preparation, students can reduce credit hours by as many as 18 credits. Because of this, coupled with the fact that the MBA program operates on a trimester basis, a candidate may have the opportunity to earn the MBA degree in two years. Despite the number of transfer credits and waivers for which a student may be eligible, an absolute minimum of thirty credit hours must be taken at Sacred Heart University. These credits do not necessarily have to be the last thirty prior to receiving the MBA degree.

The common body of knowledge is that which is essential to a basic knowledge of modern business and managerial practice. These courses are: AC 510, Bu 501, Bu 540, Bu 541, Bu 570, Bu 581, Ec 510 and Mk 561.

Ac 510 Financial Accounting
Bu 501 Management of Organizations
Bu 540 Operations Analysis I (Business Statistics)
Bu 541 Introduction to Management Information Systems
Bu 570 Production Management
Bu 581 Ethical Environment of Business
Ec 510 Economics
Mk 561 Marketing
Ac 610 Managerial Accounting
Bu 621 The Communications Process
Bu 630 Organization Theory
Bu 633 The Legal Environment of Business
Bu 640 Operations Analysis II (Quantitative Techniques)
Bu 680 Administrative Policy
Ec 621 Managerial Economics
Fn 660 Financial Management

The 500 level courses equal a total of 24 credit hours; the 600 level courses equal a total of 24 credit hours; with the remaining 9 credits being electives... thus equaling the 57 credit hours required for graduation.

Health Care Specialization
The increasing role of health care in our lives has resulted in new problems with which we must deal. They span such areas as adequacy of resources, organizational structure, finance, accessibility, expansion and pressures from various interest groups. We believe that the solutions to these problems lie not so much in the field of medicine as in the field of management. Thus, preparation for health care administrative positions should emphasize problem-solving and decision-making capabilities.

The primary educational objective of the Health Care specialization and the general MBA is the same. It is to provide an education that is relevant to the needs of the manager now and in years to come. With the exception of several specialized courses, the general curriculum and the Health Care specialization are alike. This relates to our educational philosophy that most management
theory can be taught as a unified body of essential knowledge that can be applied to both profit and non-profit organizations. Thus, the Health Care specialization is a logical extension of the MBA program.

The objective of the Health Care specialization is to prepare men and women for entry into managerial roles in the health sector and to provide a foundation that will help them achieve a higher level of managerial responsibility. The student will gain knowledge and understanding of the health care system and will acquire the technical skills necessary for effective management of health care institutions and related organizations. The aim is to foster understanding of comprehensive, integrated delivery systems. Upon completion of the program, students will be awarded the Master of Business Administration (MBA degree.)

Fifty-seven semester hours of approved graduate credits must be satisfactorily completed for the degree with a minimum quality point average of 3.0. However, this number of credit hours may be reduced if students are granted exemptions for certain courses which are part of the common body of knowledge. These courses include Ac 510, Ec 510, Bu 501, Bu 540, Bu 541 and Bu 581. Exemptions may also be granted for Ha 510 and Ha 560. Students may transfer credits from graduate business courses taken at another accredited college or university, but an absolute minimum of thirty credit hours must be taken at Sacred Heart University.

The Health Care curriculum consists of twelve required courses common to the general MBA, five required courses which are considered the specialized Health Care core curriculum and two electives from the management disciplines or from the Health Care area. Required courses are:

- Ac 510 Financial Accounting
- Bu 501 Management of Organizations
- Bu 540 Operations Analysis I (Business Statistics)
- Bu 541 Introduction to Management Information Systems
- Bu 581 Ethical Environment of Business
- Ec 510 Economics
- Ha 510 Introduction to Health Care Delivery Systems
- Ha 560 Health Care Marketing
- Ac 610 Managerial Accounting
- Bu 621 The Communications Process
- Bu 630 Organization Theory
- Bu 640 Operations Analysis II (Quantitative Techniques)
- Bu 680 Administrative Policy
- Fn 660 Financial Management
- Ha 620 Economics of Health
- Ha 630 Management and Planning of Health Care Facilities
- Ha 640 Health Services and the Law

Elective courses in the area of Health Care are:

- Ha 672 Administration of Ambulatory Care
- Ha 673 Administration in Long Term Care Facilities
- Ha 674 Administration in Public Health Agencies
- Ha 684 Case Studies in Health Planning
Electives
The following are elective courses for both the general curriculum and the Health Care specialization:

**Accounting**
- Ac 612 Controllership
- Ac 613 Accounting Systems
- Ac 614 Tax Planning
- Ac 615 Budgeting
- Ac 616 Accounting for Non-Profit Organizations

**Economics**
- Ec 622 International Economics
- Ec 623 Forecasting in Business Conditions
- Ec 625 Economics of Multinational Corporations
- Ec 627 Contemporary Issues in Economics

**Finance**
- Fn 661 Management of Financial Institutions
- Fn 662 Corporate Finance
- Fn 663 Investment Management
- Fn 664 Financial Markets: Structure and Performance
- FN 665 International Financial Management

**Management**
- Bu 631 Organization Behavior and Administration
- Bu 632 Organization Change and Conflict Resolution
- Bu 635 Management of Human Resources
- Bu 682 Strategic Planning
- Bu 698 Acquisitions and Mergers

**Marketing**
- Mk 650 Marketing Management
- Mk 651 Market Research
- Mk 654 Marketing Problems
- Mk 656 Advertising Management
- Mk 657 Industrial Marketing

**Management Information Systems**
- Bu 645 Information Systems for Management
- Bu 646 Management of Computer Resources
- Bu 647 Systems Analysis & Design Development

**Production**
- Bu 671 Production and Inventory Management in the Computer Age
- Bu 672 Inventory Management
- Bu 673 Forecasting
- Bu 674 Capacity Planning and Control and Master Production Scheduling

Thesis (Bu 690-691) and Business Research (692) may be included in appropriate areas of concentration.

**Course Descriptions**

**Accounting**

*Ac 510 Accounting* 3 Crs.
Designed to prepare the non-accounting MBA student for more advanced financial and managerial accounting course work. While the emphasis is on the conceptual aspects of accounting fundamentals, sufficient methodology is included to demonstrate the basic operation of an accounting system as it translates information from individual events into the data appearing in financial statements. Topics covered include transactions analysis, inventory and depreciation and their relation to net income, bond prices
and interest expense, structures of net equity, and analysis of changes in financial position. Required of all students who have not completed six semester hours of accounting principles with a grade of B or better.

Ac 520 Federal Tax Research 3 Crs.
A study of the techniques and tools of tax research. Reference sources include tax loose-leaf services, I.R.S. cumulative bulletins, court cases, congressional committee reports, textbooks, published articles. Mini research projects will be assigned for written submission.

Ac 610 Managerial Accounting 3 Crs.
Prerequisite: Ac 510. Covers the role of accounting in corporate management today. Emphasis is on financial planning and analysis, profit planning and capital allocation process. Current financial and accounting matters will be reviewed and evaluated.

Ac 612 Controllership 3 Crs.
Prerequisite: Ac 610. A study of the major problems of accounting, organization and finance from the controller’s point of view with special emphasis on use of various analytical tools to produce reports which aid management in its decision making process. The controllership function as related to the broad area of business management.

Ac 613 Accounting Systems 3 Crs.
Prerequisite: Ac 610. Methods of designing and installing the accounting systems for various types and sizes of organizations, to provide for effective managerial control. Proper approaches to analyzing the evaluating of various systems.

Ac 614 Tax Planning 3 Crs.
Prerequisite: Ac 610. Introduction to federal taxation and its impact on business decision making. Overview of the basics of federal taxation, its traps and tax planning opportunities. Complete overview of all areas of federal taxation to understand the tax planning for personal and business situations and the inter-relationship of tax planning decisions. Areas of federal taxation covered are: Individual income taxes, corporation income taxes, corporations, partnerships, income taxation of estates, trusts, and estate and gift taxes.

Ac 615 Budgeting 3 Crs.
Prerequisite: Ac 610. The basic considerations of budgeting are set forth and analyzed, and the importance of business planning and control is emphasized from the managerial point of view. Emphasis is on budgeting as a tool for profit planning and control.

Ac 616 Accounting for Non-Profit Organization 3 Crs.
Prerequisite: Ac 610. Studies the specialty area of fund accounting emphasizing the various management controls used in not-for-profit organizations. Included are overviews of reporting systems, account classifications and information reporting, budget preparation, internal auditing and control, and cost measurement. Areas of concentration will be state, municipal and other not-for-profit organizations such as universities and health organizations.

Ac 621 Corporate Income Taxation 3 Crs.
A foundation course analyzing the basic federal income tax provisions affecting
Graduate Programs in Business Administration

corporations and shareholders. Course coverage includes organization of the corporation, corporate capital structure, corporate distributions, stock redemptions, bail-out techniques and liquidations.

Ac 622 Federal Income Taxation 3 Crs.
A study of tax policy and the basic principles of the federal income tax law taught at an advanced level of inquiry. Coverage entails the key concepts of gross income, adjusted gross income, deductions, exemptions, credit and special tax computations, with special attention given to the provisions of the Internal Revenue Code affecting individual taxpayers.

Ac 623 Taxation of Partnerships/Partners 3 Crs.
A study of the federal income tax problems encountered in the formation and operation of a partnership, including computations of taxable income, sale of a partnership interest, withdrawal of a partner, death or retirement of a partner, distribution of partnership assets and basis adjustments.

Ac 624 Estate and Gift Taxation 3 Crs.
A comprehensive introduction to, and analysis of, the federal estate and gift tax laws including basic principles of estate planning. Procedures for preparation of the estate and gift tax returns are treated. Coverage is given to state death and inheritance taxes.

Business

Bu 501 Management of Organizations 3 Crs.
Analysis of the principles involved in planning, organizing, directing and controlling the activities of business, governmental and other organizations. Examination of historical bases of management and recent developments in management theory and practice. Topic areas include motivation, leadership, decision making, conflict management and stress management, theory and situational analysis. Major emphasis on diagnosis of current management issues and discussion of programs of action that reflect the organization's environmental, ethical, human, time and profit considerations. Required of all candidates who have not completed 6 semester hours of undergraduate study, passed with a grade of B or higher, in such courses as organization management, organization development, human resources management or organizational behavior.

Bu 540 Operations Analysis I 3 Crs.
Problem oriented course in business statistics. Topics include: probability theory, frequency distribution, sampling, inference theory, hypothesis testing, index numbers, time-series analysis, linear regression and correlation. Required of all MBA candidates who have not completed 3 semester hours of undergraduate study in statistics with a B or better.

Bu 541 Introduction to Management Information Systems 3 Crs.
Managerial perspective of the computer revolution and its relevance to the management information system. Topics: computers — mainframe, minis and
micros; input and output devices, data base concepts, DBMS fundamentals, data communication, various business information systems, manufacturing, marketing, financial, accounting, information system development and selection and MIS operation and control.

**Bu 570 Production Management** 3 Crs.
Prerequisites: Bu 501, Bu 540. Classification of production and inventory systems into continuous and intermittent types, basic inventory models, inventory management, aggregate planning concepts and methods; methods for planning and scheduling production under different operating and demand conditions. Required of all candidates who have not completed six semester hours of production related courses with Bu 501 plus Bu 540 or equiv.

**Bu 581 Leadership/Ethics in Business** 3 Crs.
Prerequisite: Bu 501 or equivalent. Current and topical issues form a large part of the basis for an examination of business behavior and the discharge of its responsibilities to its various constituencies: the stock holder; the employee; the consumer; and society as a whole. Topics deal with the making of management decisions where these decisions are complicated by issues of fairness, right and wrong, integrity, social responsibility and personal conscience. The course seeks to help the student determine the origin of our ethics and values as well as the moral standards that have been adopted by society and which do have an evolution. No waiver will be granted for this course.

**Bu 621 The Communication Process** 3 Crs.
Prerequisite: Bu 501. The techniques of achieving results through successful communications are examined. Emphasis is placed upon strategies for gaining acceptance of ideas in group presentations as well as one-on-one dialogue. New methods for the resolution of problems facing organizations and effectively communicating the results are studied. Overcoming obstacles are focused upon to enable the student to overcome the barriers which impede the successful attainment of personal and organizational goals.

**Bu 630 Organization Theory** 3 Crs.
Prerequisite: Bu 501. A study of organization and the impact of the various types of organizations, investigation into the possible effects of the various types of organizations and the interaction with a formal and informal structure.

**Bu 631 Organization Behavior/Administration** 3 Crs.
Prerequisite: Bu 630. Analysis of behavioral aspects of an organization relevant to managerial decision making. Emphasis placed upon micro-organizational relationships examined through selective research findings, cases and group experiences. Topics include group dynamics, interpersonal communication, leadership, motivation, group decision making and organizational change.

**Bu 632 Organization Change and Conflict Resolution** 3 Crs.
Prerequisite: Bu 630. Strategy and techniques for successfully introducing change to formal organizations. Role of power, influence in communication and
change process, confrontation, effective intervention in power equalization, concepts and techniques of organizational development, frameworks for creativity and acceptance of innovation. Individual group research seminar discussion and exercises are included.

