### University Telephone Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Admissions</td>
<td>203/365-7619</td>
</tr>
<tr>
<td>Switchboard</td>
<td>203/371-7999</td>
</tr>
<tr>
<td>Academic Affairs and Provost</td>
<td>203/371-7910</td>
</tr>
<tr>
<td>Alumni</td>
<td>203/365-4801</td>
</tr>
<tr>
<td>Bookstore (Follett)</td>
<td>203/365-4768</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>203/371-7840</td>
</tr>
<tr>
<td>Career Center</td>
<td>203/371-7975</td>
</tr>
<tr>
<td>Cashier's Office</td>
<td>203/371-7923</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>203/371-7955</td>
</tr>
<tr>
<td>Credit and Collection</td>
<td>203/371-7947</td>
</tr>
<tr>
<td>Development</td>
<td>203/371-7869</td>
</tr>
<tr>
<td>Graduate Education (M.A.T., certificates)</td>
<td>203/371-7808</td>
</tr>
<tr>
<td>Health Services</td>
<td>203/371-7838</td>
</tr>
<tr>
<td>Human Resources</td>
<td>203/365-7633</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>203/371-7860</td>
</tr>
<tr>
<td>Library</td>
<td>203/371-7700</td>
</tr>
<tr>
<td>Lisbon (Connecticut) Campus</td>
<td>860/376-8408</td>
</tr>
<tr>
<td>President</td>
<td>203/371-7900</td>
</tr>
<tr>
<td>Master of Arts in Religious Studies</td>
<td>203/371-7730</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>203/371-7850</td>
</tr>
<tr>
<td>Master of Science in Chemistry</td>
<td>203/371-7933</td>
</tr>
<tr>
<td>Master of Science in Computer Science</td>
<td>203/371-7799</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>203/371-7844</td>
</tr>
<tr>
<td>Master of Science in Physical Therapy</td>
<td>203/365-7656</td>
</tr>
<tr>
<td>M.B.A./Healthcare</td>
<td>203/371-7850</td>
</tr>
<tr>
<td>Public Relations</td>
<td>203/371-7970</td>
</tr>
<tr>
<td>Public Safety</td>
<td>203/371-7995</td>
</tr>
<tr>
<td>Registrar</td>
<td>203/371-7890</td>
</tr>
<tr>
<td>Residential Life</td>
<td>203/365-7511</td>
</tr>
<tr>
<td>Stamford (Connecticut) Campus</td>
<td>203/323-4959</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>203/371-7925</td>
</tr>
<tr>
<td>Student Activities</td>
<td>203/365-7675</td>
</tr>
<tr>
<td>Student Financial Assistance</td>
<td>203/371-7980</td>
</tr>
<tr>
<td>University Learning Center</td>
<td>203/371-7820</td>
</tr>
</tbody>
</table>
Dear Graduate Student:

Welcome to Sacred Heart University, one of the fastest growing universities in the eastern United States. Through the variety of programs designed for our graduate student population, we are confident that we will be able to meet your learning needs. As you review this catalog, note that our programs are available to you days, evenings and weekends in a variety of settings.

For your graduate studies at Sacred Heart University, you will find excellent professors, a supportive administrative staff to serve you, an exciting spirit of intellectual development and a community dedicated to the pursuit of excellence.

Consistent with that pursuit, the University is planning significant enhancements to its main campus in Fairfield. These include the recent opening of the William H. Pitt Health and Recreation Center, additional academic and residential space and continued development of our state-of-the-art technology services. As we develop the main campus, we will also continue to serve students at our extension centers with personal care and academic rigor.

Please consider yourself a part of the Sacred Heart University community, a community that seeks to develop “Leaders Serving Society.” Take full advantage of all our facilities, programs and personnel to continue your own leadership development. Remember that our facility, administrators and staff are here to respond to any concerns or questions you may have.

