Calendar

1990-91

FALL 1990  (Wednesday, Sept. 5 - Tuesday, Dec. 18)

Columbus Day  (University Closed)  Monday, Oct. 8
Thanksgiving Holiday  (No Classes)  Wednesday, Nov. 21 -
(University Closed)  Saturday, Nov. 24

Christmas Holiday  (University Closed)  Wednesday, Nov. 21 (at 1 p.m.) -
New Year’s Holiday  (University Closed)  Friday, Nov. 23

WINTER 1991  (Monday, Jan. 7 - 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

SPRING 1991  (Monday, Apr. 8 - Friday, July 5)

Memorial Day  (University Closed)  Monday, May 27
Independence Day  (University Closed)  Thursday, July 4

SUMMER 1991  (Monday, July 8 - Friday, Aug. 23)
A Letter From The President

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 invaluable.

Sincerely,

Anthony J. Cernera, Ph.D.
President

SACRED HEART UNIVERSITY
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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.

SACRED HEART 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 re-awakened 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 their respective national professional organizations. The Master of Arts in Teaching program is accredited by the Connecticut State Department of Higher Education; the Education program for teacher certification at the elementary and secondary levels is approved by the Connecticut State Department of Education.
The University is also approved by the Connecticut State Department of Education 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 law, has access to the educational records without written consent of the student concerned.

Mission
Sacred Heart University is a co-educational, independent institution of higher learning in the Catholic intellectual tradition whose primary objective is to prepare men and women to live in and make their contributions to the human community. 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 re-entering 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.

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.
Admission

Applicants to Sacred Heart University Graduate Studies programs generally are required to have a bachelor’s degree from a regionally accredited institution. Some graduate degree programs have additional requirements for admission to specific curricula; applicants should consult the program descriptions for details.

Admission decisions are based primarily on the applicant’s undergraduate record. An applicant who is currently completing undergraduate study should submit an official transcript complete to the date of the application. In most cases, an admissions decision will be made on the basis of a partial transcript, contingent upon the completion of the bachelor’s degree.

Admission Procedure
An applicant for admission to Graduate Studies must submit a formal application, two letters of recommendation, complete official transcripts of all previous college or university course work, and a non-refundable application fee. In addition, there may be other requirements as stipulated by individual degree programs.

Students may be admitted for any term. Should a student be unable to enter Graduate Studies in the term for which admission is granted, the acceptance will remain open for one calendar year. After one year, a new application for admission may be required.

Admission Categories
There are four categories of admission to Graduate Studies at Sacred Heart University. Applicants and students are assigned to either full matriculation, provisional, special or auditor status.

In addition, there is a temporary status of in-process which is assigned to those applicants who have not completed the entire application process or who have not received a formal acceptance decision. Under this status, students may register for one term while completing the application process.

A bachelor’s degree is required for admission to all categories.

Fully Matriculated: Students accepted for entrance into a graduate degree program are fully matriculated students.

Provisional: Applicants may be assigned provisional status if their undergraduate grade point average falls below the minimum standard set for full matriculation into a graduate degree program; if they are required to take preliminary course work because of lack of sufficient undergraduate preparation; or if they are in need of academic supervision for a short period of time.

Students must complete the requirements outlined in the letter of provisional accep-
tance at the beginning of their program of study. Upon completion of these requirements, each student’s record will be reviewed and evaluated for admission as a fully matriculated student.

**Special:** This status is used for those who do not wish to matriculate into a degree program. Registration is limited to a total of 12 credit hours providing that the student meets the prerequisites for those credits. Students who wish to continue taking courses beyond the initial twelve credit hours must be accepted into a degree program.

**Auditor:** Auditors are allowed to attend classes and are expected to fully participate in the learning process. Auditors do not receive a grade or credit for taking a course, although a notation of audit is placed on the student’s transcript. Auditors are required to fill out an application and to specifically register for each course. Auditor status does not imply acceptance or admission into a degree program.

**International Applicants**

International students should submit applications at least nine months prior to the proposed semester of entrance. Applicants should hold a bachelor’s degree earned at an accredited U.S. institution or an equivalent foreign degree requiring at least 16 years of primary, secondary, and university education, and they should have received a basic competence in their field(s) with excellent academic records (A or B+ and First or Upper Second Class degrees).

Sacred Heart University requires all international applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). Information about the test may be obtained by writing to: TOEFL, CN6154, Princeton, New Jersey 08541-6154, U.S.A. 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 within the last five years in a college or university in the U.S., Australia, Canada, New Zealand, the United Kingdom or English-medium universities in South Africa.

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 international students may qualify for financial aid, no awards cover all expenses for the academic year.
Registration

General Information
Registration is the act of enrolling in specific courses. Registration deadlines are listed in the Graduate Schedule bulletin published prior to the beginning of each term. Schedules and registration materials are mailed to all admitted students who may register by mail.

All students will be admitted into courses in the order in which registrations are received. Students will be notified by the Registrar if a class is closed or cancelled.

Students should discuss questions concerning course selections with their program advisor prior to registration.

Program directors may grant waivers and/or transfer credit for graduate courses based on undergraduate or graduate work completed. Students should not register for courses from which they expect waivers or transfer credit. Refunds will not be allowed for courses taken and subsequently waived. Students should follow waiver guidelines as explained in "course waivers" paragraph.

Students should consult course descriptions in the catalog or Graduate Schedule prior to registering for a course to be sure all prerequisites are met.

Sacred Heart University reserves the right to change class schedules or instructors at any time. In the event that a course is cancelled, full tuition refunds will be provided to all registered students.

Students with an outstanding tuition or fee balance will not be permitted to register.

Current students who register after the registration deadline will be charged an additional fee.

In-Process Student Registration
Students who have not yet completed the application process, or who have not yet received an admissions decision, may register as an in-process student. International students may not register as in-process students.

The in-process status will remain in effect for one term only. During this time, the student is required to complete the application process and to have received a formal admission decision. It is the student's responsibility to complete the application process. Students who fail to complete the application process will not be allowed to register for succeeding terms.

The in-process designation allows students to register for a maximum of six credits.

Sacred Heart University reserves the right to change class schedules or instructors at any time.
Acceptance into the in-process category does not guarantee admission into Graduate Studies.

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 instructor 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.

Course 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 to ensure course registration and the proper issuance of a refund as listed under the section on fees. Students may not add a course after the first meeting of the class without written permission of the course instructor.

Course Waivers
In some instances, program directors may waive core courses on the basis of undergraduate courses taken at accredited institutions. Waivers for elective courses are not permitted.

Waivers of courses are permissible provided that the total number of waived credits does not exceed 40 percent of the total number of credits required for the degree. Only required courses may be waived. Waiver decisions are based solely on the student's excellent performance in prior academic course work.

Waivers are optional and are made at the discretion of the program director. In those graduate programs in which waivers are to be granted, specific guidelines detailing the required prior academic course work have been formulated by the program director. These Waiver Guidelines are available to all interested students.

Substitutions to core courses are permissible under unusual circumstances. Substitution decisions are made by program coordinators only after ascertaining that the student has independent knowledge of the content of a course. Once the substitution decision is made, the program coordinator will select another suitable course for the student to take.

Students are required to submit written requests along with a rationale for either course waivers or substitutions to the program coordinator.

Course Prerequisites
Students are expected to be familiar with course prerequisites and to meet those requirements before a course is taken. Information regarding course prerequisites may be found in this catalog and/or by information supplied by the appropriate academic program coordinator. Exceptions
to a prerequisite must be approved in advance by the course instructor and the academic program coordinator. Credit may be denied to a student who takes a course without the proper prerequisites.

**Repetition of Work**
A student may repeat a course. The grade received in the second course would supersede the original grade in the computation of the Quality Point Ratio if the second grade is higher. Both grades remain on the transcript. The course may be used only once for credit toward the completion of the degree program.