Bu 633 Legal Environment of Business 3 Crs.
Prerequisite: Bu 501. Study of the legal environment in which business organizations function. The nature of law, its sources and the factors which shape it. Recent trends of public control in areas such as the regulation of commerce, competition, freedom of contract, labor-management relations are emphasized.

Bu 635 Management of Human Resources 3 Crs.
Prerequisite: Bu 501. Focuses on the role of the contemporary personnel function in organizations. Analysis of policies related to the employee/organization life cycle from hiring through departure. Includes issues in manpower and succession planning, compensation and benefits, labor relations, employee training and development.

Bu 640 Operations Analysis II 3 Crs.
Prerequisite: Bu 540. Concerned with the analytical techniques used in decision making. Topics include: Breakeven Analysis, Probability Distribution, Decision Theory, Inventory Models, Linear Programming, Transportation Methods, Simulation, Queuing Theory, Network Models and Markov Analysis.

Bu 643 Operations Analysis III 3 Crs.
Prerequisites: Bu 541, Bu 640. Further study of management problems and procedures in controlling operations of organizations, applications of quantitative methods and evaluation techniques to such areas as cost control inventory control, quality control and production control.

Bu 644 Business Modeling/Simulation 3 Crs.
The computer is playing an increasingly important role in the modern business environment. This course discusses the construction of computer models to simulate business problems in fields such as finance, production, economics, and marketing. The models are used to analyze information, quantify uncertainties, and provide quantitative data for decision making. Prerequisite: Bu 541.

Bu 645 Information Systems for Management 3 Crs.
Prerequisite: Bu 541. Despite the large amount investment in computer staffs and facilities, most corporation managers find that their data processing produces poor information for decision-making. This course resolves the problem of too much data too little information by placing the emphasis on the management and control of "Information As A Corporation Resource". A high-level review of database technology and its impact on corporate information is extensively covered throughout the course.

Bu 646 Management of Computer Resources 3 Crs.
Prerequisite: Bu 541. Few areas in the corporate functions require management skills to carefully balance advanced technology and talented personnel, as in the corporate data center. This course
describes the skills a manager must acquire to resolve the diverse problems of the job. While basically a management course, the emphasis is in the area of data processing.

Bu 647 Systems Analysis & Design Development 3 Crs.
Prerequisites: Bu 541, Bu 645. Designing a corporate computer system is more than writing programs or buying a software package. It takes a "Problem Solver" with the ability to understand the impact of the design decisions on both personnel and other systems. This course reviews systems analysis from the evaluation of the problem, through cost/benefit analysis, to design techniques to create efficient, long-lasting systems. Emphasis throughout the course is on project management and control.

Bu 681 Ethical Environment 3 Crs.
Prerequisite: Bu 501 or equivalent. Current and topical issues form a large part of the basis for an examination of business behavior and the discharge of its responsibilities to its various constituencies: the stockholder; the employee; the consumer; and society as a whole. Topics deal with the making of management decisions where these decisions are complicated by issues of fairness, right and wrong, integrity, social responsibility and personal conscience. The course seeks to help the student determine the origin of our ethics and values as well as the moral standards that have been adopted by society and which do have an evolution. No waiver will be granted for this course.

Bu 682 Strategic Planning 3 Crs.
Prerequisite: Ec 101. A seminar course designed to explore various approaches to strategy development and their application to broad, judgmental decision making in critical situations. Cases, films, and guest speakers will be used extensively.

Bu 690 Thesis 3 Crs.
Open only to students completing required course work in the program.

Bu 691 Thesis 3 Crs.
Open only to students completing required course work in the program.

Bu 692 Business Research Seminar 9 Crs.
A reading course taken in Absentia when the student has relocated far away from the university. Departmental consent is required. The student must have completed all required courses and be within nine credits of graduation.

Economics
Ec 510 Economics for Management 3 Crs.
A one semester course in economics. Covers both macroeconomics and microeconomic principles. Topics in macroeconomics include income and employment, money and banking, fiscal and monetary policy and economic fluctuations. Topics in microeconomics include supply and demand, price determination, costs, profit, imperfect markets and income distribution. Required of all MBA students who have not completed 3 semester hours of undergraduate macroeconomics and 3 semester hours of undergraduate microeconomics with a grade of B or better.
Ec 620 Intermediate Macroeconomic Analysis 3 Crs.
Prerequisite: Ec 510 or equivalent. A study of aggregate economic analysis. Examines various theories of the determination of income and employment. Policies associated with these theories are critically evaluated. Considers areas which are of contemporary importance in macroeconomics.

Ec 621 Managerial Economics 3 Crs.
Prerequisite: Ec 510 or equivalent. The purpose of managerial economics is to integrate the managerial decision making process and the main elements of short and long range planning with applicable economic theory. A wide variety of topics will be discussed in the classroom from risk analysis to planning for profit with appropriate emphasis on concepts and tools of analysis. The task will be to bring to the classroom the wide body of useful managerial economic concepts being applied by informed management today.

Ec 622 International Economics 3 Crs.
Prerequisite: Ec 510 or equivalent. A survey of the pertinent features of the present international economy and a foundation in the theory of international trade and finance. Topics include classical and modern theories, balance of payments and adjustment, commercial policy, regional economic arrangements, international aid to the developing countries. The international monetary fund and current developments in the international, commercial and monetary order.

Ec 623 Forecasting Business Conditions 3 Crs.
Prerequisites: Bu 540, Ec 621. This course will examine how to choose the most appropriate econometric model for a given forecasting problem, and how to specify the model and test it statistically. Extensive use of the computer will be made during the course. We will be forecasting various economic variables such as sales, orders, inventories, production, profits, costs, GNP and stock prices.

Ec 625 Economics/Multi-National Corporations 3 Crs.
Prerequisite: Ec 510 or equivalent. This course covers the determinants of foreign direct investment, the economic questions concerning the operations of multi-national enterprises, and the impact of multinational firms on national economies and international economic relations. Emphasis is placed on the general economic analysis of these issues. Relevant empirical evidence and examples will be provided throughout the course.

Ec 626 Introduction to Econometrics 3 Crs.
Prerequisite: Bu 540. The formulation of models for solving economic problems. Covers properties of estimators, methods of estimation, linear and non-linear regression, hypothesis testing, auto-correlation and related topics.

Ec 627 Independent Study in Ethics 3 Crs.
Prerequisite: Ec 510 or equivalent. Intensive study of current problems in economics. Provides the student with an opportunity to engage in independent study on a topic of current interest and importance.
Finance

Fn 660 Financial Management 3 Crs.
Prerequisites: Ac 510, Bu 501, Bu 541. This course is designed to provide the student with an introduction to the field of finance. Principal emphasis is given to financial statements and ratios analysis; working capital management; capital budgeting; firm’s cost of capital; and basic portfolio theory.

Fn 661 Money & Financial Institutions 3 Crs.
Analyzes the operations of commercial banks and other financial institutions. Examines money, credit and interest rates. It also examines contemporary monetary theories. Surveys recent developments and their implications to financial institutions.

Fn 662 Corporate Finance 3 Crs.
Prerequisite: Fn 660. Emphasis is placed on corporate long-term financing policies. Covers valuation of corporate securities; capital structure; dividend policy; analysis of overall cost of capital to the firm and mergers and acquisitions.

Fn 663 Investments 3 Crs.
Prerequisite: Fn 660. A study of investments and the objectives and techniques of investment management. Topics to be covered include how to determine investment value, sources of investment information, tools of investment analysis, regulations protecting investors, tax considerations and portfolio management.

Fn 664 Financial Markets 3 Crs.
Prerequisites: Fn 660, Ec 510. Examination of the whole spectrum of money and capital markets and the sectors that participate in them. The course also covers the determination of the level and structure of interest rates, the role of the Federal Reserve in financial markets, and government policies to stabilize and regulate the financial market system.

Fn 665 International Finance
Prerequisites: Fn 660, Ec 510. Application of principles of financial management to the decisions of corporations with international operations. Topics include sources and uses of funds for multinational operations; impact of different exchange rates; taxation systems and inflation rates on financial decisions; project evaluation; interaction among various national financial markets; regulation of flow of funds; and tax regulations.

Health Administration

Ha 510 Introduction to Health Care Administration 3 Crs.
The goal of this course is threefold: first, to obtain an overview of administration in health care settings; second, to gain an understanding of current issues in health care; and third, to explore the socio-cultural context of health care in the United States and the values on which various viewpoints are based.

Ha 560 Health Care Marketing 3 Crs.
Principles of marketing applied to health care delivery and related organizations. Special attention will be given to sources of funds, organization for structured financial management system and allocation considerations. Exploration of the organization and practice of medical care and its effect on the American consumer. Review of the health care
delivery system, health care products, medical economics, health insurance and the behavior of consumers of medical care. Included in the course will be discussions on popular consumer health practices.

Ha 620 Economics of Health 3 Crs.
Prerequisite: Ha 510. Determinants of demand for health services, including health insurance, supply functions for facilities and manpower, price determination and utilization, public intervention through financing, regulation, licensure and planning and cost-benefit analysis in health.

Ha 630 Management and Planning of Health Care 3 Crs.
Prerequisite: Ha 510. The first part of the course discusses administrative and organizational arrangements for health care. Topics such as manpower needs and resources, professionalism, community action, collective bargaining and new and allied health professions are covered. The second part of the course deals specifically with theory and practice of health planning. Alternative responses to physical, fiscal and conceptual restraints are discussed.

Ha 640 Health Services & The Law 3 Crs.
Prerequisite: Ha 510. Major issues in law of direct importance to professional practice in health planning and in health services administration, the legal frameworks of health organizations and medical practice, contracts affiliations and mergers, consent, patient's rights, clinical and social research, mental health laws, health care liability, property and legal death.

Ha 672 Administration of Ambulatory Care 3 Crs.
Prerequisites: Ha 560, Ha 630 or equivalent. Administrative problems of ambulatory care, solo physicians, out-patient departments, health maintenance organizations and group practices, neighborhood health centers, community mental and epidemiologic surveillance.

Ha 673 Administration in Long Term Care Facilities 3 Crs.
Prerequisites: Ha 560, Ha 630 or equivalent. Institutional care for the elderly and chronically ill in the context of the economic and social problems of our society in general and aging in particular. An analysis of administrative problems, issues and solutions, development of a systems approach to the delivery of long term care.

Ha 674 Administration in Public Health Agencies 3 Crs.
Prerequisites: Ha 560, Ha 630 or equivalent. Managerial, political and ethical aspects of daily administration of public health agencies. Case histories, current problems and practical problems encountered by health administrators and planners working within, and in collaboration with public health agencies.

Ha 684 Case Studies in Health Planning 3 Crs.
Prerequisites: Ha 560, Ha 630 or equivalent. An in-depth analysis and assessment of specific real-life health planning cases, each case examined systematically with respect to goals, methods, assumptions and cost effectiveness. Budgetary and political restraints, accountability and feasibility of implementation.
Marketing

Mk 561 Marketing 3 Crs.
The study of marketing oriented towards a consumer goods environment. The influence of the marketing environment on decision-making is reviewed first then each of the elements within the marketing mix (product, price, place and promotion) is thoroughly examined. Also studied is the organization's system for planning and controlling its marketing effort. Required of all candidates who have not completed six semester hours of B or better coursework in such areas as marketing, marketing management, advertising, market research or consumer behavior.

Mk 654 Marketing Problems 3 Crs.
Prerequisite: Mk 561. A survey of current problems and issues in marketing from the perspective of the firm is undertaken. Selected business managers from area corporations are invited to challenge class members with problems or opportunities which need to be solved. Using problem-solving techniques, students then present their findings and recommendations to these managers and obtain feedback on these proposals.

Mk 656 Advertising Management 3 Crs.
Prerequisite: Mk 561 or equivalent. An analysis of the advertising function from a management viewpoint. Emphasizes the mechanics and techniques of advertising as part of an overall marketing strategy, including: the role of the corporate advertising director; the role of the advertising agency and the role of the media. Special emphasis is placed on understanding and participation in the creative process, essential for effective advertising.

Mk 657 Industrial Marketing 3 Crs.
Prerequisite: Mk 561 or equivalent. A survey of the techniques and methodologies of industrial marketing stressing the differences between this sector and consumer market. Areas covered include: Marketing department organizations; channels of distribution; pricing strategies; sources of industrial market data; industrial advertising and promotion; and market and marketing strategies. Emphasis on the case method.
The Executive MBA Program

The Executive MBA Program at Sacred Heart University is based on the understanding that today's executive wants the opportunity for professional development, but cannot find the time it takes to attend a traditional MBA program. The EMBA provides an educational program that is rigorous, relevant and timely, and that gives a high return on the participant's investment.

The EMBA Program is unique because it focuses on the corporate environment as well as issues and challenges facing today's entrepreneur. The curriculum is based on competencies required to manage complex organizations. Classes focus on experiential learning reflected by extensive use of case studies, small group discussions and simulations.