Sincerely,

Anthony J. Cernera, Ph.D.
President
## GRADUATE ACADEMIC CALENDAR 1998–2000

### FALL TERM

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Mon., Sept. 7</td>
<td>Mon., Sept. 6</td>
</tr>
<tr>
<td>MARS, MSCH, MSCIS, MSN, MSPT Classes Begin</td>
<td>Tues., Sept. 8</td>
<td>Tues., Sept. 7</td>
</tr>
<tr>
<td>MAT, MBA, MSCIS (Tri.) Classes Begin</td>
<td>Mon., Sept. 14</td>
<td>Mon., Sept. 13</td>
</tr>
<tr>
<td>Columbus Day Holiday</td>
<td>Mon., Oct. 12</td>
<td>Mon., Oct. 11</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>Nov. 26–28</td>
<td>Nov. 25–27</td>
</tr>
<tr>
<td>MBA, MAT, MSCIS (Tri.) Classes End</td>
<td>Sat., Dec. 12</td>
<td>Sat., Dec. 11</td>
</tr>
<tr>
<td>MARS, MSCH, MSCIS, MSN, MSPT Classes End</td>
<td>Sat., Dec. 19</td>
<td>Sat., Dec. 18</td>
</tr>
</tbody>
</table>

### SPRING TERM

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA, MSCIS (Tri.) Classes Begin</td>
<td>Mon., Jan. 11</td>
<td>Mon., Jan. 10</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>Mon., Jan. 18</td>
<td>Mon., Jan. 17</td>
</tr>
<tr>
<td>MAT, MSN, MARS, MSCH, MSCIS, MSPT Classes Begin</td>
<td>Tues., Jan. 19</td>
<td>Tues., Jan. 18</td>
</tr>
<tr>
<td>Easter Holiday</td>
<td>Apr. 1–3</td>
<td>Apr. 20–22</td>
</tr>
<tr>
<td>MBA, MSCIS (Tri.) Classes End</td>
<td>Sat., Apr. 10</td>
<td>Sat., Apr. 8</td>
</tr>
<tr>
<td>MAT Classes End</td>
<td>Sat., Apr. 24</td>
<td>Sat., Apr. 29</td>
</tr>
<tr>
<td>MSN, MARS, MSCH, MSCIS, MSPT Classes End</td>
<td>Tues., May 18</td>
<td>Tues., May 16</td>
</tr>
<tr>
<td>Awards</td>
<td>Sat., May 22</td>
<td>Sat., May 20</td>
</tr>
<tr>
<td>Commencement</td>
<td>Sun., May 23</td>
<td>Sun., May 21</td>
</tr>
</tbody>
</table>

### LATE SPRING TERM

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA, MSCIS (Tri.) Classes Begin</td>
<td>Mon., Apr. 19</td>
<td>Mon., Apr. 17</td>
</tr>
<tr>
<td>MARS, MAT, MSCH, MSCIS, MSN Classes Begin</td>
<td>Wed., May 26</td>
<td>Wed., May 24</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>Mon., May 31</td>
<td>Mon., May 29</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>Mon., July 5</td>
<td>Tues., July 4</td>
</tr>
<tr>
<td>Late Spring Classes End</td>
<td>Sat., July 10</td>
<td>Sat., July 15</td>
</tr>
</tbody>
</table>