**Transfer Credits and Residency Requirements**
With respect to the minimum number of credit hours necessary to be completed at Sacred Heart University for a Sacred Heart University graduate degree, it is the policy of Graduate Studies that a minimum of 60 percent of the total credits must be taken in residence at the University.

Graduate credits may be transferred to Sacred Heart University provided that these credits were taken at the graduate level from a regionally accredited college or university. A maximum of 40 percent of the required degree credits may be transferred to Sacred Heart University, at the discretion of the program director.

**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 may complete a Transcript Request Form available in the Registrar's Office, or send a written request. A fee of $3 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.

**Full-Time Student Registration Status**
To be considered a full-time student at Sacred Heart University, students must maintain registered status for nine credit hours per term or a total of 18 per academic year.

The trimester schedule programs (Fall/Winter/Spring) require full-time students to maintain registration for nine credit hours per term or a total of 27 credit hours per academic year.

Full-time student status is not calculated for Summer Sessions.

International students (on an F-1 Visa) must enroll for nine credit hours each term, summer excluded.

**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 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.

**Time Limit For Degree Completion**
A student must complete all the requirements for the degree within six years of the date of the completion of the first course in the program. An extension of the time limit for completion of the degree can be granted only by the Dean of Graduate Studies after consultation with the appropriate program director.

**Application for Graduation**
To receive a degree, a student must complete all requirements for that degree as listed in the catalog and/or the official registration guide as distributed by the Office of the Registrar. All students eligible for a degree must apply for graduation candidacy with the University Registrar at least one semester before completing the degree. Failure to comply may result in a delay of receiving the degree by a semester.
Academic Honesty and Ethics

As an institution of higher learning, Sacred Heart University places special emphasis on academic honesty and ethical conduct. As members of the academic community, students are expected to adhere to both an ethical code of conduct, grounded in mutual respect and tolerance, and to follow the academic honesty standards of integrity in terms of the preparation and presentation of course work and course requirements.

Since honesty is required of all members of the academic community, plagiarism and the participation in any activity which is deemed dishonest is not acceptable behavior at Sacred Heart University. Appropriate measures, including the assigning of a failing grade to a course and/or dismissal from the University, will be taken in clear cases of academic dishonesty.

Quality Point Ratio

The academic standing of a graduate student is determined on the basis of the quality point ratio (QPR) earned each term. Each letter grade has an assigned quality point value as indicated in the preceding section on the Grading System.

The quality point ratio is obtained by multiplying the quality point value of each grade received by the number of credit hours assigned to each course, then dividing the total quality points earned by the total credit hours attempted.

A cumulative quality point ratio is obtained by calculating the quality point ratio for all courses taken at Sacred Heart University and which are part of the degree program.

A cumulative 3.0 QPR is required for graduation.

Grading System

Graduate Studies utilizes the following grading system:

<table>
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<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Definition</th>
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<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>I</td>
<td>0</td>
<td>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>

I - The I grade is issued to students who demonstrate a clear intention of completing the course. The grade point average of the
student will not be affected. If within six weeks of the start of the new semester following the issuance of the I, the I grade has not been changed, the grade will automatically be changed to an F. No change of an I grade will be processed after the six-week period unless an extension has been granted. This extension has a one-year time limit beginning at the close of the semester in which the I grade is assigned. Failure to complete the work by the end of this period will result in the automatic conversion of the I to an F.

W - Students are permitted to withdraw from a course within the first five weeks of the semester without academic penalty. After this point, the assignment of a W is an option reserved for an instructor's use when it is determined that a student has a legitimate reason for not completing the course. The W will not affect the student's grade point average.

F - An F grade is issued when a student has completed a substantial portion of the course and has clearly failed.

WF - A WF grade is reserved for students who simply have stopped attending classes. A student who disappears without making an effort to explain such an absence is held responsible for their actions and must accept the penalty that a WF grade imposes.

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.

Academic Probation
Any student whose quality point ratio (QPR) is below a 3.0 will be considered to be on academic probation and may be required to obtain written permission from the program director before registering for additional course work. A student whose cumulative QPR is below 2.7 after completion of 18 credit hours will be required to withdraw from Graduate Studies.

Appeals concerning the required withdrawal under these circumstances should be directed to the Dean of Graduate Studies.

Research Projects and Independent Study
Many programs allow or require students to participate in research projects and/or courses of independent study. In both instances, these require prior approval by the academic program coordinator and close supervision by a faculty member. Students should consult with the academic program coordinator about the student's interest in a research project or independent study and must obtain the necessary approval before registering for a research project or independent study course.

In research designs proposing to use human subjects, students are required to seek approval from the University's Human Subjects Review Committee before engaging in their research project. For details, please contact the Office of Graduate Studies.

Thesis
A Thesis may be required, encouraged or be an option of a student's graduate program.
Since a thesis is a special form of original research, it requires the careful supervision of either an individual faculty member or a program thesis committee. Students considering a thesis should discuss their interest with the appropriate academic coordinator and should be familiar with and follow the procedures outlined in the Thesis Manual which is available through the Office of Graduate Studies. For specific thesis requirements consult the Program Description in this catalog for the particular discipline.
Tuition and Fees

General Information
Tuition at Sacred Heart University is based upon credit hours. The charge per credit hour varies for each graduate program.

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

A degree will not be conferred and a transcript will not be issued until all financial obligations to the University have been met.

Tuition and Fees Schedule
1990-1991
MBA Program $260/credit
MSN Program $260/credit
MAT Program $235/credit
MARS Program $235/credit
Application Fee $30
Audit $250/course
Change of Program Fee $10
Graduation Fee $60
Late Registration Fee $15/semester
Registration Fee $25/semester

Tuition Discounts
Family Discount — A 15 percent reduction in tuition costs for each member of the same family. Each member must be registered for at least six credits to be eligible for the discount. Family discount forms must be obtained from the Student Accounts Office prior to registration.

Study Tours of Other Countries — Sacred Heart University offers tuition discounts to participants of study tours. A person taking a three-credit course would pay $600 instead of $705. Those taking the tour for audit or non-credit would pay the normal half tuition of $352.

Diocesan Educators
Faculty members and directors of Religious Education employed at Catholic, Protestant and Jewish elementary and secondary schools in Fairfield County are eligible for half tuition. A half-tuition discount also applies to members of the Catholic, Protestant and Jewish clergy and other religious orders. Educators from other dioceses in Connecticut may be eligible for tuition discounts. Please contact the Student Accounts Office for details.

Payment of Tuition and Fees
The following payment options are available to students individually or in combination.

1. Direct billing through employee reimbursement. The University offers an employee reimbursement program. Employers interested in the direct billing program can contact our Collections Office at SACRED HEART UNIVERSITY
(203) 371-7949 for information. A list of employers who currently participate in our direct billing program is available in the Students Accounts Office, Administration Building, Room 125, or by calling (203) 371-7925.

2. Students who do not participate in one of the deferred payment plans will be required to pay their full tuition and fee charges less any financial aid at the time of registration. Current Master Card and VISA credit cards may be used for the payment of tuition and fees.

3. A Graduate Studies deferred payment plan is available. A signed promissory note must be submitted at time of registration. First payment is due at time of registration (mail-in or in-person); following payments will follow the schedule below. Each part is one third of the total tuition and fee charges and includes a $10 deferred payment plan fee. Please notice the example below and use the work box to determine your payment schedule.

A schedule of payment dates is available from the student Accounts Office.

All checks are to be made payable to Sacred Heart University.

Tuition Refunds
Withdrawal from the University within four weeks from the beginning of a semester entitles the candidate to a proportional refund of tuition. Refunds are granted only if the candidate complies with the withdrawal procedures as prescribed by the Office of the Registrar. Fees are not refundable.

Tuition refunds are based on the FULL tuition charge.