This program, scheduled on alternate Fridays and Saturdays with the summer months free, fosters interaction and collegiality, while providing ample opportunities for meeting people and building friendships.

Admissions Requirements

Individuals who have had at least five years of professional managerial experience are eligible for admission. An application, official transcripts from all undergraduate and graduate institutions previously attended, and a resume are required. Letters of recommendation from two persons, as well as a letter from the applicant's organization supporting his/her enrollment in the program are also required. A personal statement is asked of all applicants, so that the EMBA program understands the applicant's objectives and can assist the applicant in meeting those objectives.

Applications may be obtained by contacting:

Director of Graduate Programs in Business Administration
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1023

Tuition and Fees

Tuition ................ $1,625 per module
Total for Eight Modules $13,000

The Executive MBA program offers the most cost-effective solution to your professional development. The cost per module ($1,625) covers all registration costs, courses, books, in-residence seminars, computer usage, forums and meals (breakfast and lunch).

All checks are to be made payable to Sacred Heart University. All University tuition and fees must be paid on or before registration for each module unless prior arrangements have been. MasterCard and Visa cards may be used for the payment of tuition.

Class Times

Classes are held on alternate Fridays and Saturdays (all day) with the summer months free. Each course runs for eight weeks.
Time Limit
The Executive MBA Program is divided into eight modules focusing on quantitative and qualitative aspects of business. The program can be completed and the MBA degree earned in 20 months.

Thesis
An Applied Research Project using the skills and techniques learned by focusing on a specific area from the applicant’s organization is required to earn the EMBA degree. This project includes a major written component.

EMBA Requirements
A total of 48 credits plus an Applied Research Project is required for the EMBA degree with a minimum quality grade point average of 3.0.
Graduate Business Administration Faculty

Darryl C. Aubrey
Adjunct Assistant Professor, Management
B.Che., Georgia Technical Institute, 1955; M.B.A., Adelphi University, Business, 1980

Roberta J. Cable
Professor, Accounting, Faculty of Financial Studies

Douglas Campbell
Assistant Professor, Management/Marketing
B.A., University of New Hampshire, (Cum Laude), 1975; M.B.A., The Darden School, University of Virginia, 1980

Thomas D. Corrigan
Associate Professor, Business (Economics, Finance), Director of Graduate Studies
B.S., Rutgers University, Agricultural Economics, 1964; M.S., Rutgers University, Agricultural Economics, 1966; Ph.D., University of Maryland, Agricultural Economics, 1969

Raghunath (Shashi) V. Date
Faculty Chair, Management and Computer Science
Professor, Management/Marketing
I.Sc., Maharaja's College, Math., Phys., & Chem., 1953; B.Ch.E., Bombay University, India, Chemical Engineering, 1960; M.Ch.E., University of Oklahoma, Chemical Engineering, 1961; M.S., Yale University, Chemical Engineering, 1965; M.Phil., Yale University, 1967; Ph.D., Yale University, Chemical Engineering, 1968; Connecticut State Professional Engineer, 1969; MBA, Sacred Heart University, Business, August 1979

Rawlin A. Fairbaugh
Associate Professor, Management/Marketing

Ramzi N. Frangul
Associate Professor, Economics/Finance
B.A., University of Baghdad, Economics, 1954; M.S., Loyola University, Economics, 1958; Ph.D., New York University, Economics/Finance, 1973

Nancy S. Frydman
Assistant Professor, Management/Marketing/Human Resources

Saul Haffner
Associate Professor, Management/Marketing
B.S., Polytechnic Institute, Physics, 1952; M.B.A., Hofstra University, Management, 1960

Charles W. Harper
Professor, Management

Ralph Lim
Associate Professor, Economics/Finance

Edward W. Malin
Faculty Chair, Education and Psychology, Associate Professor, Psychology
B.A., University of Notre Dame, Liberal Arts, 1967; M.A., Fordham University, General Psychology, 1969; Ph.D., Fordham University, Experimental Psychology, 1976

Lawrence D. Mammone
Assistant Professor, Accounting
A.B., Sacred Heart University, Business Administration, 1968; M.B.A., University of Bridgeport, Accounting, 1977

George F. R. Miller
Professor, Management
B.I.D., Syracuse University, Industrial Design, 1959; M.B.A., Syracuse University, Marketing, 1962

Diana D. Mrotek
Assistant Professor, Management/Marketing
University of Wisconsin, Nursing Program, 1953-56; B.S., University of Wisconsin, Sec. Ed./Social Studies, 1968; M.S., University of Wisconsin, Curriculum Instr./Soc. Studies, 1973; Ph.D., Northwestern University, Counseling Psychology, 1982

Lucjan T. Orlowski
Faculty Chair, Financial Studies, Associate Professor, Economics/Finance
Academy of Economy, Katowice, Poland, 1975; M.A., Academy of Economy, Katowice, Poland, 1976; Ph.D., Academy of Economy, Katowice, Poland, 1979

Danny A. Pannese
Assistant Professor, Accounting
B.S., Sacred Heart University, Accounting, 1975; M.S., University of New Haven, Taxation, 1985

Laurence M. Weinstein
Professor, Management
Adjuncts

James J. Conerty
Adjunct Associate Professor
B.A., St. John's University, History, 1966; M.A., New School for Social Research, Economics, 1974; M.B.A., Sacred Heart University, Finance

Peter M. Engstrom
Adjunct Assistant Professor, Management/Marketing

Maryellen K. Frele
Adjunct Professor, MBA
B.S., Skidmore College, Nursing, 1972-75; M.B.A., Fordham University, Management/Business, 1979-82

James Richard Green
Adjunct Associate Professor, Economics
B.A., Southeastern Oklahoma State University, Economics, 1966; M.S., Oklahoma State University, 1970, Economics; Ph.D., Oklahoma State University, 1972, Economics

Alan E. Gustafson
Adjunct Associate Professor, Business Administration

Joan Henderson
Adjunct Assistant Professor, MBA Health Care
B.S., Quinnipiac, Health Services Admin., 1979; M.B.A., Sacred Heart University, Bus. Ad., 1983

Eleanor R. Hetrick
Adjunct Assistant Professor, Math
B.A., Marist College, Math, 1974; M.A., St. John's University, Math, 1978

Seymour C. Hirsch
Adjunct Assistant Professor, Business
A.S., Housatonic Community College, 1975; B.S., Sacred Heart University, 1977, Accounting; M.B.A., Sacred Heart University, 1980

Edward E. Lisi
Adjunct Professor, Business Administration
B.S., Rider College, Finance, 1974; M.B.A., Univ. of Connecticut, Marketing/Finance, 1975; Certificate (Graphics/Design/Adv.), Fairfield University, 1981

Stephen M. Litt
Adjunct Assistant Professor, Accounting

Frederick W. McKinney
Adjunct Associate Professor, Economics

Richard J. Pober
Adjunct Associate Professor, Management
B.A., George Washington University, Political Science, 1974; J.D., New England School of Law, Law, 1977

Cassy Deane Pollack
Adjunct Assistant Professor, MBA, Mgmt./Nursing
B.S.N., University of New Hampshire, 1976; M.S.N. & M.P.P.M., Yale, 1981

Jeanette C. Rohn
Adjunct Associate Professor, Finance
B.S., University of Connecticut, Education, 1974; M.B.A., New York University, 1967

Raymond A. Rzasa, Jr.
Adjunct Assistant Professor, Education
B.A., Brown University, Biology, 1975; M.A., Fairfield University, Corporate/Political Communication, 1981

Gerald W. Tracy
Adjunct Associate Professor, Management/Marketing/Health Care Admin.

Alan R. Trippel
Adjunct Assistant Professor, Management
Graduate Programs in Education
New Directions for Education
Sacred Heart University believes that excellence in education is an obtainable goal, and that teacher preparation is at the core of excellence. Today's schools need and communities demand dedicated educators trained in valid research-based teaching strategies. Sacred Heart University recognizes the multivariate nature of the learner and guides its graduates in application of the current research.

The Education Programs at Sacred Heart University offer students a professional education at both the undergraduate and graduate levels. The Education program had nine students in 1978. Presently there are over 900 students enrolled in full-time and part-time programs. There are eight full-time professors in Education and a staff of 40-50 adjunct instructors. The majority of courses are offered at the Fairfield campus. However, courses may be taken at satellite centers in Stamford, Norwalk, Lisbon, Middlebury and New Haven.

Goals and Objectives
The major emphasis of the Graduate Program in Education at Sacred Heart University is to prepare students to utilize their knowledge in becoming competent certified teachers and to help teachers improve their academic skills as facilitators of learning. Training is focused upon the personal growth of the student, enhancement of positive self-image and the development of the intellectual social and emotional qualities conducive to teacher effectiveness. Students receive professional training in those teaching skills based on the best current research and on characteristics of effective schools. The curriculum corresponds to the Connecticut Teaching Competencies promulgated by the State in January 1984 to guarantee high quality professional training.

To achieve its goals and objectives, the following commitment has been made by Sacred Heart University:

- An unprecedented effort to involve school systems with in-service graduate course planning.
- A core curriculum reduced to a minimum so that graduate students are free to direct their studies to meet their individual situation or the needs of their school and community.
- Special training focused upon the teacher as a human facilitator in the learning experience.
- Community needs assessments as well as state regulations combined to dictate course offerings. In this way, teachers, parents, business people, social service agencies and school boards link together to improve services.
- Students already holding a bachelor's degree may receive basic training for initial certification in elementary or secondary education. Other students may choose an available concentrated
study designed to improve instruction in virtually any academic area and in diverse educational settings.

- A field-based component is stressed in course work so that application of training can be made in the real classroom and results brought to the graduate classroom for clinical analysis.

Please Note: CHANGES MAY OCCUR EACH YEAR BASED ON NEW STATE REGULATIONS AND UNIVERSITY POLICIES.

Graduate Programs
- Sixth Year for Teachers (Certificate of Advanced Studies)
- Sixth Year for Administrators (Certificate of Advanced Studies)
- Master of Arts in Teaching (M.A.T. Degree)
- Certification
  1. Elementary Pedagogical Sequence: Grades Nursery K-8
- Fifth Year Internship Program
- Supervised Student Teaching
- One Credit Institutes
- Foreign Study Tours to England and Cuba
- Independent Study Programs
- Special Institutes and Workshops

Admission Requirements
Students applying for the graduate program for initial certification as elementary or secondary school teachers must hold at least a bachelor’s degree from an accredited institution.

Elementary Certification
The degree for candidates seeking elementary certification may be in any discipline. Moreover, transcripts must indicate that the candidate has a minimum of 75 credits in general education including study in each of the following areas:

1. English — at least six credits
2. Science
3. Mathematics
4. Social Studies — at least six credits including United States History
5. Fine Arts

Candidates must complete 30 credits in education for elementary certification. This includes six credits of student teaching.

Secondary Certification
For students seeking secondary certification, transcripts for their bachelor’s degree or post-baccalaureate study must indicate one of the following:

1. A degree in business, English, history, social studies, mathematics, biology, chemistry, general science, or Spanish. (Additional endorsements may be requested in areas not listed provided the candidate has the minimum number of credit hours required by State regulations).
2. Transcripts must also indicate a minimum of 45 credits in general education including at least three of the following areas:

1. English — at least six credits
2. Science
3. Mathematics
4. Social Studies — at least six credits including United States History
5. Fine Arts
6. Foreign Languages

Candidates must complete 18 credits in education for Secondary Certification. This includes six credits of student teaching. Also candidates must have the necessary state approved credits in the particular subject matter major as part of certification.

Graduate students who show a deficiency in the subject-matter area and/or the general education requirements must make up the deficiency by taking undergraduate courses if no graduate courses are available to address the deficiency.

General Admissions Requirements

In addition to the degree requirements and general education requirements noted above, the University adheres strictly to the standards legislated by the State of Connecticut. These standards include:

1. Demonstrated skill in reading, writing and mathematics by one of the following:
   1.1 A combined score of 1000 on the S.A.T. with at least a score of 400 on both the verbal and the mathematics sections respectively.
   1.2 Passing of the state mandated skills examination in mathematics, reading and writing (CONNCEPT or ACT). Information on the time, location and fees may be obtained from the Faculty Chair, Faculty of Education and Psychology.
   1.3 Passing a similar test of a state with which Connecticut has certification reciprocity agreements.

2. Academic Standing

2.1 Students must have a 2.5 grade point average for all undergraduate courses.

2.2 Students who have a master's degree and meet the grade point average requirement on that level but not on the baccalaureate level will need special dispensation from the state.

3. Educational Background Requirements

Students must have an educational background including arts and humanities, mathematics, science-technology, social and behavioral sciences, health and physical education.

4. Written Essay Requirement

4.1 Upon application to the program students shall present an essay setting out the reasons for wanting to enroll in the program emphasizing experience relevant to teaching.
4.2 In addition to the content of the essay, students will be evaluated for their command of the English language.

5. Letters of Recommendation

Students must submit three letters of recommendation from persons able to testify to the candidate’s suitability as a prospective teacher.