### SUMMER TERM

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon., July 12–</td>
<td>Mon., July 17–</td>
</tr>
<tr>
<td></td>
<td>Sat., Aug. 21</td>
<td>Sat., Aug. 26</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Listings</td>
<td>Inside front cover</td>
</tr>
<tr>
<td>Welcome from the President</td>
<td>2</td>
</tr>
<tr>
<td>Calendar</td>
<td>3</td>
</tr>
<tr>
<td>The University</td>
<td>7</td>
</tr>
<tr>
<td>Accreditation, Memberships and Notations</td>
<td>8</td>
</tr>
<tr>
<td>Mission and History</td>
<td>10</td>
</tr>
<tr>
<td>Locations</td>
<td>11</td>
</tr>
<tr>
<td>Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Graduate Admission and Registration</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Admission</td>
<td>14</td>
</tr>
<tr>
<td>Registration</td>
<td>16</td>
</tr>
<tr>
<td>Time Limit for Degree Completion</td>
<td>19</td>
</tr>
<tr>
<td>Application for Graduation</td>
<td>19</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>21</td>
</tr>
<tr>
<td>Academic Honesty and Ethics</td>
<td>22</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>22</td>
</tr>
<tr>
<td>Grading System</td>
<td>22</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>23</td>
</tr>
<tr>
<td>Academic Appeals</td>
<td>23</td>
</tr>
<tr>
<td>Research Projects and Independent Study</td>
<td>23</td>
</tr>
<tr>
<td>Thesis</td>
<td>23</td>
</tr>
<tr>
<td>Academic Resources and Student Services</td>
<td>25</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>26</td>
</tr>
<tr>
<td>Community Resources</td>
<td>29</td>
</tr>
<tr>
<td>Student Services</td>
<td>31</td>
</tr>
<tr>
<td>Costs and Financial Assistance</td>
<td>33</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>34</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>35</td>
</tr>
</tbody>
</table>
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs</td>
<td>37</td>
</tr>
<tr>
<td>General Information</td>
<td>38</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>39</td>
</tr>
<tr>
<td>Graduate Programs in Chemistry</td>
<td>39</td>
</tr>
<tr>
<td>Graduate Program in Computer and Information Science</td>
<td>43</td>
</tr>
<tr>
<td>Graduate Program in Religious Studies</td>
<td>45</td>
</tr>
<tr>
<td>College of Business</td>
<td>47</td>
</tr>
<tr>
<td>Graduate Programs in Business Administration</td>
<td>47</td>
</tr>
<tr>
<td>College of Education and Health Professionals</td>
<td>52</td>
</tr>
<tr>
<td>Graduate Programs in Education</td>
<td>52</td>
</tr>
<tr>
<td>Graduate Programs in Nursing</td>
<td>60</td>
</tr>
<tr>
<td>Graduate Program in Physical Therapy</td>
<td>64</td>
</tr>
<tr>
<td>University College</td>
<td>67</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>69</td>
</tr>
<tr>
<td>Accounting</td>
<td>70</td>
</tr>
<tr>
<td>Business</td>
<td>71</td>
</tr>
<tr>
<td>Chemistry</td>
<td>74</td>
</tr>
<tr>
<td>Computer Science</td>
<td>76</td>
</tr>
<tr>
<td>Economics</td>
<td>80</td>
</tr>
<tr>
<td>Education</td>
<td>81</td>
</tr>
<tr>
<td>Finance</td>
<td>92</td>
</tr>
<tr>
<td>Health Administration</td>
<td>93</td>
</tr>
<tr>
<td>Institute for Catechetical Administration</td>
<td>94</td>
</tr>
<tr>
<td>Marketing</td>
<td>96</td>
</tr>
<tr>
<td>Nursing</td>
<td>97</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>100</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>101</td>
</tr>
<tr>
<td>Directory</td>
<td>107</td>
</tr>
<tr>
<td>Index</td>
<td>141</td>
</tr>
<tr>
<td>Campus Map</td>
<td>144</td>
</tr>
<tr>
<td>Directions to Sacred Heart University</td>
<td></td>
</tr>
</tbody>
</table>

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 University is authorized under federal law to enroll nonimmigrant alien students.

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.
THE UNIVERSITY

Accreditation, Memberships and Notations

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 and organizations that an institution has clearly defined and appropriate educational objectives and that it has established conditions under which its achievements can be met. Accreditation also provides that an institution is so organized, staffed and supported that it can continue to meet its objectives in the future.

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

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

Memberships

The University is a member of these national and regional associations:

- American Alliance of Health, Physical Education and Recreation
- American Assembly of Collegiate Schools of Business
- American Association of Adult Continuing Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Collegiate Schools and Programs
- American Association for Paralegal Education
- American Association of University Professors
- American College of Sports Medicine
- American College Personnel Association
- American Council on Education
- American Library Association
- American Mathematical Society
- American Psychological Association
- Association for Computer Machinery
- Association for Continuing Higher Education
- Association of American Colleges and Universities
- Association of Baccalaureate Social Work Program Directors
- Association of Catholic Colleges and Universities
- Association of College and Research Libraries
- Association of College and University Housing Officers International
- Association of College Unions International
- Association of Collegiate Business Schools and Programs
- Association of Departments of English
- Association of Governing Boards
- Association of Graduate Programs in Ministry
- Association of International Educators
- Association of University Programs in Health Administration
- Catholic Campus Ministry Association
- Chief Administrators of Catholic Education
- College and University Personnel Association
- College Art Association
Notations

While every effort is made to ensure the accuracy of information provided in this catalog, Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides the information in this catalog solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

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

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

The University is an Equal Opportunity Employer and conforms to the regulations and policies of Affirmative Action and Title IX. It does not dis-
SACRED HEART UNIVERSITY GRADUATE CATALOG

criminate in its employment practices on the basis of race, color, national or ethnic origin, religion, age, sex or handicap.