100% – Before start of course
80% – Before start of second class
60% – Before start of third class
40% – Before start of fourth class
20% – Before start of fifth class
0% – After start of fifth class
Financial Aid

General Information
Virtually everyone can use some financial assistance for college tuition. It is important for you to realize that financial assistance is available. In addition to traditional financial aid programs, Sacred Heart University offers several ways to pay for your education. This section is intended to highlight briefly all of these financial options. You are strongly urged to request additional information about any of these options from the appropriate University office, if listed, or from the Financial Aid Office, 371-7980. Here's what's available for graduate students:

Deferred Payment Plan
The University offers four- and five-month deferred payment plans for graduate and undergraduate students. These plans allow a student to register by paying a portion of the tuition and a $10 finance charge. The balance is due in equal payments over the remaining months. Students taking three or more credits are eligible for the plan. Please contact the Students Accounts Office at 371-7925 for additional information.

Employer Reimbursement Plan
The University offers employer reimbursement programs with those employers who have agreed to a direct billing program. A list of these employers is available in the Office of Student Accounts, Administration Building, Room 125, or by calling 371-7925. It is also recommended that you contact your employer's Human Resources Department for details on participation.

Family Discount Plan
The Family Discount Plan offers a 15 percent reduction in tuition costs when two or more individuals from the same family are enrolled at the University. Each student must take at least six credits during the period of award. Family Discount Plan forms must be secured from the Student Accounts Office prior to registration. This plan is available for undergraduate and graduate students. Please call 371-7925 for additional information.

University Sources of Financial Aid
Sacred Heart University offers a Graduate Grants-In-Aid program. The grants are based on a student's financial need and the availability of other outside resources.

VA Eligibility Programs
Veterans and dependents of veterans are eligible for educational benefits in accordance with Title 38 USC Chapter 31-35. Interested veterans should contact the Office of the Registrar at 371-7890 to secure the required application form. Veterans applying for educational benefits for the first time must present a notarized copy of their
Form DD 214 (Discharge Paper) to the Registrar's Office. Veterans' benefits are available to graduate and undergraduate students.

**VISA/MasterCard Financing**
This method of financing courses is available to graduate and undergraduate students, both in person and through the mail. You are required to authorize the University, in writing, to charge the appropriate amount to your card, and to furnish your card number, signature, and expiration date. Your registration will be processed upon receipt, once authorization is obtained.

**Federal Sources of Financial Aid**
There are a limited number of federal aid programs available for graduate students. Financial need is an important eligibility requirement for these programs, and there are other requirements as well. Programs include: Carl D. Perkins Student Loan, College Work Study Program, Robert T. Stafford Loan, Parent Loan Program, and the Supplemental Loans for Students Program.

**Federal Professional Nurse Traineeships**
Awarded by the Nursing Program, these awards are based on availability of funds and guidelines determined by the Federal government. In order to be eligible, the applicant must be a U.S. citizen and a graduate of a state-approved school of nursing. Funds are available for full-time and part-time study. For full-time study, the student must be enrolled full-time (nine credits/semester) for the semester of assistance, and remain at full-time status throughout each semester of funding.

For part-time study, the student must be enrolled at least half-time (six credits/semester) and must be completing their academic studies and graduating at the end of the academic year in which the funds are available. The traineeships generally cover tuition and are awarded based on eligibility and availability of funding.

Contact the Graduate Nursing Program Director for information at (203) 371-7844.

**GRADEXCEL—Education Loans for Graduate Students**
This program allows you to borrow based on your future earning potential, rather than on current income or credit worthiness, and allows you to defer all payments until you graduate. Graduate students can borrow up to $7,500 a year on their own. Repayment begins six months after you graduate, and you have from four to 20 years to repay.

GRADEXCEL is sponsored by Nellie Mae and The Education Resources Institute.

**Religious Studies Student Tuition Discount**
Faculty members and directors of Religious Education employed at Catholic, Protestant and Jewish elementary and secondary schools in Fairfield County are eligible for half tuition. A half-tuition discount also applies to members of the Catholic, Protestant and Jewish clergy and other religious orders.

Educators from other dioceses in Connecticut may be eligible for tuition discounts. Please contact the Student Accounts Office for details.
Student Services

Introduction
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-lit, patrolled parking lots containing 1,200 parking spaces adjacent to the campus buildings.

Alumni Relations
The Sacred Heart University Alumni Association currently serves more than 10,000 members. Its ongoing objective is to offer programs and activities that enable alumni to continue and build their relationships with SHU. Activities include: networking opportunities, homecoming, a summer reunion, a golf tournament, bus trips, travel programs, athletic events and lectures.

The Alumni office keeps members of the Association informed about college and alumni activities through the alumni newsletter, Focus, the President's Annual Report, SHU NEWS and through specific mailings about upcoming events.

Art Gallery
The Charles Plohn Gallery provides students and the University community with high-quality and intellectually-stimulating exhibits. In addition to being an educational resource that exhibits the work of professional artists from the region, the gallery also provides students a place to gain practical experience working in an art gallery.

Athletics
The University is a member of the NCAA Divisions II and III, 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 (1985 - 86).

Bookstore
The bookstore, located 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. Cash or checks are accepted. Credit cards are not honored.

Campus Ministry
Students of all faiths are welcome at Sacred Heart.
The Campus Ministry responds to the needs of the 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. 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 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 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 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 LN1 laser printer, two digital LA10, 1200 BAUD dot matrix printers, 30 digital VT220 video terminals, and seven digital LA36 decwriters 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/I, 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, 265K640K 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 STATISTIAN, 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 Chubby’s, 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 Director of Student Residence maintains a file of available housing in the area. This reference service is available to students free of charge. For more information call 371-7937.

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 also are conducted for class groups to familiarize them 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 on-line subject searches of automated data bases for students. Other on-line access provides information on location of material not owned by Sacred Heart Library. Such items can be borrowed from other libraries through inter-library loan.

Facilities include photocopy machines, microform readers and reader/printers, computers, typewriters, turntables, cassette players, a video playback unit, slide projector, and filmstrip viewer.

SHU Strings Music Center
The SHU Strings Community Music Center provides non-credit music instruction for SACRED HEART UNIVERSITY
students of all ages, from young children through senior citizens. Private and group lessons in stringed instruments, piano, woodwinds, and voice offer everyone the opportunity for an enriched life through music performance. The faculty of outstanding artists and 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.

Parking
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.

Radio Stations
WWPT-FM (90.3)
WSHU-FM (91.1)
Sacred Heart has both student-run and professionally operated FM radio stations. Students present rock music, news and public affairs programs to their peers on WWPT, a 390-watt station at 90.3 FM. WSHU-FM, a 12,500-watt station at 91.1 FM, is qualified by the Corporation for Public Broadcasting and is a recognized member of National Public Radio, one of only two such stations in Connecticut and 275 nationwide. WSHU-FM offers classical music, news and public affairs to listeners of Fairfield County, Connecticut and parts of Long Island, New York. The station's production and on-air studios, record library and newsrooms serve as learning laboratories for students.

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 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.

Security patrols our well-lighted 53-acre campus. Upon request security officers will escort students, staff, or faculty to their automobiles during the evenings hours.

Women's Center
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 the University Registrar.
Academic Programs

General Information
The Office of Graduate Studies at Sacred Heart University offers five Master’s Degree Programs:
- Executive Master of Business Administration
- Master of Business Administration
- Master of Science in Nursing
- Master of Science in Nursing and Master of Business Administration Dual Degree
- Master of Arts in Religious Studies
- Master of Arts in Teaching
and four Certificate Programs:
  - Elementary Teaching Certification
  - Secondary Teaching Certification
  - Sixth Year Certificate for Administrators
  - Sixth Year Certificate for Teachers

Courses are offered at the Main Campus, 5151 Park Avenue, Fairfield, Connecticut. The University operates three major extension centers in Ansonia, Lisbon and Stamford, Connecticut. Selected courses are also offered in other Connecticut locations: Burlington, Middlebury, Naugatuck, New Canaan and Southbury, as well as in Northport, (Long Island) New York.