**Tuition and Fees**

Tuition ..................... $200.00 per credit
Graduate Program
Application Fee ......... $ 20.00
Registration ............... $25.00
Late Registration Fee .... $30.00
Graduation Fee ............. $60.00

All checks are to be made payable to Sacred Heart University. All University tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made under a deferred or other payment plan. MasterCard and Visa cards may be used for the payment of tuition and fees. Persons seeking information on financial assistance should contact the Office of Financial Aid of the University.

**Class Times**

Three-credit courses generally meet once a week for twelve weeks. All three-credit courses must meet for a minimum of 33 contact hours. Each class session runs for approximately three hours. There are also special six-week Saturday sessions that run from 9:00 - 2:15. In January and May of each year, special intensive sessions meet between semesters. A one-credit mini-course institute meets for four nights for one week. Special institutes are also held during the summer and during each semester.

Printed brochures are issued three times a year with course listings, dates, time, instructors and course descriptions.

**Course Loads**

A full-time graduate student (not working full-time) may take up to four three-credit graduate courses each semester. A person employed as a full-time teacher or in any full-time job capacity may take one or two three-credit graduate courses each semester. Permission to take more than six credits per semester must be given by the Director or the program coordinator.

**Transfer Credit**

A student may request transfer of up to 12 graduate credits for work done at another accredited university. Only courses in which the student has received a grade of B or better will be considered. Requests for transfer of credit should be made to the Director, Graduate Program in Education, in writing and an official transcript of the courses completed should be sent to the Director from the issuing institution. If approved, the transferred course and credit will be recorded in the student’s permanent record. The student will be informed by the Director of the action taken.

**Time Limit**

The student is permitted seven consecutive years from the date of matriculation into the program for completion of all requirements for a graduate degree. Extensions are permitted only with the written approval of the Chair of the Faculty of Education and Psychology.
System of Grades
A cumulative grade average of B (3.0) is required for graduation with an advanced degree.

The grading system includes the following possible grade assignments and their related quality points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A−</td>
<td>3.75</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>B−</td>
<td>2.75</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Less than satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum mastery of subject</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unacceptable for graduate work</td>
</tr>
<tr>
<td>FI</td>
<td>0</td>
<td>Failure - Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn Officially - no prejudice</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>Withdrawn while failing or unofficial withdrawal</td>
</tr>
</tbody>
</table>

Students are permitted to withdraw from a course within the first five weeks of the semester without academic penalty. Thereafter, students failing at the time of withdrawal will be subject to the (WF) grade which carries the (F) penalty. The grace period for non-penalty withdrawals (W) may be extended by the Chair of the Faculty of Education and Psychology with the professor’s approval. When a grade below C is given in a required course, that course must be repeated. For a grade below C in an elective course, the student will be requested to repeat the course or take another elective in its place. In any case, the original grade is calculated into the grade point average.

Performance Review
The performance of students will be reviewed by the graduate faculty at the end of each semester. Students whose grade point average falls below 3.0 will be notified by the Director that their eligibility for continued study is at risk. Students thus notified will be permitted to take a maximum of six additional credit hours of study. At the end of that period their grade point average must be 3.0 or above, or they will be required to terminate their studies.

Thesis Options
Masters candidates must take one of the possible thesis options. Thesis options are presently under revision. Please contact a department advisor for further information.

Masters of Arts in Teaching Degree Requirements
Course distribution is as follows:
Required Core: ........................................12 credits

Foundations: ........................................3 credits
Role of the teacher or Education in the United States
Receptive Communication (reading) ......................3 credits
Expressive Communication ............................3 credits
Telelecture or Seminar .............................3 credits

Concentration: ........................................12 credits

Electives .............................................6 credits

Thesis Options: (Thesis options are presently under revision. Contact a department advisor for further information.) ................3 or 6 credits
Total: 33 or 36 credits
6th Year Certificate
Requirements

Advanced Studies Certificate
Requirements

Area I Foundations ...................... 9 credits
Foundations (Select One)
   Education in the United States
   Characteristics of Effective Schools
   Equivalent

Psychological Foundations (Select One)
   Personalized Learning
   Developmental Psychology for Teachers
   Equivalent

Curriculum (Select One)
   Alternative Strategies of Curriculum
   Elementary School Curriculum
   Secondary School Curriculum
   Equivalent

Area II
Professional Development ........6 credits
Select Two
   School Law
   School Finance
   Public School Relations
   Computer Course

Area III Effective Education
Concentration .................... 12 credits
Content .......................... 6 credits
Level ............................. 6 credits

Area IV
Professional Assessment ....... 3 credits
Teacher Evaluation and Self-Assessment

Option ......................... 3 credits/0 credits
Research Paper ................... 3 credits
Comprehensive Examination ... 0 credits

Total: 30 credits or 33 credits

Administrator Supervisor
Requirements

Area I Foundations ............... 9 credits
Foundations (Select One)
   Education in the United States
   Characteristics of Effective Schools
   Equivalent

Psychological Foundations (Select One)
   Personalized Learning
   Developmental Psychology for Teachers
   Equivalent

Curriculum (Select One)
   Alternative Strategies of Curriculum
   Elementary School Curriculum
   Secondary School Curriculum
   Equivalent

Area II
Professional Development ...... 6 credits
Select Two
   School Law
   School Finance
   Public School Relations
   Computer Course

Area III Management
Concentration .................... 9 credits

Area IV Specialization ........... 6 credits
Administration & Supervision of Programs or
Administration & Supervision of Personnel and
Principalship ..................... 3 credits
   A. Elementary School Principal
      Characteristics of Effective Schools
      or Elementary School Principal
      or
   B. Secondary School Principal
      Characteristics of Effective Schools
      or Secondary School Principal
      Principal ..................... 3 credits
Area V Practicum .......................... 3 credits
ED699 100 hours: Per arrangement with major advisor.

Total Required .............................. 30 credits

CERTIFICATION

Recommended Sequence

Elementary
*ED515 Children’s Literature .............................. 3 credits
*ED524 Teaching Reading and Language Arts

or
*ED514 Developmental Reading .......................... 3 credits
*ED528 Methods of Teaching .............................. 3 credits
Social Studies, Science
and Health (Elective)

*ED552 Education in the United States ......... 3 credits
*ED553 Educational Psychology ......................... 3 credits
*ED558 Methods for Teaching Mathematics ......... 3 credits
*ED569 Education of Special Needs Students ........ 3 credits
*ED585 Elementary Student Teaching ............... 6 credits

*Elective ............................................. 3 credits

Total ....................................................... 30 credits

*Required

Elective ............................................. 3 credits

CERTIFICATION

Recommended Sequence

Secondary
*ED552 Education in the United States ......... 3 credits
*ED553 Educational Psychology ......................... 3 credits
*ED529 Secondary Methods .............................. 3 credits
529.2 English
529.3 History and Social Studies
529.4 Spanish
529.5 Business
529.6 Mathematics
529.7 Science

*ED569 Education of Special Needs Students ........ 3 credits

*ED587 Secondary Student Teaching ................ 6 credits

Total ....................................................... 18 credits

*Required

*ED510 Reading and Writing in Content Areas
or
*ED514 Developmental Reading (English majors only)

Course Descriptions

Ed 400-499 Mini Courses
The Graduate Program offers a series of one credit courses that cover professional development or enrichment topics. These mini courses are assigned course numbers in the 400 series. Consult our Graduate Brochure for the current repertory of 400 courses.

Ed 501 Role of the Teacher 3 crs.
An educational foundations course leading to a Master of Arts in Teaching, this is designed to meet the teacher’s needs, problems, and tasks that confront educators on a daily basis. Participants become able to understand their unique and changing roles as teacher and as human being.

Ed 503 Personal Growth Experience 3 crs.
An experiential workshop in self-awareness, this course focuses on tools for changing dissonant patterns in the teacher’s own personal behavior. Participants are assisted in coping with or changing areas in their personal and interpersonal behavior that influence their teaching performance.
Ed 504 Teaching Study Skills 3 Crs.
This course focuses on methods for classroom teachers to strengthen their students’ study skills, based on latest research in skill development, note-taking, test-taking, and other areas of study such as listening, comprehension and vocabulary development.

Ed 505 Adolescent Literature 3 Crs.
Young adult literature will be studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature will be presented as well as contemporary authors and popular fiction. Techniques, motivational strategies, and procedures that will result in the development of lifetime reading habits will be explored.

Ed 506 Health in Education 3 Crs.
This course will focus on the functions of nutrition and physical fitness as they relate to learning and energy levels. The concept of balancing physical and mental activities of student, detection of health problems and first-aid for classroom teachers will be covered.

Ed 507 Counseling Techniques for the Classroom Teacher 3 Crs.
This course focuses on the study of the theory and practice of counseling techniques most useful for the regular classroom teacher. Examination of counseling philosophies is included, and students are assisted in developing and refining approaches to personal and group counseling.

Ed 508 Seminar in Teaching Man’s Inhumanity to Man 3 Crs.
This course analyzes examples of man’s inhumanity to man such as the Armenian Massacre, Slavery and Segregation, the Holocaust, and the Cambodian Genocide. Teaching methodology will be demonstrated.

Ed 510 Reading and Writing in the Content Areas 3 Crs.
This teaches middle and secondary school teachers the fundamental principles of teaching reading and writing. Current methodologies and motivational strategies are taught. Teachers will learn to: effectively use their content area textbook; assign, organize, and evaluate written work; and develop positive student attitudes toward reading and writing as lifetime skills.

Ed 511 How to Motivate Writers 3 Crs.
Focuses on motivating students so that they write freely, and then on improving their writing. It is a practical course with step-by-step techniques that are easy to learn and to teach.

Ed 512 Cooperative Group Learning 3 Crs.
This will help K-12 teachers including Special Education and Alternative Education teachers to master the skills of planning, managing, and evaluating Cooperative Group Learning activities. Classroom groupings aimed at promoting active thinking and problem-solving strategies will be demonstrated.

Ed 513 Developmental Reading (K-8) 3 Crs.
Focuses on the study of the process of teaching remedial reading in the Grades K-8 span including assessing readiness, methods of improving student comprehension, improving decoding skills, using semantic and syntactic cueing
systems, encouraging the enjoyment of reading and creating lifetime reading habits.

**Ed 514 Developmental Reading (7-12) 3 Crs.**
Focuses on the study of the process of teaching remedial reading in the Grades 7-12 span including assessing readiness, methods of improving student comprehension, improving decoding skills, using semantic and syntactic cueing systems, encouraging the enjoyment of reading and creating lifetime reading habits.

**Ed 515 Children’s Literature 3 Crs.**
Examines a variety 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.

**Ed 516 Seminar in Teaching (5th Year Trainees) 3 Crs.**
The Seminar in Teaching is an integral component of the fifth year traineeship Practicum I. Weekly sessions are designed to address pertinent issues related to the teaching-learning process and to provide professional support. Students will discuss Connecticut Teaching Competencies and assess their performance in the classroom.

**Ed 517 Learning Stations: A Workable Alternative 3 Crs.**
Teachers are given practical ideas for the use of learning stations in the classroom. The course offers experience in designing, and constructing learning stations, record keeping and using stations for all curriculum areas.

**Ed 519 Alternate Strategies in Curriculum 3 Crs.**
This course focuses upon alternative ways of developing the didactic curriculum. Teachers assist one another in writing units for alternative education strategies such as community-based learning, experiential curricula, or holistic curricula.

**Ed 521 Models of Early Childhood Programs 3 Crs.**
Course examines the historical, philosophical and cultural roots of contemporary early childhood education. It explores contrasting early childhood education models, such as the Montessori method, the cognitive based model, the child development model and the British Primary Schools. Current issues and innovation in early childhood are discussed.

**Ed 522 Integration of Art into the Classroom 3 Crs.**
This course is designed for both the elementary and secondary classroom teacher. This study will examine the role art plays in student and social life. Problems will be posed that may be solved through the creative application of arts and crafts. The aim of this course is not only to relate art to other areas, but also to enhance creativity and artistic confidence in the students.

**Ed 523 Teacher-Parent-Child Interaction 3 Crs.**
This course explores issues related to home-school interaction. The influence of family background factors on student behavior and attitudes in the classroom are examined. A special emphasis is placed on minority families and urban education.
Ed 524 Teaching Reading and Language Arts
A study of methodology in the areas of reading instruction and language arts for elementary students. Field experience is an integral part of this course.

Ed 525 Neurophysiology in Teaching and Learning
This course focuses on the implication of brain research to the American educator. Recent reports indicate that present methods used in education focus only on a narrow field. Alternatives in attaining traditional education goals using current research are explored.

Ed 526 Test and Measurement
The focus is on teacher interpretation of psycho-educational assessment data and the translation of those data into remedial instructional plans for the emotionally disturbed or learning disabled. Current tests will be examined and discussed.