**Policy on Diversity**

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

The University does not condone racism, sexism, intolerance or any other acts of discrimination.

**Mission and History**

**Mission Statement**

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

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

As a Catholic university, the institution seeks to play its appropriate role in the modern world. It exemplifies in its life the Judeo-Christian values of the God-given freedom and dignity of every human person. Inspired by the ecumenical spirit of the Second Vatican Council, the University welcomes men and women of all religious traditions and beliefs who share its concerns for truth, scholarship, the dignity of the human person, freedom and the betterment of human society. It values religious diversity as enhancing the community and creating opportunities for dialogue in the common search for truth.

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

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

From its founding, the University has been recognized for its caring approach to students. This expresses the University's belief that each student is born with a unique set of qualities and skills. It respects the personal and academic freedom of each of its members while, at the same time, fostering a genuine experience of community. By so doing, it creates the environment in which each person shares in common goals and a common commitment to truth, justice and concern for others.
History
Sacred Heart University was founded in 1963 by the Most Reverend Walter W. Curtis, Bishop of the Diocese of Bridgeport. It was established to provide a quality education at a local Catholic university. From its outset the University bore the mark of innovation. Embodying a new direction within American Catholicism, the University was to be led and staffed by the laity, independent and locally oriented, serving the needs of the diocese and southwestern Connecticut.

Signs of the University's growth are self-evident. The student population, for example, has risen from its original class of 173 students in 1963 to more than 5,600 full- and part-time students in Fall 1996. Correspondingly, the faculty has increased from 9 to more than 300. This remarkable growth in such a relatively short period is often attributed to the development of new degree programs and majors in relevant disciplines. And, as this catalog goes to press, more new programs are being planned. One of the University's most significant contributions to the community is its commitment to continuing education and the lifelong learner. Its evening and accelerated course offerings earn praise for their diversity and relevance to the learning process in higher education.

The University was divided into four colleges in 1997:

- College of Arts and Sciences
- College of Business
- College of Education and Health Professions
- University College

The administration, faculty, students and staff, who are an integral part of the University community, are proud to carry forward the founder’s vision and the institution’s mission.

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

Major extension sites of the University are located in Stamford, Derby, Shelton, Danbury and Lisbon, Connecticut. The University also offers the only academically accredited Master of Business Administration program offered in The Grand Duchy of Luxembourg.

Main Campus, Fairfield
Graduate Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1000
203-371-7880
FAX: 203-365-4732

Danbury
Sacred Heart University at Danbury
44 Old Ridgebury Road
Danbury, CT 06810
203-323-4959
FAX: 203-323-4974
E-mail: reedc@sacredheart.edu

Lisbon
Sacred Heart University at Lisbon
Lisbon Central School
15 Newent Road
Lisbon, CT 06351
860-376-8408
FAX: 860-376-1798
E-mail: doctore@www.ta2000net

Luxembourg
Sacred Heart University at Luxembourg
25 B, Boulevard Royal
L-2449 Luxembourg
352-22-7613
FAX: 352-22-7623
E-mail: zwickele@sacredheart.edu
Curriculum

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

The University offers baccalaureate candidates a choice of 27 majors in the areas of liberal arts, business, and professional studies. Candidates seeking an Associate degree can choose from among 24 major concentrations. Master's degree programs are offered in the fields of business administration (M.B.A., M.S.N. Family/Nurse Practitioner), chemistry (M.S.Ch.), computer and information science (M.S.C.I.S.), nursing (M.S.N.), physical therapy (M.S.P.T.), religious studies (M.A.R.S) and teaching (M.A.T.). Professional certificates (Sixth Year) in administration and advanced teaching also are offered. A post-master's professional certificate is also available in Family/Nurse Practitioner.

Graduate study at Sacred Heart attracts a growing number of area men and women as well as a full-time population from around the nation and the world who seek learning experiences apart from the degree-granting programs, courses which provide cultural enrichment, intellectual growth and career development.

A broad spectrum of short-term, noncredit courses, workshops and seminars also are offered by the University College each semester to meet the challenges of a dynamic and changing society.
GRADUATE ADMISSION
AND REGISTRATION
GRADUATE ADMISSION AND REGISTRATION

Graduate Admission

Students are admitted into graduate study at Sacred Heart University using a portfolio approach. This allows the University to review an application using a variety of factors such as prior work experience and other non-academic activities that may be relevant to the student's planned area of study.