Ansonia
Sacred Heart University in the Valley
Emmett O’Brien Regional Vocational Technical School
151 Prindle Avenue
Ansonia, CT
Selected Teaching (MAT) Teaching Certificates
Selected MBA Courses

Lisbon
Sacred Heart University at Lisbon
Lisbon Central School
15 Newent Road
Lisbon, CT
Teaching (MAT) Certificates

Stamford
Sacred Heart University in Stamford
39 Cloverly Road, Glenbrook
Stamford, CT
Selected Teaching (MAT) Teaching Certificates

Stamford MBA Center
Champion Building
1 Champion Plaza
Stamford, CT
Selected MBA Courses
Graduate Programs in Business Administration

Master of 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/her 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 it 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.

MBA Admission
Individuals who hold a bachelor’s degree in any academic discipline from a regionally accredited college or university will be considered for admission to the Master of Business Administration program. In some instances a personal interview may be requested.

Further information may be obtained by contacting:
Director of Graduate Programs
in Business Administration
Graduate Studies & Continuing Education
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1000
1-800-288-2498 or
(203) 371-7830

MBA Class Schedules
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.

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 Program Director.

MBA Thesis
With the approval of an advisor and the Program Director, a thesis may be used 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.

MBA Academic Counseling
Upon acceptance, full and part-time students must meet with the Program Director to plan their academic program. Students are encouraged to meet periodically with the Program Director to discuss academic
MBA Degree Requirements
A total of 48 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. Despite the number of transfer credits and waivers for which a student may be eligible, an absolute minimum of 30 credit hours must be taken at Sacred Heart University. These credits do not necessarily have to be the last 30 prior to receiving the MBA degree.

The MBA curriculum for students with a business undergraduate degree will generally consist of 48 credit hours or less of 600 level courses. Students who have weak undergraduate grades or have not taken undergraduate business courses in accounting, management of information systems, statistics and economics will be required to take some prerequisite courses at the 500 level.

The 48-hour curriculum consists of the following courses:

AC 610 Managerial Accounting
BU 601 Management of Organizations
BU 631 Organizational Behavior
BU 633 Legal Environment of Business
BU 641 Management Information Systems
BU 665 International Business
BU 670 Production & Operations Mgt.
BU 680 Administrative Policy
BU 681 Leadership & Ethics
EC 621 Managerial Economics
FN 660 Financial Management
MK 661 Marketing Management
Elective 600 Level
Elective 600 Level

Elective 600 Level
Elective 600 Level

MBA Prerequisites are as follows:
AC 511 Accounting Principles
BU 542 MIS Principles
BU 543 Statistics Principles
EC 511 Economic Principles

MBA Concentrations
Students may elect to specify their four electives by concentrating in a business discipline as outlined below.

Accounting
AC 612 Controllership
AC 613 Accounting Systems
AC 614 Tax Planning
AC 615 Budgeting

Economics
EC 622 International Economics
EC 623 Forecasting in Business Conditions
EC 627 Contemporary Issues in Economics
FN 661 Money and Financial Institutions

Finance
FN 661 Money and Financial Institutions
FN 662 Corporate Finance
FN 663 Investment Management
FN 665 International Financial Management

Marketing
MK 650 Product Management
MK 651 Marketing Research
MK 654 Marketing Problems
MK 656 Advertising Management

Management Information Systems
BU 644 Business Modeling/Simulation
BU 645 Information Systems for Management
BU 646 Management of Computer Resources
BU 647 Systems Analysis & Design Development
MBA Health Care Specialization

The increasing role of health care in our lives has resulted in new problems with which we must deal. Such areas as adequacy of resources, organizational structure, finance, accessibility, expansion and pressures from various interest groups are typical of these new problems. 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 MBA 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).

Forty-Eight (48) semester hours of approved graduate credits must be satisfactorily completed for the degree.

The Health Care curriculum consists of 12 required courses common to the general MBA and four health care electives.

The Required courses for the Health Care Curriculum are the same as the MBA Curriculum.

Elective courses for the concentration in Health Care are:
Select four courses from the list below.
HA 510 Introduction to Health Care
HA 560 Health Care Marketing
HA 620 Economics of Health
HA 630 Management and Planning of Health Care
HA 640 Health Services and the Law
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

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

SACRED HEART UNIVERSITY
The Academic Programs

competencies required to manage complex organizations. Classes focus on experiential learning reflected by extensive use of case studies, small group discussions and simulations.

EMBA Admission Requirements
Individuals who have 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.

Further information about the EMBA program may be obtained by contacting:

   Director of Graduate Programs  
   in Business Administration  
   Graduate Studies & Continuing Education  
   Sacred Heart University  
   5151 Park Avenue  
   Fairfield, CT 06432-1000  
   1-800-288-2498

EMBA Class Schedules
Classes are held on alternate Fridays and Saturdays (all day) with the summer months free. Each course runs for eight weeks.

EMBA Completion Time
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.

EMBA Requirements
A total of 48 credits is required for the EMBA degree with a minimum quality grade point average of 3.0.
Graduate Programs in Education

The Education programs at Sacred Heart University offer students a professional education at both the undergraduate and graduate levels. All courses are offered at the Fairfield campus. Selected graduate courses may be taken at off-campus locations including Stamford, Lisbon, Middlebury, Naugatuck and New Haven, Connecticut.

Philosophy of Graduate Education Program

The Education programs for teachers and administrators offered by Sacred Heart University carry out the mission of the University, "to prepare men and women to live in and make their contributions to the human community." From these two values, personal dignity and community service, two principles form the basis of the Education programs:

1. Effective teaching and administration are not the result of what one does, but of what one is. There is a direct correlation between the level of professional effectiveness and the level of personal intellectual, emotional, social, and moral maturity.

2. Teaching and administration are a calling centered on service to the community, especially to children and youth. A corollary to this is the view that to become a teacher or administrator is never a goal but an ever-developing path of change and growth reflecting an ever-changing society.

These two principles are not separate but operate in synergy. Professional excellence requires a broad base of knowledge, skills, and a personal vision and caring. This results in personal commitment to excellence of achievement at a personal level and ultimately at the level of society.

Goals and Objectives

The following objectives follow logically from the University's Mission and education program philosophy:

1. To promote personal excellence through a solid academic background in the liberal arts.

2. To promote personal excellence through a study of self with the aim of helping the student to reach an appropriate level of intellectual, emotional, social, and moral maturity.

3. To center the teacher's and administrator's education on the caring for students, resulting in their social, psychological, and cognitive growth.

4. To help teachers and administrators to be able to investigate, to critically analyze, and, with personal commitment, to effect change in anything that is unjust or inadequate regarding American schools.

5. To provide a field-based approach to the education of teachers and administrators in order to integrate theory and practice, while developing skill in solving complex problems in an ever-changing society.

6. To prepare students on the baccalaureate or post-baccalaureate levels to be personally and professionally effective as beginning teachers.
7. To provide an education for teachers on the Master's level that builds upon the accomplishments of the baccalaureate level, and an education on the Sixth Year level that builds upon the accomplishments of the Master's level.

8. To prepare administrators on the Master's and Sixth year levels for leadership roles in the school community according to the espoused principles of personal and professional excellence stated in the Education mission statement.

9. To provide continuing education for teachers and administrators on current issues in American education.

10. To continue Sacred Heart University's commitment since its founding to provide the school community with exemplary school personnel and to be a center for the improvement of American education.

Please Note: Changes May Occur Each Year Based On New State Department of Education Regulations And University Policies.

Graduate Education 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

Graduate Teacher Certification – Elementary and Secondary

MAT 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.

MAT Student Transfer Credit Guidelines
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.

MAT Admission Requirements
1. Students applying to the Graduate Program must hold at least a bachelor's degree from an accredited institution. Students who do not have a 3.0 cumulative grade point average may be admitted under probationary status, subject to review for continuation of studies after the completion of nine graduate credits.

2. For matriculation in any of the Graduate Education Programs students must submit:
   Graduate application form and fee.

   Two letters of recommendation on forms provided by the University.
Official transcript(s) from all colleges and universities previously attended.