Ed 527 Telelecture: Dialogue with Professionals
Via telephone hookup, students interview professionals across the country. Students read and discuss the writings of the professionals scheduled to speak to them by telephone. Specific questions are prepared to be directed to the scheduled speaker. The speaker is called on a special conference telephone, and dialogue is conducted under the direction of the instructor.

Ed 528 Early Childhood Sciencing
The goal of this course, through a variety of intriguing activities, is to encourage the early childhood educator to approach “science” with confidence and enthusiasm. The activities — designed for children 2-7 years — are action oriented and challenge the problem solving ability of the young child. Activities will be hands-on and developed from everyday materials.

Ed 529 Secondary Methods
This course describes the implementation of various methods of instruction applicable to all academic areas in the junior and senior high school. The philosophical, psychological and practical implications will also be discussed.

Ed 529.G2 English
Ed 529.G3 History & Social Studies
Ed 529.G4 Spanish
Ed 529.G5 Business
Ed 529.G6 Mathematics
Ed 529.G7 Science

Ed 530 Methods of Teaching Elementary Science, Health & Social Studies
The goal of this course, through a variety of intriguing activities, is to encourage the early childhood educator to approach science and social studies with confidence and enthusiasm. The activities — designed for elementary children — are action oriented and challenge the problem solving ability of the young child. Activities will be hands-on and developed from everyday materials.

Ed 532 Teacher Evaluation and Self Assessment
This course considers problems in teacher evaluation and accountability for teacher self-improvement as well as for purposes of supervision. The Connecticut law on teacher evaluation is studied. Instruments for teacher evaluation cur-
Currently in use are critically analyzed, and areas where accountability can be validly assessed are carefully delineated. Students observe videotaped class performance and learn techniques of evaluation and analysis.

**Ed 536 Here’s Looking at You, 2000** 2 Crs.
Provides participants with information and skills for teaching substance abuse education in grades K through 12. Designed for administrators, teachers, practitioners and the general public. (ADACCB Credit)

**Ed 539 The Teaching of Writing — Techniques for Elementary School Teachers (K-5)** 3 Crs.
This course will outline writing strategies for elementary teachers. The writing process will be discussed in depth and practical instructional strategies will be employed.

**Ed 542 Peer Coaching** 3 Crs.

**Ed 549 Talents Unlimited** 3 Crs.
Talents Unlimited Program is an exciting way to apply creative and critical thinking skills to the classroom. It is designed to help teachers recognize and nurture student talents in the areas of productive thinking, communication, forecasting, planning and decision making. The teacher training model is a competency based, sequentially ordered, and appropriate to a variety of teaching personnel.

**Ed 550 Teaching Remedial Math** 3 Crs.
This course deals with diagnostic tools and remediation techniques for mathematics instruction. Current research in teaching mathematics is discussed, and participants share their experiences while implementing strategies in the classroom.

**Ed 551 Developmental Psychology for Teachers** 3 Crs.
A study of the developmental changes in the total life span of the normal person and the application of this knowledge to the teaching process.

**Ed 552 Education in the United States** 3 Crs.
In dealing with certain value-systems in education and persistent issues facing the schools such as alcohol, drugs, divorce, etc., this course is designed to help you determine your own personal philosophy and become intelligently articulate concerning controversial issues in education. It particularly emphasizes how values affect, for better or for worse, human existence in general and schooling in particular.

**Ed 553 Educational Psychology** 3 Crs.
The application to teaching of the principles of psycho-analytic, behavioristic and humanistic psychologies is the focus of this course. The aim of the course is to adopt a specific psychological approach compatible with one’s own personality for consistency and charisma in curriculum development, instructional strategy and evaluation techniques.

**Ed 558 Methods for Teaching Elementary Mathematics** 3 Crs.
This course examines basic concepts of mathematics with special emphasis on the teaching of these concepts. Careful consideration is given to recent developments in mathematics and their implications for work with children. Workshops
utilizing mathematical materials are included.

**Ed 560 Problem Solving and Methods of Instruction in Secondary Mathematics** 3 Crs.
Investigation of recent curricula, techniques and materials in secondary mathematics instruction. Exploration of selected mathematical topics with emphasis on problem solving.

**Ed 561 Extending Talents** 3 Crs.
Participants must have taken Talents Unlimited prior to registering for this course. Extending Talents is designed to help teachers to learn to plan activities which supplement and augment the Talent areas of productive thinking, communicating, forecasting, decision making, and planning. All participants in this course must have access to a group of five or more students.

**Ed 562 Methods and Materials for the Mainstreamed Learning Disabled Student** 3 Crs.
This course focuses on procedures, practices and materials for the mainstreamed classroom. Strategies to be adapted by classroom teachers to individualize curriculum and satisfy the unique needs of the mainstreamed student are included.

**Ed 563 Educating the While Child** 3 Crs.

**Ed 564 Pluralism in American Society** 3 Crs.
The emphasis in this course is on racial, ethnic, gender and age relations in American society. The first part is of the theoretical framework used to study minority/dominant groups relations.

**Ed 565 Methods of Teaching Business Education** 3 Crs.
This course will focus on the correct methodology and instructional strategies for teaching business education courses. Concentration will be in the general areas of Typewriting, Accounting, General Business, Office Procedures, Shorthand, and Word Processing.

**Ed 566 Solving Discipline Problems** 3 Crs.
This course focuses on maintaining discipline in the classroom, and on how to unravel behavioral problems with and without the support of administrators and parents. Group dynamics, Assertive Discipline, conflict resolution, and legal rights of teachers in Connecticut will be examined.

**Ed 567 Individualizing Instruction** 3 Crs.

**Ed 568 Education of the Gifted** 3 Crs.
This course addresses the educational, social and emotional needs of gifted students. Students are introduced to the Renzulli Enrichment Triad Model and the Revolving Door Identification Model as practical methods for providing services within the public school systems.

**Ed 569 Education of Special Needs Students** 3 Crs.
Course focuses on the identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Exceptionalities studies include all areas defined as special according to Public Law *94-142.*
Ed 577 Apple Logo 3 Crs.
Provides a hands-on introduction to Logo, the latest in educational programming languages. Students are introduced to a few simple commands which have been utilized by programmers from kindergarten through college to create programs to delight the eye and challenge the imagination.

Ed 578 Introduction to Computers in Education 3 Crs.
This introductory course investigates how computers can be used in the classroom, and what you must know to operate an instruction microcomputer. Focus is on a hands-on approach to using an educational microcomputer and will not include programming. Commercial software is demonstrated and criteria for the evaluation of educational software are discussed. Students will use microcomputers to generate classroom materials.

Ed 583 The Big Three "Real Computer Applications" for Educators — Word Processing, Database, Spreadsheets 3 Crs.
Professional educators with no computer experience will acquire working knowledge of hardware and software handling, and hands-on introductions to the three major "real world" applications: word processing, database and spreadsheets on the Apple IIe.

Ed 584 Desktop Publishing on the Macintosh 3 Crs.

Ed 585 Student Teaching (Elementary) 3 Crs.
Seminar meets weekly in conjunction with the full-time students teaching assignment. Focus is on the teaching-learning process as it is being experienced in the elementary school. Related issues such as teacher competencies, evaluation, supervision, and self-assessment; curriculum planning, implementation and situation topics are explored.

Ed 586 Curriculum for the Extended Day Kindergarten 3 Crs.
This course investigates the current issues of full-day kindergartens. Philosophical pros and cons, developing a kindergarten curriculum, model schedules, parent involvement, early identification and special needs are some of the issues to be addressed. This course is designed for all early childhood educators.

Ed 587 Student Teaching (Secondary) 3 Crs.
This 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 secondary school. Related issues such as teacher competencies, evaluation, supervision, and self-assessment; curriculum planning, implementation and situation topics are explored.

Ed 588 Curriculum and the Talented and Gifted 3 Crs.
This course deals with the creative personality and the application of creative techniques to the classroom and to one’s own thought process. It explores how teachers can encourage the development of creativity and the relationship of school curriculum to creativity. The course is experiential as well as theoretical.
**Ed 591 Microcomputer Applications for Classroom Management 3 Crs.**

This course is designed to introduce the teacher to the microcomputer and its role in the classroom. Students will be introduced to "APPLEWORKS," a popular home and office program that is helpful in performing many common classroom tasks. The "Data Base" will be used to prepare class lists, bus lists, mailing labels, birthday lists.

**Ed 592 Microcomputer Applications II 3 Crs.**

This course is concerned with how teachers and administrators can make effective use of the computer in their everyday perfunctory tasks. Software discussion, teacher oriented word processing, spreadsheet and database programs will be used to create scenarios. This course uses Apple II’s. Students should have basic knowledge of computers.

**Ed 593 Creative Play, Movement and Arts for Early Childhood 3 Crs.**

This course explores the importance, value and implementation of creative play, movement and art activities for pre-school and primary grade children. This includes experimentation with and the use of various media, techniques and methods for the decorative and practical arts, and participation in movement activities as a medium for expression.

**Ed 594 Child Abuse and Neglect: Treatment and Prevention 3 Crs.**

Through didactic presentations, small group activities, films, role-playing and case studies, this course is intended to help educators better understand child abuse and neglect and their responsibilities to abused and neglected children. Special focus will be placed upon the part schools can play in preventing child maltreatment.

**Ed 595 Teaching Critical Thinking Skills 3 Crs.**

This course deals with the questioning techniques in terms of Bloom’s Taxonomy, critical thinking skills, and problem solving approaches. Students apply the processes after they have been discussed.

**Ed 596 Publishing in Professional Journals 3 Crs.**

Course designed for students who desire to have their material published. Emphasis will be directed towards selecting a topic for possible publication, identifying sources for publication, and critiquing published articles. Class will meet for four sessions and additional sessions will be scheduled on an individual basis.

**Ed 598 Thesis Preparation 3 Crs.**

A seminar format is utilized to offer direction and advice to those students preparing to submit a thesis for the culmination of the Master’s Degree program. Initial four weeks focus on development of proposal. Instruction shared by members of the Education Department.

**Ed 599 Independent Study 3 Crs.**

The student chooses a subject of investigation, works individually under the guidance of the appropriate instructor, writes an extensive paper. Consultation, planning and approval for this paper should be completed before registration. Prerequisite: matriculated standing.
Ed 600 Characteristics of Effective Schools and Teaching 3 Crs.
This course will examine the characteristics of effective schools and study the implications that effective school practices have on improving learning, teaching and leadership. Research findings, selected readings and experts in the field making presentations will all contribute to exciting class discussions and stimulating weekly sessions.

Ed 601 Elementary School Curriculum 3 Crs.
This course will expose students to various teaching strategies for use with elementary students, particularly the elements of effective instruction. In addition, students will learn general curriculum content for various elementary grades and will prepare lessons related to these curriculum areas. Students will also practice teaching skills in micro-classroom situations.

Ed 602 Secondary School Curriculum 3 Crs.
A comprehensive study of the principles, methods, and materials for teaching in the junior and senior high schools. Effective elements of instruction will be explored as they relate to practical application in the classroom.

Ed 603 Seminar in Education 3 Crs.
This seminar will include a discussion of the writing of eminent professionals in the field of education. Students will analyze their thought to see if they are addressing the real problems of the real classroom. Selected professionals will be invited to speak. Note: This course can be substituted for Ed 527 Telelecture.

Ed 610 Teaching English Grammar 3 Crs.
This course provides an intensive review of traditional American grammar with emphasis on the development of learning packets for individualized instruction in grammar at the secondary school level. Certain short pieces of writing will be required.

Ed 611 Administration and Supervision of Personnel 3 Crs.
Students will examine leadership styles and procedures as they relate to effective schooling practices. Administrative theory will be analyzed in relationship to current research and supervisory models will be studied.

Ed 612 Administration and Supervision of Programs 3 Crs.

Ed 616 Seminar on Magnet Schools: New Approaches in Education 3 Crs.
This course will examine a variety of innovative magnet school programs, alternative forms of education and new educational approaches in the 1980's. Speakers, school visits and a.v. materials when appropriate will be used to enrich and stimulate class discussions.

Ed 620 Women in Educational Administration 3 Crs.
An analysis of the critical issues concerning women and their role in school leadership. Issues discussed will include the history of women in management positions, leadership style, motivation, decision making, communication, politics, life cycles and career planning.

Ed 623 Environmental Science for Elementary School Teachers 3 Crs.
This course is designed for the elemen-
tary school teacher. It will introduce the basic scientific principles underlying today’s environmental issues. Air, water, and land pollution will be discussed.

**Ed 625 Seminar in Educational Research** 3 Crs.
This course is designed to increase student awareness of educational research techniques, specifically to enhance their classroom effectiveness by making them better consumers of educational literature. Students will read and critique qualitative and quantitative educational literature. Experimental and quasi-experimental designs will be examined and statistical techniques will be discussed.

**Ed 627 Seminar on Kids, AIDS, Alcohol, and Drugs** 3 Crs.
This course focuses on the current school/community responses to problems such as substance abuse, AIDS, etc. Classroom discussion, speakers, and AV materials aid participants to cope better with today’s new trends and values.