In addition to the admission requirements specified by the specific graduate programs, all applicants must have a bachelor's degree or equivalent from a regionally accredited college or university. Applicants are expected to have a cumulative undergraduate grade point average (GPA) of 3.0 (on a 4.0 scale) or higher. However, applicants with an undergraduate cumulative GPA below 3.0 may be provisionally accepted if they demonstrate those qualities needed to succeed in the University's graduate programs.

Application Process

Applications and all supporting materials (test scores, letters of recommendation, writing samples, transcripts, etc.) should be sent directly to the Office of Graduate Admissions. Students are responsible for the submission of all application materials. Once an application is received, the Office of Graduate Admissions will generate a file for the candidate. When a file is complete, it will be delivered to the program office for consideration. Candidates will be notified as soon as possible concerning any decision regarding their applications. Submission of some materials such as transcripts and test scores may take several weeks to arrive. Early submission of these materials is advisable.

Application Deadlines

There is no formal University-wide deadline for applications for graduate study. However, the Physical Therapy, Family Nurse Practitioner Post-Master's Certificate and Fifth-Year Teacher Traineeship programs have established deadlines. For all other programs, applications and all supporting documents should be submitted to the Office of Graduate Admissions no later than July 1 for the Fall semester and October 15 for the Spring semester. Applicants for the Late Spring and Summer terms should submit their materials by April 1. International applicants should submit their applications six months prior to the proposed entrance term. Candidates who are applying for financial assistance should submit their applications at an earlier date to allow additional time for processing.

Completion of the Application File

In order to complete an application for graduate study, the following materials must be sent to the Office of Graduate Admissions. Students applying for a 12-credit hour graduate certificate need only to submit an application with fee and official transcripts.

Application

A completed application and any supplemental forms must be submitted to the Office of Graduate Admissions. Incomplete or unsigned applications will be returned.

Fee

A nonrefundable fee must accompany the application. Checks should be made payable to Sacred Heart University. Applications without the fee or proof of payment will be returned.

Transcripts

Official transcripts from all prior colleges and universities attended must be submitted directly to the Office of Graduate Admissions. Official transcripts are those sent by the registrar of a college directly to the Office of Graduate Admissions. Hand-carried transcripts will not be accepted.
Test Scores
Any test scores required for admission must be forwarded by the testing service to Sacred Heart University. For more information, contact the Office of Graduate Admissions.

Letters of Recommendation
Two letters of recommendation on behalf of the applicant must be submitted directly to the Office of Graduate Admissions.

Resume
A resume highlighting career and academic accomplishments should be sent to the office of Graduate Admissions.

Initial Teaching Certification Applicants
Candidates applying for their initial teaching certificate must complete an essay stating their reason(s) for wanting to be a teacher and describing any experiences that may have influenced that decision. Applicants must also submit a passing score on the Reading, Writing and Mathematics sections of the Praxis I examination or obtain a Praxis waiver from Educational Testing Service. Applicants who have an undergraduate cumulative GPA under 2.75 (on a 4.0 scale) must request a waiver of this requirement from the Graduate Education program in order to be accepted.

Certified Teachers
Certified teachers who are applying for the Master of Arts in Teaching (MAT), the Intermediate Administrator Certification, or the Certificate of Advanced Studies program must submit a copy of their certification.

International Applications
International graduate students must possess the equivalent of a four-year bachelor’s degree from a U.S. accredited college or university. In addition, international applicants should have achieved an excellent academic record that includes at least 16 years of primary, secondary and college-level education. Applicants for the graduate Nursing program must have a bachelor’s degree from a National League of Nursing (NLN) accredited institution.

In addition to the application for graduate study, international applicants must complete an application supplement for international graduate students which can be obtained from the Office of Graduate Admissions.

International applicants must have a TOEFL score of 550 or higher to be admitted. Test scores must be forwarded from Educational Testing Service to Sacred Heart University. Exemption from TOEFL requirement may be possible if the applicant’s native language is English or the applicant has studied at a four-year college or university in the United States. All admitted international graduate students must take EN 512 (Writing for International Graduate Students) during their first term of study.

International graduate students must demonstrate that sufficient financial support is available to study at Sacred Heart University for one year as well as a reasonable expectation of continued support. A bank statement must be made available to the University verifying that such an amount is available. Once verification is received, the University International Center will issue the student an I-20 for the purpose of obtaining an F-1 Visa. For more information on international admissions, contact the Office of Graduate Admissions.