3. Students who are entering the Graduate Program for Initial Teacher Certification must also:

Meet the CONCEPT Examination requirement for prospective teachers either through successful exam results or official waiver. Exam registration information is available upon request.

Submit a two page essay, typed and double spaced stating the reasons the candidate wishes to pursue a career in teaching.

Be interviewed by the faculty of the Department of Education for admission determination.

Further information may be obtained by contacting:
Director, Graduate Studies in Education Program
Sacred Heart University
Graduate Studies & Continuing Education
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1000
1-800-288-2498

Degree Requirements
Master of Arts in Teaching (MAT)
Program of Studies

Core requirements 12 Credits
Concentration 12 Credits
Electives 6 Credits
Final requirement 0-6 Credits

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

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

2. Receptive Communication (3 credits)
A reading methods course or a course in professional readings.

3. Expressive Communication (3 credits)
A methods, content or professional development course in writing or personal or professional effectiveness.

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

Concentration (12 credits)
Students select courses for focused study in their area of interest.

Electives (6 credits)
Subject to faculty advisor's approval

Final requirement (0-6 credits)
Students may select one of the following:

1. Comprehensive exam after the completion of 30 credits.
2. Master's Thesis or Project
3. Publication Option

Graduate Education Program for Initial Teacher Certification
The Graduate teacher certification programs allow students to meet requirements to

SACRED HEART UNIVERSITY
become certified as public school teachers while applying earned credits toward an advanced degree.

Students who have completed a bachelor's degree in a field other than teacher education may enter the Graduate Program to obtain teaching certification. The Graduate Education Program offers approved programs for the preparation of teachers in Elementary grades PK-8, and secondary grades 7-12 in the academic areas of Business Education, English, History and Social Studies, Mathematics, General Science, Biology, Chemistry and Spanish.

The Graduate Education Program also provides certified teachers with the opportunity to obtain additional teaching endorsements.

The Graduate Program for Initial elementary teacher certification requires the completion of a minimum of 30 credits in professional studies, including a semester of student teaching. In a typical planned program of studies 15 credits of the professional studies are applied toward fulfillment of the Master's degree requirements.

The Graduate Program for teacher certification in secondary grades requires the completion of a minimum of 18 to 21 credits of professional studies, including a semester of student teaching. In a typical planned program of studies 9 to 12 credits of the professional studies are applied toward fulfillment of the Master's degree requirements.

Sample Elementary Certification Program with Master's Degree Application

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 221</td>
<td>Methods of Teaching Reading and Language Arts</td>
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<tr>
<td>ED 222</td>
<td>Methods of Teaching Elementary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 223</td>
<td>Methods of Teaching Science, Social Studies &amp; Health</td>
<td>3</td>
</tr>
<tr>
<td>*ED 515</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>*ED 569</td>
<td>Education of Special Needs Students</td>
<td>3</td>
</tr>
<tr>
<td>*ED</td>
<td>Elementary elective (advisor approved)</td>
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<tr>
<td>ED 391</td>
<td>Elementary Student Teaching</td>
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<td>MINIMUM TOTAL</td>
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</tbody>
</table>

Courses noted by * above apply to Master's Program requirements as well as Initial Teacher Certification requirements.

Sample Secondary Certification Program with Master's Degree Application

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ED 552</td>
<td>Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>*ED 553</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 262-267</td>
<td>Secondary Methods of Teaching in your subject area</td>
<td>3</td>
</tr>
<tr>
<td>*ED 569</td>
<td>Education of Special Needs Student</td>
<td>3</td>
</tr>
<tr>
<td>*ED 627</td>
<td>Seminar on Kids, AIDS, Alcohol, Drugs and Sex</td>
<td>3</td>
</tr>
<tr>
<td>ED 395</td>
<td>Secondary Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>MINIMUM TOTAL</td>
<td></td>
<td>18-21</td>
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</tbody>
</table>

In addition to professional studies, students must meet coursework requirements in general studies and an academic major either through credits previously earned in the bachelor's degree or through supplemental coursework at the undergraduate or graduate level.

In both the Elementary and the Secondary teacher certification programs completion of the full Master's degree is not required for Initial teacher certification. Students who have completed equivalent coursework
meeting certification requirements through previous studies need not repeat the coursework at the graduate level. The student's program is completed with course selections with advisor's approval. All candidates for Initial teacher certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation.

**Fifth Year Teacher Traineeship**
The Fifth Year Teacher Traineeship affords students the opportunity to complete teacher certification and Master's degree program requirements in a supervised internship setting in a public school. Tuition costs for this program are supported by the public school system under a contract arrangement with Sacred Heart University and the trainee student. This program is run only at the Fairfield campus and the Lisbon satellite.

**Sixth Year Certificate Requirements**

**Advanced Studies Certificate Requirements**

<table>
<thead>
<tr>
<th>Area</th>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Foundations</td>
<td>9</td>
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</table>

**Administrator Supervisor Requirements**

<table>
<thead>
<tr>
<th>Area</th>
<th>Requirements</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Foundations</td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>Professional Development</td>
<td>6</td>
</tr>
<tr>
<td>III</td>
<td>Management Concentration</td>
<td>6</td>
</tr>
<tr>
<td>IV</td>
<td>Specialization</td>
<td>6</td>
</tr>
<tr>
<td>V</td>
<td>Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL REQUIRED** 30 credits
Graduate Programs in Nursing

The Master of Science in Nursing at Sacred Heart University is designed to prepare nurses who hold baccalaureate degrees for administrative positions within acute, community, or long-term health care facilities.

Objectives of the program are:
- Synthesize advanced principles, concepts and theories from the fields of nursing, management, organizational theory, organizational behavior and ethics to administrative roles in nursing.
- Analyze trends and issues affecting the administration of health care delivery systems and develop plans of action.
- Use advanced leadership, management, and teaching knowledge and competencies to influence nursing practice.
- Demonstrate ability to carry out administrative responsibilities, including budgeting, staffing, evaluation, performance appraisal, and systems for the delivery of care.
- Assume accountability for contributing to the advancement of the nursing profession through the leadership of others.
- Assume accountability for contributing to improvement in the delivery of health care and influencing health care policy.
- Contribute to the expansion of nursing knowledge through the application of the research process or project.
- Integrate critical thinking strategies and decision making into the role of nurse administrator to effect change.
- Analyze complex interaction and communication patterns.

MSN Admission 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 Director.)
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 nursing research course
8. Interview with graduate advisor
9. Two letters of professional recommendation
10. Completed application form

MSN 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 Director.

MSN Thesis
A thesis is required of all students matriculating prior to Fall 1990. An administrative project is offered as an option to students matriculating as of Fall 1990.

MSN Degree Requirements
Forty-two (42) semester hours of approved graduate credits must be satisfactorily completed for the degree with a minimum quality grade 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 I
NU 602 Research Seminar II
NU 610 Role Practicum (Community, Long Term, or Acute)
NU 650 Thesis/Project
Elective (NU, AC, BU, HA)

Students must take 12 credits in the business discipline including:
BU 601 Management of Organizations
BU 635 Management of Human Resources

Two optional courses (one from Option A and one from Option B)

Option A Courses:
AC 511 Financial Accounting
HA 620 Economics of Health
EC 511 Economics for Management
AC 610 Managerial Accounting
EC 621 Managerial Economics
FN 660 Financial Management

Option B Courses:
BU 631 Organization Behavior
BU 632 Organization Change and Conflict Resolution
HA 560 Health Care Marketing
HA 630 Management and Planning of Health Care
HA 640 Health Services and the Law
HA 672 Administration of Ambulatory Care
HA 673 Administration of Long Term Care
HA 674 Administration in Public Health Agencies
MK 661 Marketing Management

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

Dual Degree Program: MSN/MBA
The student in this program must adhere to the guidelines set out in both the MSN and MBA sections of this catalog. The following information helps clarify where the two programs overlap.

Dual Degree Admission Requirements
The applicant must meet the admission requirements and prerequisite course work of both the MSN and MBA programs (see appropriate sections in catalog). The applicant applies to and is accepted by each program independently although the same application can be used.