**Ed 630 School Finance** 3 Crs.
School finance will include the study of various sources of revenue: local taxes, state and federal competitive and entitlement grants and appropriates and budgeting methods, including 2BB, MBO, PPBS, Program and School Site. Students will learn how to complete financial application forms and design budgets based on specific assumptions.

**Ed 633 The Adult Learner** 3 Crs.
Many adults return to school: former high school drop-outs, immigrants who wish to learn English, and adults who wish to continue their education. Some will complete high school requirements, others will take enrichment courses, and some will take college courses leading toward a degree. Many are raising families, working full time and attending classes. This course will explore some of these needs, interests and styles of learning.

**Ed 635 Management of Human Resources** 3 Crs.
Focuses on the role of the contemporary personnel function in organizations. Analysis of policies related to the employee/organization life cycle from hiring through departure. Includes issues in manpower and succession planning, compensation and benefits, labor relations, employee training and development. Prerequisite, Bu 501 or equivalent.

**Ed 645 The Elementary School Principal (N/K-6)** 3 Crs.
The major duties of the elementary school principal will be covered including organizing the building for instruction, assigning teachers and support personnel, addressing non-instructional matters such as transportation, food service, providing effective communication between the school and the community, evaluating the instructional program and staff and providing instructional leadership.

**Ed 646 The Middle School Principal** 3 Crs.
The major duties of the middle school principal will be covered including providing adequate courses for advanced, average and remedial students; working effectively with a variety of instructional departments ensuring effective use of the
faculty and food service; providing effective communication between the school community; evaluating the instructional program and staff, and providing instructional leadership.

Ed 647 Secondary School Principal 3 Crs.
The major duties of the secondary school principal will be covered including providing adequate courses for advanced, average and remedial students; working effectively with a variety of instructional departments ensuring effective use of the faculty and food service; providing effective communication between the school community; evaluating the instructional program and staff; and providing instructional leadership.

Ed 650 The Law in Education 3 Crs.
Designed to provide an overview of the origin and legal status of public and private schools and legal rights and responsibilities of administrators, parents, students, school board members, and teachers. Attention will be given, through case study approach, to those contemporary legal issues which concern the operation and management of schools.

Ed 652 Practicum II Elementary 3 Crs.
Ed 658G Practicum II: Secondary 6 Crs.
Open to students in the Title II Traineeship, this field experience continues the trainee experience in Practicum I. Under the supervision of the mentor teacher and the University Supervisor, students refine their teaching skills at the internship school.

Ed 659G Professional Seminar 3 Crs.
Open to students in the Title II Traineeship, students address philosophical concerns and practical applications of effective teaching. Further instruction is given in mastering the Connecticut Teaching Competencies, and the team will function as a professional and personal support group. This course will provide Thesis supervision for the fifth year trainee.

Ed 660 Foreign Study Tours
The Graduate program in Education recognizes the value of cross-cultural study and therefore provides opportunities for foreign study-tour courses. Consult our Graduate Brochure for the current availability of Travel courses. Tour specific course sub-titles are provided on the student’s transcript.

Specific topics in content areas.
Content-specific courses are regularly offered in academic subject areas. Specific, topic appropriate course sub-titles are provided on the student’s transcript. Such courses are available in the following subjects:

Ed 670 Special topics in Business Education
Ed 672 Special topics in Chemistry
Ed 674 Special topics in English
Ed 676 Special topics in History
Ed 678 Special topics in Mathematics
Ed 680 Special topics in Media Studies
Ed 682 Special topics in Political Science
Ed 684 Special topics in Spanish
Ed 590 Special Institute or Workshop

Exposure to outstanding educators, unique curricula, and exciting symposia is often available through special institutes and workshops. Through the guidance of our faculty and usually with some additional work, the student can
earn graduate credit for such experiences. Consult our Graduate Brochure for the current availability of special institutes or workshops. Specific course sub-titles are provided on the student’s transcript.

**Ed 699 Practicum (Administrative)**

Students will complete a 100 hour, university supervised field experience. The practicum will enable the student to implement and apply theory to the student’s program of study.

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**Graduate Education Faculty**

Edward W. Malin  
Faculty Chair, Faculty of Education and Psychology  
B.A., University of Notre Dame; M.A., Ph.D., Fordham University

Barry E. Herman  
Assistant Professor, Director of Graduate Programs in Education  
B.S., Southern Connecticut State College; M.A., C.A.S., Ph.D., University of Connecticut

Marjorie B. Krubiner  
Assistant Professor  
B.A., State University of New York at Albany; M.S., University of Bridgeport; C.A.S.

Lois A. Libby  
Assistant Professor, Director of Fifth Year Traineeship Program  
B.A., M.Ed., University of Maine; Ph.D., University of Connecticut

Edward T. Murray  
Associate Professor  
B.S., M.S., Southern Connecticut State University; Ph.D., University of Connecticut

Thomas J. Pepe  
Assistant Professor, Director of the Sixth Year Program  
B.S., University of Connecticut; B.A., Southern Connecticut State University; M.A., C.A.S., Teachers College, Columbia University; Ph.D., Teachers College, Columbia University

Charlotte E. Rosen  
Assistant Professor  
B.S., University of Minnesota; M.S., University of Bridgeport; Ed.M., Ed.D., Columbia University

Alfred G. Tufano  
Professor  
B.A., M.A., St. Michael’s Seminary, New Jersey; M.S., Ph.D., University of Wisconsin

Barbara S. Tulley  
Assistant Professor  
B.A., State University of New York College at Potsdam; M.A.T., Sacred Heart University

James Abate  
Adjunct Associate Professor  
B.S.S., M.A., Fairfield University
Program Directors

Dr. Barry E. Herman
Director of Graduate Programs in Education

Dr. Lois A. Libby
Director of the Fifth Year Traineeship Program

Dr. Thomas J. Pepe
Director of the Sixth Year Program

Mrs. Barbara S. Tulley
University Supervisor of Student Teaching

Advisory Boards

Board of Consultants:
A board of consultants composed of representatives from academic disciplines involved in certification endorsement areas is an active part of the program. These academic disciplines thus participate in the determination of policy in the education of prospective teachers. The members of the Board of Consultants are:

Biology:
- Dr. Rosemary Green

Business:
- Ms. Camille Reale

Chemistry:
- Dr. Babu George
- Ms. Marian Calabrese

History/Social Studies:
- Dr. Charles Eby

Mathematics
- Dr. Jean Sells

Spanish
- Dr. M. Teresa Torreira

Citizen’s Advisory Council:
A citizen’s advisory council, with the purpose of discussing school and community issues in relationship to education programs and policies, is in place. This council consists of local superintendents, principals, teachers, representatives from industry, adjunct faculty, current students and alumni. The members of the Advisory Council are:

Mr. James Abate
Adjunct Faculty
House Master
Shelton

Ms. Connie Block
Undergraduate Alumna
Graduate Student

Ms. Anita Cohen
Adjunct Faculty
Retired Teacher

Mr. John DiFrancesca
Adjunct Faculty
School Teacher

Mr. Ralph DeGruttola
Adjunct Faculty
School Principal

Mr. Lawrence DiPalma
Graduate Student
School Principal

Mr. Al Goodson
Associate Dean, Admissions
Sacred Heart University

Mr. Bernard Helfrich
Superintendent of Schools
Diocese of Bridgeport

Ms. Gloria Kelly
Undergraduate Alumna

Dr. Michael Frechette
Director, I.A.I.P.D.

Mr. Marc La Pierre
Undergraduate Student

Ms. Donna Gurian Levy
Assistant Director
Jewish Home for the Elderly
Fairfield

Dr. Juan Lopez
Assistant Superintendent
Bridgeport Public Schools

Dr. Edwin T. Merritt
Superintendent of Schools
Trumbull Public Schools

Ms. Nydia Santiago
Greater Bridgeport Mental Health

Dr. Alice Tufts
Adjunct Faculty
Assistant Superintendent
Naugatuck

Mrs. Sandra Spadaccino
Music Teacher
Flood Intermediate School
Stratford
Masters of Science in Nursing Service Administration
Masters of Science in Nursing Service Administration

Goals and Objectives
The Masters of Science in Nursing Service Administration at Sacred Heart University is designed to prepare nurses who hold baccalaureate degrees to enter mid-management positions within acute or community/long term health care facilities.

Objectives of the program are:
- Use principles and concepts from the fields of management, organization theory and organization behavior in administrative roles.
- Demonstrate ability to analyze trends and issues affecting the administration of health care organizations.
- Use leadership concepts that incorporate both management and teaching to advance clinical practice.
- Demonstrate ability to use strategic planning concepts in decision-making.
- Conduct, promote and employ research in advancing nursing practice.
- Demonstrate ability to identify, analyze and resolve nursing problems.
- Demonstrate ability to carry out management responsibilities including budgeting, staffing, evaluation, performance appraisal and the delivery of care.
- Demonstrate ability to contribute to the advancement of the nursing profession.

Admissions Requirements
To be fully admitted to the MSN program students must be reviewed and accepted by the Admissions Committee based on the following requirements:

1. Baccalaureate degree with a major in nursing from an NLN accredited program. (Students without a BSN should contact the Program Coordinator.)
2. 3.0 GPA on 4.0 scale for the last 60 hours of undergraduate program
3. Acceptable scores on the Miller Analogies Test
4. Licensed registered nurse in the State of Connecticut
5. Professional liability insurance coverage
6. Evidence of a basic statistics course
7. Evidence of a health assessment course
8. Evidence of a nursing research course
9. Interview with graduate advisor
10. Three letters of professional recommendation
11. Completed application form

Tuition and Fees
Tuition ................. $225.00 per credit
Application fee ............ $20.00
Registration fee ............ $25.00
Late Registration fee .... $30.00
Graduation fee ............ $60.00
All checks are to be made payable to Sacred Heart University. All University tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made under a deferred or other payment plan. Current MasterCard and Visa cards may be used for the payment of tuition and fees. Persons seeking information on financial assistance should contact the Office of Financial Aid of the University.

Class Times
Classes are generally held one evening per week.

Calendar
The academic year consists of two 15 week semesters. In addition, there is one summer session.

The University uses the semester credit hours systems of awarding credits. A semester credit is earned for satisfactory work in a 50 minute period of class per week for a semester.

Course Loads
The program is designed primarily for part-time study. However, full-time study is available. Students are expected to enroll in six credits per semester and to complete the program in four years. Students taking less than or more than six credits per semester must have the approval of the Program Coordinator.

Transfer Credits
Transfer of up to nine graduate credits from regionally accredited institutions may be awarded for courses which carry a grade of B or better and parallel college/discipline offerings. The University reserves the right to examine selected courses to determine whether or not their content and quality reflects the University purpose and goals.

Time Limit
A candidate must complete all courses no later than five years after enrolling in the program. The desired completion period is four years.

System of Grades
In each graduate course for which a student registers for graduate credit, the student will receive one of the following grades at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A−</td>
<td>3.75</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>B−</td>
<td>2.75</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Less Than Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum Mastery of Subject</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unacceptable for graduate work</td>
</tr>
<tr>
<td>FI</td>
<td>0</td>
<td>Failure - Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn Officially - no prejudice</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>Withdrawn While Failing or unofficial withdrawal</td>
</tr>
</tbody>
</table>

The high grade of A is awarded for work that is distinguished. The ordinary passing grade of B is awarded for work that is clearly satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The fail-
ing grade of F designates work that is unsatisfactory. The grade of W is given to the student who withdraws from a course within the first five weeks of the semester. This period may be extended by the Coordinator of the graduate program with the professor's approval. Withdrawals after the five-week period or withdrawals while failing will receive a WF grade which carries the F penalty. A grade of FI is assigned for incomplete work; this work must be completed by the end of the third week of the following semester in order to avoid the FI being changed to an F. No academic credit is granted for a course in which a student receives a grade of F.

**Thesis**

A thesis is required.

**Degree Requirements**

Forty-eight semester hours of approved graduate credits must be satisfactorily completed for the degree with a minimum quality point average of 3.0.

Students are required to take the following 27 credit nursing core and one elective:

- Nu 501 Advances in Nursing
- Nu 510 Administration of Nursing Services
- Nu 520 Management of Information Systems
- Nu 530 Ethical Components of Nursing and Health Care
- Nu 601 Research Seminar
- Nu 602 Research Seminar
- Nu 610 Role Practicum, (Community/Long Term or Acute) Elective (NU, AC, BU, HA)
- Nu 650 Thesis

Eighteen credits are to be taken in the Graduate Program in Business. Students choose either Option A or Option B:

**Option A - Community/Long Term Care**

- Bu 501 Management of Organizations
- Bu 560 Health Care Marketing
- Ha 620 Economics of Health
- Ha 630 Planning in Health Services
- Ha 640 Health Services and the Law
- Ha 673 Administration in Long Term Care Facilities
- Ha 674 Administration in Public Health Facilities

**Option B - Acute Care**

- Bu 501 Management of Organizations
- Bu 632 Organizational Change and Conflict Resolution
- Ac 510 Financial Accounting
- Bu 635 Management of Human Resources
- Ha 620 Economics of Health
- Ha 646 Health Services and the Law

Students who have had two undergraduate management courses, and/or extensive management experience may take Bu 630 in lieu of Bu 501, with the approval of the MSN Program Coordinator, and the Director of Graduate Studies in Business Administration.

When a student is officially admitted to the program, he/she will receive a standardized plan of study, indicating which courses are required and the semester in which they are offered.

**Provisional Status**

In order for students to enroll in a graduate course, students may receive
provisional admission status if they have not fully completed the admission requirements. Generally, provisional status will be approved for only one semester during which time the student must complete the admission requirements. In some cases students may be given two semesters to complete the admission requirements if the provisions include undergraduate course work.

Undecided Major Students
Students who are not officially or provisionally admitted to the program may enroll in up to six credits of graduate courses. After the completion of six credits the student must decide on official enrollment, since only six credits earned as a nonadmitted student can be applied to the MSN degree.

Address inquiries to:
Anne M. Barker, MSN, CNAA
MSN Program Coordinator
(203) 371-7844
or call:
Office of Graduate Studies
and Continuing Education
(203) 371-7830.

Course Descriptions

Nu 501 Advances in Nursing 3 Crs.
Internal and external factors that have affected the delivery of nursing services over the last decade will be studied. External factors including increasing age of the population, changes in reimbursement structure, consumer influence, and technology will be addressed. Internal factors including movement of nurses away from acute care, determining cost of services, role of the professional organizations and feminism will be included. With this data students will develop objectives and plans for a given situation in nursing service.

Nu 510 Administration of Nursing Services 3 Crs.
This course uses the management process (data gathering, planning, organizing, and control to assist students in the application of leadership skills. Emphasis will be placed on methods to evaluate the organization itself, determining readiness for change, planning the change, implementation and evaluation. Topics included will be management by objectives, standards of nursing care, organizational structure, group work, personnel recruitment, staff development and counseling.

Nu 520 Management Information Systems & Nursing-Health 3 Crs.
This course provides an introduction to the use of computers and management information systems as tools for decision-making, control functions and communication capabilities. This course includes the study of organizational theory as it applies to identifying sources and flow of information through organizations, evaluation and managerial decision-making with respect to the acquisition and use of computers and information systems in health care facilities.

Nu 530 Ethic Comp./Nursing & Health Care 3 Crs.
Fundamental ethical conflicts associated with the delivery of nursing and health care will be developed using a conceptual approach. The concepts of autonomy, self-reliance, social justice, and distributive justice will be explored within the context of effect on current
public policy. Students will synthesize their own philosophy of health care within the conceptual framework of the courses as specific illustrative cases are discussed.

**Nu 601 Research Seminar-Quantitative 3 Crs.**

The first course focuses on quantitative methods in research commonly associated with the scientific method. Included are topics associated with experimental and non-experimental approaches to research. Instrument development incorporating reliability and validity will be addressed through analysis of covariance and regression analysis. Computer application of these statistical tests will be required.

**Nu 602 Research Seminar-Qualitative 3 Crs.**

The course will develop students ability to use qualitative methods in research. While methods including content analysis, critical incident report, historical will be addressed, the principle emphasis will be on evaluative and case methods using ethnographic approaches. Forms of date analysis specifically associated with qualitative methods will be applied to specific assignments. From these two courses students identify thesis topics.

**Nu 610 Role Practicum 3 Crs.**

This course applies the principles and concepts of previous courses in a designated clinical setting. Students use concepts from the fields of management, organizational theory and behavior in a designated administrative role. In this role, students analyze trends and issues affecting a particular nursing service situation, identify problem and use appropriate intervention modalities to the development of an appropriate implementation and evaluation plan.

**Nu 650 Thesis 3 Crs.**

A substantive research work employing either quantitative or qualitative methods is required. Thesis topics are approved by designated faculty who work with the student in the formulation of appropriate scope, methods and the establishment of a timetable for completion.
Graduate Nursing Faculty

Maureen Avery
Assistant Professor, Nursing
B.S., Nazareth College, 1956; M.S., University of Connecticut, 1977; Ph.D., University of Connecticut, 1989

Anne Barker
Coordinator, M.S.N. Program
Associate Professor, Nursing
B.S.N., University of Virginia, 1971; M.S.N., Catholic University of America, 1973; Ed.D., Columbia University Teacher's College, 1989

Glee Wahlquist
Director of Nursing Programs, Professor, Nursing
B.S.N., University of Bridgeport, 1964; M.N., University of Pittsburgh, 1974; Ph.D., University of Pittsburgh, 1977

MSN Program
Nursing Advisory Board

Anne Barker
Coordinator, MSN Program
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1023

Anne Avallone
Director, School of Nursing
St. Vincent's Medical Center
2800 Main Street
Bridgeport, CT 06606

Karen Banks
Director of Staff Development
St. Vincent's Medical Center
2800 Main Street
Bridgeport, CT 06606

Karen Beauchesne
Vice President for Nursing
The Hospital of St. Raphael
1450 Chapel Street
New Haven, CT 06511

Catherine Corbelli
Executive Director of Nursing Education Research and Quality Assurance
Bridgeport Hospital
267 Grant Street
Bridgeport, CT 06602

Kathleen Costello
Vice President of Nursing
Bridgeport Hospital
267 Grant Street
Bridgeport, CT 06602

Pat Durkin
Director of Nursing Education
Yale-New Haven Hospital
855 Howard Avenue
New Haven, CT 06510

Mary Ellen Frele
Executive Director
Home Care Alliance of Fairfield County
4632 Madison Avenue
Trumbull, CT 06611

Donna Joyce
Director of Nursing
Jewish Home for the Elderly
175 Jefferson Street
Fairfield, CT 06430

Susan McGinnis
Director of Nursing
Milford Hospital
2047 Bridgeport Avenue
Milford, CT 06460

Kathy Morrison
2 Garden Square
Fairfield, CT 06430

Marilyn Speer
54 Daybreak Lane
Shelton, CT 06484

Beatrice Torrenti
Administrator/Supervisor
Orange VNA
525 Orange Center Road
Orange, CT 06477

Glee Wahlquist
Director of Nursing Programs
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1023

Jane Wilkinson
Vice President of Patient Services
Park City Hospital
695 Park Avenue
Bridgeport, CT 06604
Graduate Program in Religious Studies
Graduate Program in Religious Studies

Religious Studies at Sacred Heart University

The Religious Studies Program invites the student to enter into a process of reflection on his/her own experience at the deepest level. From this standpoint the student is encouraged to investigate a broad range of religious expressions representative of the human attempt to come to terms with questions of ultimate significance. Through this reflection it is hoped that the student will be able to engage in a critical dialogue with his/her own religious tradition and self-understanding.

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 renders 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 concepts from anthropology, sociology, and psychology as well as the philosophy, history, and literary criticism. Specific courses in the program examine the various symbols and myths, rituals and creeds, events and institutions that illuminate the 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. Methodologically and topically diverse, the program is unified by its commitment to the task of exploring the basic religious beliefs and insights that render human life and experience meaningful.

The Graduate Program

The Graduate Program in Religious Studies is designed to suit the needs and interests of a wide variety of students. Whether one wishes to prepare for doctoral work in religion, to pursue a career in religious education, or to learn more about western religious traditions in order to enrich one’s personal and/or professional life and activities, the program supplies a broad range of valuable resources. Each graduate student, in consultation with a faculty advisor, is encouraged to select a field of concentration and to plan an appropriate course of study.

Students accepted into the program will work within three areas:

I. Biblical Studies
II. Modern Religious Thought
III. Religion and Society

I. Biblical Studies

The goal of the Biblical area is to study the origin and development of the Hebrew and Christian scriptures, the theology of the writers of the various Books, and the historical circumstances out of which these Books emerged in
becoming the normative documents for Judaism and Christianity. This area will familiarize the students with the tools of biblical criticism and introduce hermeneutical issues.

II. Modern Religious Thought
The modern period in the West has confronted Western religious thinkers with a wide range of challenges and opportunities: natural science and the technology to which it gives birth are modern phenomena; modern philosophy has produced thinkers such as Kant, Hegel, and Heidegger, and it has launched movements such as existentialism, phenomenology, and linguistic analysis; modernity has witnessed an unprecedented debate about what constitutes social and political justice; it is in the modern period that our society has become "secularized." To study Modern Religious Thought is to examine how religious thinkers have articulated their beliefs within this modern context.

III. Religion and Society
This area of concentration is offered for those who are particularly concerned about the theoretical and practical dimensions of religious experience as both influencing and being influenced by social and cultural realities. Hence, a central question examined here, from various perspectives, is: How can religious commitment be lived and be relevant in the complex technological society developing on a global scale in our modern world?

Also important to this area is the examination of how religious values are effectively internalized for active commitment through reflection/action processes.

Admission Requirements
Applications from qualified students of all national, racial, and religious origins are welcome.

Applicants should have a strong undergraduate record from an accredited college or university. Official transcripts from all undergraduate and graduate institutions attended must be sent by those institutions to the Director of the MRS program. Two letters of recommendation must accompany the application. A personal interview is required as part of the admission process. All students from outside the United States should contact the Director of the MRS program in sufficient time to determine eligibility for admission and to complete the process of application. The Graduate Record Examination (GRE) is recommended for all applicants, and in some circumstances it may be required. Information regarding this examination may be obtained by writing directly to Graduate Record Examinations.
Tuition and Fees

Tuition: $200.00 per credit
Application fee: $20.00
Registration fee: $25.00
Late Registration fee: $30.00
Graduation fee: $60.00

All checks are to be made payable to Sacred Heart University. All University tuition and fees must be paid on or before registration for each semester or session unless prior arrangements have been made under a deferred or other payment plan. Current MasterCard and Visa cards may be used for the payment of tuition and fees. Persons seeking information on financial assistance should contact the Office of Financial Aid of the University.

Calendar/Class Times

The academic year consists of two 15 week semesters. In addition, there are two summer sessions. The University uses the semester credit hours system for awarding credits. Courses are offered during the day as well as during the evening.

Course Loads

There is no mandatory (maximum or minimum) course loads, although most students take no more than three courses (nine credits) per semester.

Thesis/Comprehensive Exams

There is no thesis required to earn the Master of Arts degree in Religious Studies. The candidate must, however, pass the Comprehensive Exams to obtain the degree.

Transfer Credits

A student may request transfer of not more than six graduate credits for work done at another accredited university. Only courses in which the student has received a grade of B or better will be accepted. Requests for transfer of credit should be made to the Director of the MRS Program in writing and an official transcript of the courses completed should be sent to the Director from the issuing institution. If approved, the transferred course and credit, but not a grade, will be recorded in the student's permanent record. The student will be informed in writing by the Director of the action taken.

Time Limit

The student is permitted five consecutive years from the date of matriculation into the program for completion of all requirements of the Master's degree. Extensions are permitted only with the approval of the Director.

System of Grades

In each graduate course for which a student registers for graduate credit, the student will receive one of the following grades at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A−</td>
<td>3.75</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>B−</td>
<td>2.75</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Less Than Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum Mastery of Subject</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unacceptable for graduate work</td>
</tr>
</tbody>
</table>
The high grade of A is awarded for work that is distinguished. The ordinary passing grade of B is awarded for work that is clearly satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F designates work that is unsatisfactory. The grade of W is given to the student who withdraws from a course within the first five weeks of the semester. This period may be extended by the Director of the graduate program with the professor’s approval. Withdrawals after the five-week period or withdrawals while failing will receive a WF grade which carries the F penalty. A grade of FI is assigned for incomplete work; this work must be completed by the end of the third week of the following semester in order to avoid the FI being changed to an F. No academic credit is granted for a course in which a student receives a grade of F.

The performance of students will be reviewed by the graduate faculty at the end of each semester. Students whose grade average falls below 3.0 during the first half of their program will be notified by the Director that their eligibility to continue in the program is at risk. Students thus notified will be permitted to take a maximum of nine additional credit-hours of study at the end of which their grade point average must be 3.0 or above. If a student completes all course work for the degree with a grade point average below 3.0, then the student will be allowed to take a maximum of six additional credit-hours of study to raise the average to 3.0. If this 3.0 average is not achieved, the student will not be allowed to take the Comprehensive Examination and no degree will be awarded. When a grade below C is earned in Rs 501 (The Phenomenology of Religion), that course must be repeated. A grade below C in other, elective courses will require that the student repeat that course or take another elective. In any case the original grade is calculated into the grade point average.

Financial Resources
Although limited, financial resources are available through the Religious Studies Graduate Program. In addition to the already established half-tuition policy available to faculty members of Catholic, Protestant and Jewish Secondary Schools of Fairfield County, there has been a similar program established for the Elementary School teachers as well as Directors of Religious Education of Catholic, Protestant, and Jewish institutions effective September, 1985. A half-price tuition discount is also available to members of the Catholic, Protestant and Jewish clergy and other religious orders who possess an accredited college degree. Contact the Religious Studies Program Director for further details.