Dual Degree Plan of Study
The student must meet with the Program Director, MSN and the Program Director, MBA to determine a plan of study for each degree.

Dual Degree Requirements
Pre-Requisites
The student must complete the prerequisites as outlined in the MBA and MSN sections of the catalog. These requirements will vary for each student depending on past academic course work.

The following prerequisites can be waived by the MBA Program Director depending on the student’s undergraduate course work (see MBA section). Additionally, several of the courses can be taken as an elective in the MSN program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 511</td>
<td>Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>BU 543</td>
<td>Statistics Principles</td>
<td>3</td>
</tr>
<tr>
<td>EC 511</td>
<td>Economic Principles</td>
<td>3</td>
</tr>
<tr>
<td>Total (up to)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Tutorial</td>
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</tbody>
</table>

**MSN/MBA Required Courses:**

The required course work is:

- NU 501 Advances in Nursing
- NU 510 Administration of Nursing Services
- NU 520 MIS in Nursing and Health Care
- NU 530 Ethical Components of Nursing
- NU 601 Research Seminar
- NU 602 Research Seminar
- NU 610 Role Practicum (6 credits)
- NU 650 Thesis or Administrative Project
- AC 610 Managerial Accounting
- BU 601 Management of Organizations
- BU 631 Organizational Behavior
- BU 633 Legal Environment of Business
- BU 635 Management of Human Resources
- BU 641 Management Information Systems
- BU 665 International Business
- BU 670 Production and Operations Management
- BU 680 Administrative Policy
- EC 621 Managerial Economics
- FN 660 Financial Management
- MK 661 Marketing Management

Address inquiries to:

- MSN Program Director
- Sacred Heart University
- 5151 Park Avenue
- Fairfield, CT 06432-1000
- (203) 371-7844

or call:

- The Office of Graduate Studies
- 1-800-228-2864 or (203) 371-7830.
Graduate Program in Religious Studies

Sacred Heart University’s Master of Arts in Religious Studies (MARS) 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 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 MARS 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
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 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.

MARS Admission Requirements
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 Office of Graduate Studies. Two letters of recommendation must accompany the application. A personal interview is required as part of the admission process.

The Graduate Record Examination (GRE) is recommended for all applicants, and in some circumstances it may be required.

MARS 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.

MARS Teaching Curriculum
For students interested in pursuing a career in teaching Religious Studies, six graduate credits may be earned in the University’s Master of Arts in Teaching program and transferred to the MARS degree.

MARS Student Performance Evaluation
The performance of students will be reviewed by the graduate faculty at the end of each semester. 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) or RS 510 (Introduction to Biblical Method & Criticism), 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.

MARS Student Financial Assistance
Tuition-reduction and financial aid programs specifically for Religious Studies students are available. Refer to the section on Financial Aid or contact either the Financial
Aid Office or the Director of the Religious Studies Graduate Program.

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

MARS 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, decides 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 MARS 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.
Accounting (AC)

AC 511 Accounting 3
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 610 Managerial Accounting 3
Prerequisite: AC 511. 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
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 course also illustrates the controllership function as related to the broad area of business management.

AC 613 Accounting Systems 3
Prerequisite: AC 511. Methods of designing and installing the accounting system for various types and sizes of organizations to provide effective managerial control. Proper approaches to analyzing the evaluation of various systems.

AC 614 Tax Planning 3
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 interrelationship of tax planning decisions. Areas of federal taxation covered are: individual income taxes, corporations, partnerships, income taxation of estates, trusts and estate and gift taxes.

AC 615 Budgeting 3
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 Organizations  3
Prerequisite: AC 610. Studies the specialized 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 617 Financial Statement Analysis  3
Covers analysis of market costs and cost volume-profit situations, studies variable costing and methods of reporting, use of cost information in pricing decisions, capital expenditure analysis, budgeting and cash management, transfer-pricing, and related topics.

AC 620 Federal Tax Research  3
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 621 Corporate Income Taxation  3
Prerequisite: AC 610. A foundation course analyzing the basic federal income tax provisions affecting 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
A study of tax policy and 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. Special attention given to the provisions of the Internal Revenue Code affecting individual taxpayers.

AC 623 Taxation of Partnerships/Partners  3
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 basic adjustments.

AC 624 Estate and Gift Taxation  3
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)

BU 542 Introduction to Management Information Systems  3
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, date communications, various business information systems, manufacturing, marketing, financial, accounting, information system development and selection and MIS operation and control.
BU 543 Operations Analysis Statistics Principles 3
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 three semester hours of undergraduate study in statistics with a B or better.

BU 601 Management of Organizations 3
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 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 six semester hours of undergraduate study, passed with a grade of B or higher, in such courses as organizational management, organizational development, human resources management or organizational behavior.

BU 631 Organizational Behavior 3
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 Organizational Change and Conflict Resolution 3
Prerequisite: BU 631. 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 and group research seminar discussion and exercises are included.

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

BU 635 Management of Human Resources 3
Prerequisite: BU 601. Focuses on the role of the contemporary personnel function in organizations. Analysis of policies related to the employees organizational life cycle from hiring through departure. Includes issues in manpower and succession planning, compensation and benefits, labor relations, employee training and development.

BU 641 Management Information Systems 3
Topical coverage of contemporary management information systems and their role in the management and control of public and private institutions using MIS as an aid for planning and decision making, problems associated with the implementation of MIS systems in an organization, position of MIS

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functions in an organization and managerial problems requiring future research and development. Prerequisites: BU 542 or equivalent and BU 601.

**BU 644 Business Modeling/Simulation**  3
Prerequisite: BU 641. 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.

**BU 645 Information Systems for Management**  3
Prerequisite: BU 641. Despite the large amount invested 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 impact on corporate information is extensively covered throughout the course.

**BU 646 Management of Computer Resources**  3
Prerequisite: BU 641. 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 basic 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
Prerequisite: BU 641, BU 645. Designing a corporate computer system is more than writing programs or burying 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 665 International Business**  3
Prerequisites: BU 601. A systems approach of the management of global operations. The scope of international business is analyzed. Multinational enterprises are studied in light of cultural, historical, political and economic factors. Trade theories are the examined in the context of international economics and finance. The focus then turns to the management of global operations, from initial entry into international markets to strategy development for the multinational enterprise.

**BU 670 Production and Operations Management**  3
Prerequisites: BU 601 and BU 543. A comprehensive survey of the managerial concepts and the quantitative tools and techniques required in the design, operation and control of production and operations systems. Emphasis is placed on the use of statistical and operations research methods for analysis of operating systems and decision making. Subjects include decision theory, linear programming for resource allocation, production scheduling and inventory control.
BU 680 Administrative Policy 3
The capstone or program summary course which must be taken as one of the last four courses in the program. This course will include elements from all the required courses to show students how all facets of business impact the management role. It will consist of research as well as presentation techniques.

BU 681 Leadership Ethics 3
Prerequisite: BU 601 or equivalent. Current and topical issues form a large part of the basis for an examination of business 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 682 Strategic Planning 3
Prerequisite: EC 621. A seminar course designed to explore various approaches to strategy development and their applications to broad, judgemental decision making in critical situations. Cases, films and guest speakers will be used extensively.

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

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

BU 692 Business Research Seminar 3
A reading course taken under the supervision of a faculty member. Departmental consent is required and the student must have completed all of the required core courses.

Economics (EC)

EC 511 Economics for Management 3
One semester course in economics. Covers both macroeconomics and microeconomics 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 three semester hours of undergraduate macroeconomics and three semester hours of microeconomics with a grade of B or better.

EC 620 Intermediate Macroeconomic Analysis 3
Prerequisite: EC 511 or equivalent. A study in 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
Prerequisite: EC 511 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 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
Prerequisite: EC 511 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
Prerequisite: 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/Multinational Corporations** 3
Prerequisite: EC 511 or equivalent. This course covers the determinants of foreign direct investment, the economic questions concerning the operations of multinational 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
Prerequisite: EC 511 The formulation of a model 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 Contemporary Issues in Economics** 3
Prerequisite: EC 511 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.