Employment Prospects
In addition to the goals of personal enrichment, this program has proven particularly beneficial in the professional advancement of educators, or writers, spiritual directors and directors of religious education. It also offers a strong foundation for students contem-
plating further study toward a doctoral degree or the ministry.

Because it is a relatively new field, Religious Studies has fared well in comparison with companion fields in the arts and sciences: while the number of undergraduate majors in letters and social sciences declined by about 40 per cent in the decade ending 1981, religion majors increased by 33 per cent. Furthermore, prospects appear better for the late 1990's, when the college-age population will again increase and as faculty retirements create new openings.

Degree Requirements
All MRS candidates must complete a total of 33 credit hours of graduate course work with a minimum grade point average of 3.0. Students have the option of choosing between two courses of study:

1. General Plan (Track) - This is a general study of the three areas. Requirements include nine credits in Biblical Studies, nine credits in Modern Religious Thought and nine credits in the area of Religion and Society.

2. Concentration Plan (Track) - This plan allows a student to concentrate in one of the three areas while still having representation from the other two areas. The student is required to take six credits from each of two areas and 15 credits from the third area of concentration. The areas are Biblical Studies, Modern Religious Thought, and Religion and Society.

- RS 501 - The Phenomenology of Religion is a required course unless the faculty, in reviewing the student's background, decide to waive this requirement.
- RS 510 - Introduction to Biblical Method and Criticism is also a required course for all students regardless of which plan (track) is chosen.
- Students will also be responsible for a Required Reading List.

Upon completing course work, each student must submit to a Comprehensive Examination (RS 698). This examination will provide the opportunity for the student to demonstrate a broad understanding of the subject matter delineated by his/her choice of plans. The examination will be administered twice a year in May and December. Contact the Director of the MRS Program for details.

Non-Matriculated Students
Students who wish to pursue coursework for credit in the graduate program, but who have no immediate plans to complete the Master of Arts requirements, may apply for non-matriculated status. Such an application involves completing the one-page application form and supplying some evidence (e.g., registrar's letter or official transcript) of having received a bachelor's degree from an accredited college or university. Non-matriculated students may pursue up to six (6) credits of coursework before they will be required to apply for matriculated status in the program. In addition to accommodating those students who have no desire to earn a master's degree, this policy allows students to learn more
about the program and to test their ability to pursue coursework at the graduate level before committing themselves to full participation in the degree program.

Course Descriptions

Rs 501 Phenomenology of Religion 3 Crs.
A study of contemporary methods for the investigation of religion that will prepare the student for graduate-level work. (Required course).

Rs 510* Introduction to Biblical Method and Criticism 3 Crs.
A brief history of biblical criticism leading up to an in-depth analysis of the achievements of recent biblical research in the area of New Testament studies. (Required course).

Rs 511* Introduction to the Old Testament 3 Crs.
A historical examination of the development of Old Testament traditions as well as a consideration of the historical rise of the people of Israel, the distinctive religious awareness that accompanied it, and Israel's understanding of God, man, and history.

Rs 512 Hermeneutical Question 3 Crs.
An examination of the principles governing the interpretation and understanding of texts. Special emphasis will be placed on the dynamic process of interaction between text and interpreter, the final element in the hermeneutical process.

Rs 513 Comparative Religion 3 Crs.
A comparative study of the central themes in the major religions of the world — Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

Rs 523* The Legacy of Paul 3 Crs.
An examination of the life and letters of Paul; his understanding of man, the world, and the reality of God and his justice.

Rs 524* The Gospel of John 3 Crs.
Rs 529* Jesus 3 Crs.
Rs 530* The Death and Resurrection of Jesus of Nazareth 3 Crs.
The course will concern itself with the development of the traditions of the death and resurrection of Jesus which now stand in the gospels of Matthew, Mark, Luke, and John. Interest will be taken in isolating those factors that influenced the development as well as historical matters.

Rs 532* Contemporary Religious Thinkers 3 Crs.
A close examination of the selected, representative writings of a specific religious thinker(s). In any given semester, the course will focus on the work of either an important theologian or a contemporary scholar of religion. (Students should consult the instructor of the course in order to obtain information concerning the topic for that semester).
Rs 543* The Development of Christian Thought 3 Crs.
The course of the Church’s historical and dogmatic traditions will be traced from the New Testament period through contemporary developments in light of the original Christian dynamic.

Rs 545* Contemporary Roman Catholic Thought 3 Crs.
A survey of the various thinkers and movements that have shaped contemporary Roman Catholic life and thought, including Karl Rahner, the Second Vatican Council, and liberation theology.

Rs 546* Constructing the Concept of God 3 Crs.
The course is concerned with the development of the concept of God appropriate for modern life. The readings will reflect various approaches to the God question and students will be asked to critically dialogue with both the lectures and the readings.

Rs 548* Contemporary Protestant Thought 3 Crs.
A survey of some of the most important Protestant theologians of the 19th and 20th Centuries, including Kierkegaard, Schleiermacher, Barth, and Tillich.

Rs 549 Contemporary Jewish Thought 3 Crs.
An investigation of formative thinkers such as Rosenzweig, Buber, and Soloveitchik, and of significant theological issues such as the meaning of the Holocaust for Jewish notions of God.

Rs 551 The Psychology of Faith 3 Crs.
An examination of psychology’s attempts to understand religious behavior as well as the limitations of a psychological approach to faith. The views of a number of psychologists distinguished for their overt interest in religion will be presented: James, Freud, Jung, Fromm, Buber, Tournier, Mowrer, Menninger. Psychology’s contributions to a more informed religious practice, education, and training will be a special aspect of the course.

Rs 555 Counseling and Religion 3 Crs.
This course will present principles fundamental to effective counseling. The content aspect will explore techniques of various theorists and further consideration of the principles that relate to religious counseling. It will also explore the inter-relationship between the psychological and religious dimension of human experience.

Rs 557* Contemporary Moral Problems 3 Crs.
An examination of selected moral problems that involve a significant conflict of values in our contemporary pluralistic society: sexual ethics, biomedical ethics (abortion, genetic engineering, behavior modification, euthanasia), revolution and violence, environmental quality, and population policy.

Rs 558* Issues in Religious Ethics 3 Crs.
A study of some of the more important issues confronting the contemporary attempt to construct a philosophical and theologically adequate ethical methodology.

Rs 560* Religion, Person, and Society 3 Crs.
Prerequisites: Rs 101. An examination of the major contemporary social prob-
lem areas: family, education, government, business, and the religious values that can be brought into play to meet them. Special focus on “The Church and the Modern World” of Vatican II and its practical implications today.

Rs 561* Symbol, Myth and Ritual 3 Crs.
The basic categories of symbol, myth, and ritual will be defined and their religious significance will be explored. Theoretical analyses of the human symbolic imagination will also be examined.

Rs 562 Summer Institute I 3 Crs.

Rs 563* Summer Institute II 3 Crs.
(Consult RS Dept. for course topics.)
(Students are allowed to take only 6 credits in the week long intensive sessions — Rs 562 and 563.)

Rs 565* Problems in the Philosophy of Religion 3 Crs.
Some of the principal problems concerning the nature and justification of religious belief and experience from the viewpoints of philosophical analysis and religious existentialism.

Rs 568* Classics of Western Spirituality 3 Crs.
A close examination of the writings of one or more of the great spiritual masters of the western religious traditions (e.g./John of the Cross, Theresa of Avila, Ignatius Loyola, Teilhard de Chardin, Martin Buber, Thomas Merton).

Rs 569* Computer Technology, Ethics and Religion 3 Crs.
As the development and use of computer technology continues throughout our society, ethical questions pertaining to information possession, storage, retrieval, and processing are drawing increased concern. Along with these, tensions developing from increased automation continue to mount. Consequently, there is an emerging need for concentrated theoretical and applied ethical education to come to grips with these issues in their depth and complexity. Moreover, a combination of philosophical and religious inquiry is required for comprehensive, realistic treatment in our pluralistic culture.

Rs 570* Religion, Business, and Society 3 Crs.
This course will look to the specific challenges arising from modern corporate business technology as viewed within the context of an incarnational theology of work and social responsibility.

Rs 573* Women Writers and the Religious Quest 3 Crs.
An encounter with the experience and stories of Atwood, Lessing, Rich, Chopin, and other women writers who provide a new orientation to the sacred.

Rs 575* Mystery of Death 0 Crs.
Death endures as the one certain and inevitable “fact” of life. It stands as the reality that cannot be ignored when the question of the meaning of human existence is raised. It is the intention of this course to allow the revelatory dimensions of death to be. Course taken with the permission of instructor.

Rs 585 Religion and the Human Sciences 3 Crs.
An exploration of the significance of psychology, sociology, and other human
sciences for contemporary theological understanding. Comparison will also be
drawn between the various understandings of the human as derived from scientific and theological humanists.

Rs 589* Religion, War, and Peace  3 Crs.
The fundamental orientation of the course is constructive. It provides an informed, realistic understanding of the meaning of peace and war and how peace can be worked towards, if not achieved, in the light of basic Judeo-Christian values.

Rs 590 Elementary Hebrew  3 Crs.
Elements of Hebrew grammar and translations of Old Testament prose.

Rs 591* Religious Themes in Contemporary Fiction  3 Crs.
An exploration of the religious dimensions in the fiction of writers such as Cynthia Ozick, John Cheever, Toni Morrison, and Italo Calvino.

Rs 592 Film Seminar: Religion in Film  3 Crs.
An examination in film of the way people respond (or fail to respond) to opportunities for personal religious growth, moral decision making, etc. The course will center on viewing, reactions to, and techniques of film as religious symbols.

Rs 594* Elementary New Testament Greek  3 Crs.
Introduction to the nominal and verbal systems of Hellenistic Greek designed to provide a basis for reading the Greek New Testament.

Rs 595* Intermediate New Testament Greek  3 Crs.
A study of the syntax of Hellenistic Greek in union with selected readings from the Greek New Testament. The aim of the course is to achieve a moderate reading proficiency at sight.

Rs 612 New Testament Christologies  3 Crs.
The course will trace the development of Christological reflection through the New Testament period and the relationship of this reflection to the historical Jesus.

Rs 613 The Redaction/Synoptic Gospels  3 Crs.
Each of the synoptic Gospels is a work of considered literary composition and theological conception. The course will study the individual contributions of Matthew, Mark, and Luke to the New Testament tradition.

Rs 652 Stages of Religious Development  3 Crs.
This course will present the stages of religious development that people generally pass through. It will chart the religious attitudes and behavior that are regarded as appropriate to different stages of life. An emphasis will be upon the characteristics of adult or mature faith. Psychological views of the qualities of a mature faith will be presented, as well as Biblical conceptions of what it means to be an adult.

Rs 698 Comprehensive Examination  0 Crs.
Faculty

Richard M. Grigg
MRS Program Director,
Assistant Professor
B.A. University of Iowa;
M.Div., Drew University;
Ph.D., University of Iowa

Walter E. Brooks
Associate Professor
B.A., Boston College; M.A.,
Ph.D. Fordham University

Anthony J. Cernera
Associate Professor
B.A., M.A., Ph.D., Fordham
University

Joseph A. Grau
Associate Professor
Holy Cross College; A.B.,
Ph.L., St. Louis University;
S.T.L. St. Louis University
Divinity School; M.A.
Marquette University; Ph.D.
(S.T.D.), The Catholic
University of America

Donald P. Gray
Adjunct Professor
B.A., St. Michael's College,
University of Toronto; M.A.,
Notre Dame University;
Ph.D., Fordham University/
Union Theological Seminary

Christopher B. Sharrett
Assistant Professor
Adjunct Religious Studies,
B.A., La Salle College; M.A.,
Villanova University; M.A.,
Ph.D., New York University

James L. Wieland
Associate Professor
University of Notre Dame,
B.A., M.A.; Fordham
University and The Catholic
University of America
doctoral program

Contact MRS Program Director, phone
(203)371-7730 or Dean of Graduate
Studies and Continuing Education
(203)371-7830.
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Directions

From Connecticut Turnpike (I-95)
Exit 27 (Traveling West)
Continue straight ahead off exit ramp (North Frontage Road)
North Frontage Road to Park Avenue
Right on Park Avenue, 5 miles to Sacred Heart University

From Connecticut Turnpike (I-95)
Exit 27 (Traveling East)
2nd Left (Lafayette Boulevard)
1st Left under turnpike bridge onto North Frontage Road
North Frontage Road to Park Avenue
Right on Park Avenue, 5 miles to Sacred Heart University

From Merritt Parkway
Exit 47 (East or West)
Left turn onto Park Avenue
1 Block to Sacred Heart University
The Campus

1. Academic Center
   Continuing Education Office
   Registrar’s Office
   Campus Ministry
   Student Government
   Cafeteria
   Student Services Office
   Nurse

2. Campus Center
   Admissions Office
   Financial Aid Office

3. Administration Building
   Student Accounts

4. Library

5. Jefferson House

6. Park Avenue House

7. Bookstore

8. Athletic Fields

9. Parking