**EDUCATION (ED)**

**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 Schedule for the current repertory of 400 courses.

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

**ED 503 Personal Growth Experience** 3
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**  
This course focuses on methods for classroom teachers to strengthen their students’ study skills, based on latest research in skill development, note taking, testing, and other areas of study such as listening, comprehension and vocabulary development.

**ED 505 Adolescent Literature**  
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**  
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**  
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**  
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**  
This instructs middle and secondary school teachers in 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**  
Focuses on motivating students to write freely, and improve 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**  
This will help K-12 teachers, including Special Education and Alternative Education teachers, 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)**  
Focuses on the study of the process of teaching remedial reading in Grades K-8 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
Focuses on the study of the process of teaching remedial reading in Grades 7-12 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
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
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
Teachers are given practical ideas for the use of learning stations in the classroom. The course offers experience in designing, and constructing learning stations, record keeping and using stations for all curriculum areas.

ED 518 Teacher-Parent-Child Interaction  3
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 519 Alternate Strategies in Curriculum  3
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
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
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 Multicultural Education and Ethnic Awareness  3
This course will explore the concepts of culture and ethnicity and their implications for how we perceive ourselves as citizens of a nation and a global society, as well as how our perceptions influence the classroom curriculum. Portions of this course will be experiential.

ED 524 Teaching Reading and Language Arts  3
A study of methodology in the areas of
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 is to encourage the early childhood educator to approach "science" with confidence and enthusiasm. The activities—designed for children two to seven 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 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 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
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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name and Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 539</td>
<td>The Teaching of Writing Techniques for Elementary School Teachers (K-5)</td>
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<td>This course will outline writing strategies for elementary teachers. The writing process</td>
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<td>will be discussed in depth and practical instructional strategies will be employed.</td>
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<td>ED 540</td>
<td>Early Childhood Curriculum and Classroom Design</td>
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<td></td>
<td>This course is designed to explore early childhood curriculum based on normal child</td>
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<td>development. Ways of integrating the creative arts, the sciences and academic skill</td>
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<td>areas are investigated. Approaches to language development, listening skills, beginning</td>
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<td>reading, classroom organization, parent-teacher relationships and techniques for adapting</td>
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<td>the curriculum to meet individual needs are included.</td>
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<tr>
<td>ED 549</td>
<td>Talents Unlimited</td>
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<td></td>
<td>Talents Unlimited Program is an exciting way to apply creative and critical thinking</td>
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<td>skills to the classroom. It is designed to help teachers recognize and nurture student</td>
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<td>talents in the areas of productive thinking, communication, forecasting, planning and</td>
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<td>decision making. The teacher training model is a competency based, sequentially ordered,</td>
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<td>and appropriate to a variety of teaching personnel.</td>
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<td>ED 550</td>
<td>Teaching Remedial Math</td>
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<td>This course deals with diagnostic tools and remediation techniques for mathematics</td>
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<td>instruction. Current research in teaching mathematics is discussed, and participants</td>
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<td>share their experiences while implementing strategies in the classroom.</td>
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<td>ED 551</td>
<td>Developmental Psychology for Teachers</td>
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<td>A study of the developmental changes in the total life span of the normal person and the</td>
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<td>application of this knowledge to the teaching process.</td>
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<td>ED 552</td>
<td>Education in the United States</td>
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<td>In dealing with certain value-systems in education and persistent issues facing the schools</td>
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<td>such as alcohol, drugs, divorce, etc., this course is designed to help you determine your</td>
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<td>own personal philosophy and become intelligently articulate concerning controversial issues</td>
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<td>in education. It particularly emphasizes how values affect, for better or for worse, human</td>
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<td>existence in general and schooling in particular.</td>
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<td>ED 553</td>
<td>Educational Psychology</td>
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<td>The application to teaching of the principles of psychoanalytic, behavioristic and</td>
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<td>humanistic psychologies is the focus of this course. The aim of the course is to adopt a</td>
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<td>specific psychological approach compatible with one's own personality for consistency and</td>
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<td>charisma in curriculum development, instructional strategy and evaluation techniques.</td>
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<td>ED 558</td>
<td>Methods for Teaching Elementary Mathematics</td>
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<td>This course examines basic concepts of mathematics with special emphasis on the teaching</td>
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<td>of these concepts. Careful consideration is given to recent developments in mathematics</td>
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<td>and their implications for work with children. Workshops utilizing mathematical materials</td>
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<td>are included.</td>
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<td>ED 560</td>
<td>Problem Solving and Methods of Instruction in Secondary Mathematics</td>
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<td></td>
<td>Investigation of recent curricula, techniques and materials in secondary mathematics</td>
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Courses

ED 561 Extending Talents 3
Participants must have taken Talents Unlimited prior to registering for this course. Extending Talents is designed to help teachers 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
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 564 Pluralism in American Society 3
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
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
This course focuses on maintaining discipline in the classroom, and on how to unravel behavioral problems with or without the support of administrators and parents. Group dynamics, Assertive Discipline, conflict resolution, and legal rights of teachers in Connecticut will be examined.

ED 568 Education of the Gifted 3
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
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
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
This introductory course investigates how computers can be used in the classroom and what you must know to operate an instructional 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 SACRED HEART UNIVERSITY
microcomputers to generate classroom materials.

**ED 583 The Big Three “Real Computer Applications” for Educators -- Word Processing, Database, Spreadsheets** 3

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 and Computer Graphics** 3

The course will focus on the use of graphics on the Apple II microcomputer in the school and elsewhere. Graphics will be generated using several graphic software programs. Computer generated pictures will be produced for use in animation, video display slide show or print outs. Desktop publishing will also be covered. Some knowledge of ‘BASIC’ is helpful but not required.

**ED 585 Student Teaching (Elementary) 3**

Seminar meets weekly in conjunction with 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

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.

**ED 587 Student Teaching (Secondary) 3**

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

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

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 “Database” will be used to prepare class lists, bus lists, mailing labels, birthday lists.

**ED 592 Microcomputer Applications II 3**

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
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
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
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
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
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
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
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
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 microclassroom situations.

ED 602 Secondary School Curriculum 3
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
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
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
Students will examine leadership styles and procedures as they relate to effective school- ing practices. Administrative theory will be analyzed in relationship to current research and supervisory models will be studied.

ED 616 Seminar on Magnet Schools: New Approaches in Education 3
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 audio-visual materials will be used to enrich and stimulate class discussions.

ED 620 Women in Educational Administration 3
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
This course is designed for the elementary 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
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
This course focuses on the current school/community responses to problems such as substance abuse, AIDS, etc. Classroom discussion, speakers, and audio-visual materials aid participants to cope better with today’s new trends and values.

ED 630 School Finance 3
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 OBB, 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
Many adults return to school: former high school dropouts, 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
Prerequisite, BU 501 or equivalent. 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.

ED 645 The Elementary School Principal (N/K-6) 3
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
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
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
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 651 Practicum: Elementary 3
ED 652 Practicum: Secondary 3
Open to students in the Traineeship Program. This field experience complements student teaching. Under the supervision of the mentor teacher and the University Supervisor, students refine their teaching skills at the internship school.

ED 659 Professional Seminar 3
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 1-3
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 subtitles are provided on the student’s transcript.

ED 670-684 Selected Topics in Content Areas

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

ED 670 Special topics in Business Education
ED 671 Special topics in Physics
ED 672 Special topics in Chemistry
ED 673 Special topics in Biology
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 690 Special Institute or Workshop 1-6

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 subtitles are provided on the student’s transcript.

ED 699 Practicum (Administrative) 3

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.

Finance (FN)

FN 660 Financial Management 3
Prerequisites: AC 511, BU 601, BU 641. 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
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
Prerequisite: FN 660. A study of investments and the objective 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 663 Investment Management 3
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 analysis, regulations protecting investors, tax considerations and portfolio management.
FN 664 Financial Markets 3
Prerequisite: FN 660, EC 511. 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 3
Prerequisite: 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)

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

HA 560 Health Care Marketing 3
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 systems and allocation considerations. Exploration of the organization and practice of medical care and its effect on the American consumer. Review of 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
Prerequisite: EC 511. 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
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
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
Administrative problems of ambulatory care, solo physicians, out-patient depart-
ments, health maintenance, organizations and group practices, neighborhood health centers, community mental and epidemiologic surveillance.

HA 673 Administration in Long Term Care Facilities 3
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
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
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)

MK 661 Marketing Management 3
The style 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 for all candidates who have not completed six semester hours of B or better of course work in such areas as marketing, marketing management, advertising, market research or consumer behavior.

MK 650 Product Management 3
Prerequisite: MK 661. A thorough examination is made of the product management system; its operation and the mechanisms for coordinating internal operations. The use of market research, consumer psychology and forecasting tools to assist the marketing manager in major decision areas such as product planning, channels of distribution, pricing and promotion are carefully reviewed.

MK 651 Marketing Research 3
Prerequisite: MK 661 or equivalent. A managerial approach to market research activities. Primary emphasis is placed on applying research information towards making marketing decisions. The research process is discussed, then qualitative and quantitative methodological alternatives are systematically reviewed. Careful attention is paid to how to analyze and present research findings.

MK 654 Marketing Problems 3
Prerequisite: MK 661. 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 finding and recommendations to these managers and obtain feedback on these proposals.
MK 656 Advertising Management  
**Prerequisite:** MK 661 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  
**Prerequisite:** MK 661 or equivalent. A survey of the techniques and methodologies of industrial marketing stressing the differences between this sector and the 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.

**Nursing (NU)**

NU 501 Advances in Nursing  
Current internal and external factors which affect the delivery of nursing services will be studied. External factors including increasing age of the population, changes in reimbursement structure, consumer influence, and technology will be addressed. Current issues affecting nursing education, nursing administration, nursing research and nursing organizations will be discussed. Various nursing theories will be studied to identify the role nursing theory plays in the administration of nursing services. With this data students will develop objectives and plans for a given situation in nursing.

NU 510 Administration of Nursing Services  
This course focuses on leadership and management for nursing service administration. Emphasis will be placed on analysis of leadership styles and consideration of the major management components within the nursing organization. Determining readiness for change, planning change, implementation and evaluation will be discussed. Topics included will be mission, philosophy, goals and objectives, personnel management, organizational structure, and quality assurance.

NU 520 Management Information Systems in Nursing and Health Care  
This course provides an introduction to the use of computers and management information systems as tools for decision making, control functions, and communication capabilities. It also includes the study of organizational theory and systems theory as it applies to identifying sources and flow of information through organizations. Emphasis is placed on applications in health care, structuring of systems, economic evaluation, and managerial decision making with respect to the acquisition and use of computers and information systems in health care facilities.

NU 530 Ethical Components of Nursing and Health Care  
This course focuses on ethical dimensions of the nurse-patient relationship and current broad philosophical issues that have a direct impact on health care. Beginning with a reflection on one’s own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles, values clarification and the ethical decision making process.
NU 540 Special Topics in Nursing Leadership

This course introduces the student to the principles of achieving professional goals with emphasis on developing a positive attitude for oneself and in those one leads. Content will explore principles of successful leadership for the nurse manager and apply the principles to the administration of nursing services. The underlying theme of the course is enhancing professional self-confidence for achieving recognition and success in nursing. Students will develop strategies for using the principles on an ongoing basis and for empowering others in the organization. Organizational designs for enhancing creativity and innovation will be explored.

NU 543 Computer Application in Health Care

This course is an overview of computer applications in nursing and health care. Emphasis is placed on basic concepts of computer technology, information processing, and hands-on experience using the computer. Applications include aspects of patient care, education, research, administration, and clinical practice using computer-assisted instruction, interactive video, data bases, spreadsheets, word processing, and information systems.

NU 601 Research Seminar I

In this course, students critically review the research associated with nursing service administration according to criteria. Inherent in this review is an understanding of the nature of the integrative literature review and its usefulness in developing a research proposal. Throughout the course content related to quantitative, evaluative, and qualitative methods are outlined. Statistical methods and concepts are reviewed and expanded so that students move through descriptive and factor analysis statistical methods. At the conclusion of this course students are expected to have completed Parts I and II of the Thesis Prospectus.

NU 602 Research Seminar II

Prerequisite: NU 601. This course builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in this course are both the philosophical and pragmatic differences between qualitative and quantitative methods of data collection and analyses. Content areas of substance include both data collection methods and analyses using computer software. Graduate students complete the methods section of the thesis prospectus during this semester as well as make application to the University Institutional Review Board.

NU 610 Role Practicum

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 organizational behavior in a designated administrative role. In this role, students analyze trends and issues affecting a particular nursing service situation, identify problems and use appropriate intervention modalities to the development of an appropriate implementation and evaluation plan.

NU 650 Thesis/Administrative Project

A substantive project employing either quantitative, qualitative or evaluative methods. 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.
## Religion (RS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RS 501</td>
<td>Phenomenology of Religion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of contemporary methods for the investigation of religion that will prepare the student for graduate-level work. (Required course).</td>
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<tr>
<td>RS 510</td>
<td>Introduction to Biblical Method and Criticism</td>
<td>3</td>
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<tr>
<td></td>
<td>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).</td>
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<tr>
<td>RS 511</td>
<td>Introduction to the Old Testament</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>RS 512</td>
<td>Hermeneutical Question</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>RS 513</td>
<td>Comparative Religion</td>
<td>3</td>
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<tr>
<td></td>
<td>A comparative study of the central themes in the major religions of the world—Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.</td>
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<tr>
<td>RS 523</td>
<td>The Legacy of Paul</td>
<td>3</td>
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<tr>
<td></td>
<td>An examination of the life and letters of Paul; his understanding of humanity, the world, and the reality of God and God's justice.</td>
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<tr>
<td>RS 524</td>
<td>The Gospel of John</td>
<td>3</td>
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<tr>
<td>RS 529</td>
<td>Jesus</td>
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<tr>
<td></td>
<td>An attempt to recover the words and actions of the historical Jesus through a proper methodological examination of the sources. Special emphasis will be given to the parables of Jesus.</td>
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<tr>
<td>RS 530</td>
<td>The Death and Resurrection of Jesus of Nazareth</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>RS 532</td>
<td>Contemporary Religious Thinkers</td>
<td>3</td>
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<td></td>
<td>A close examination of the selected, representative writings of specific religious thinkers. 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 to obtain information concerning the topic for that semester).</td>
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<tr>
<td>RS 543</td>
<td>The Development of Christian Thought</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>RS 545</td>
<td>Contemporary Roman Catholic Thought</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of the various thinkers and movements that have shaped contemporary Roman Catholic life and thought, including</td>
<td></td>
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</tbody>
</table>
Karl Rahner, the Second Vatican Council, and liberation theology.

**RS 546 Constructing the Concept of God** 3
The course is concerned with the development of a 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
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
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
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
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 interrelationship between the psychological and religious dimension of human experience.

**RS 557 Contemporary Moral Problems** 3
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
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
An examination of the major contemporary social problem 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
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
**RS 563 Summer Institute II** 3
(Consult Religious Studies Department for course topics.) (Students are allowed to take only six credits in the week-long intensive sessions--RS 562 and 563).
RS 565  Problems in the Philosophy of Religion  3
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
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
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
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
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  3
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 explore the revelatory dimensions of death. Course taken with the permission of instructor.

RS 585  Religion and the Human Sciences  3
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
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
Elements of Hebrew grammar and translations of Old Testament prose.

RS 591  Religious Themes in Contemporary Fiction  3
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
An examination of the “religious dimensions” of a wide range of films. The course
will consider both subject matter and style/technique.

**RS 594 Elementary New Testament Greek** 3

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

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

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

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

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. Emphasis will be placed 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
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