Incomplete Applications
The Office of Graduate Admissions will keep incomplete applications on file for one year. If an application has not been completed after one year, it will be considered withdrawn. Incomplete applications are destroyed after two years.

Interviews and Advisement Sessions
The University encourages prospective graduate students to meet with a representative from the Office of Graduate Admissions regarding their opportunities for graduate study. The University also suggests that prospective students meet with faculty advisors or program directors for academic advising.
Transfer of Credits
The University may accept transfer credit for graduate study. Requirements for transfer of credits vary by program. All transfer credits must be earned with a grade of B or better and be less than six years old. In addition, any credits used towards another degree program will not be accepted as transfer credit. Contact the Office of Graduate Admissions or the program office for further information.

Acceptance
Graduate students may be accepted under four categories: Fully Matriculated, Provisionally Accepted, Special Student and Auditor. The application process must be completed in order to be considered a Fully Matriculated or Provisionally Accepted student. Special students may register through the Office of Graduate Admissions and the Office of the Registrar. Auditors may register for courses through the Office of the Registrar.

Fully Matriculated Students
Those who have met all of the prerequisite requirements for admission and have been accepted by the graduate program are considered Fully Matriculated students.

Provisionally Accepted Students
Applicants whose undergraduate cumulative GPA falls below the minimum standard for admission, those who require additional prerequisite course work or who may benefit from close academic supervision may be admitted as Provisionally Accepted students. Provisionally Accepted students must complete any requirements outlined in the letter of provisional acceptance sent by the Office of Graduate Admissions. Upon completion of the requirements, the application file will be reviewed for consideration as a Fully Matriculated student.

Special Students
Special Students are those who are taking courses and have not decided to matriculate into a graduate program. Special Students are considered non-matriculated students and may only complete nine credit hours at the University. Students who want to take courses beyond nine credits must be admitted into a graduate program.

Auditors
Students who want to take a course and not receive a grade or credit may register as an Auditor. A notation of audit is placed on a student's transcript. Students who want to audit a course must register for each course separately. Auditors are expected to participate in the learning process.

Readmission
Graduate students who fail to maintain continuous enrollment in their graduate program must complete an Application for Readmission. Continuous enrollment is defined as attendance for one of any three terms (for the purposes of this policy Late Spring and Summer count as one term) per academic year. The Application for Readmission must be submitted to the Office of Graduate Admissions. Students are who readmitted must adhere to the guidelines set forth in the current catalog.

Graduate students who fail to register for more than six consecutive terms will be considered withdrawn from the University and must reapply under the current admission standards stipulated by the graduate program.

Registration
General Information
Registration deadlines are listed in the Graduate Schedule published prior to the beginning of each term. Schedules and registration materials are mailed to all admitted students. Students can register in person, by mail or by fax.

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

Students should consult the Course Descriptions in this catalog or the Graduate Schedule prior to registration to be certain all prerequisites are met.

The University reserves the right to change class schedules or instructors at any time. In the event a course is canceled, a refund of tuition and fees for the course will be provided to all registered students.

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

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

**Measles and Rubella Immunization**

Connecticut law requires students born after December 31, 1956, to provide proof of two doses of measles vaccine administered at least one month apart. The first dose of vaccine must have been given after the student's first birthday and after January 1, 1969; the second dose must have been given after January 1, 1980. The student is also required to provide proof of one dose of rubella vaccine administered after the student's first birthday. Laboratory evidence (blood tests) of immunity is acceptable in lieu of administration of vaccine.

All students must be in compliance with this state law before registering.

For further information regarding immunization requirements, contact the University's Health Services Office at 203-371-7838.

**In-Process Student Registration**

Qualified 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 at the discretion of the program director. In-process students must meet with their program director to review transcripts and obtain written authorization to register. Graduate Education students must complete an in-process form with the program director. 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. The student is responsible for completing the application process. Students who fail to complete the process will not be allowed to register for succeeding terms.

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

Registration as an in-process student does not guarantee admission into the graduate program.

**Course Withdrawal**

If withdrawal from a class or the University 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 (grade of W "Withdrawal"). After the end of the fifth week of the semester or trimester, the withdrawing student will receive a grade of WF (Withdrawal Failure), which carries a penalty. The student may withdraw without penalty (grade of W "Withdrawal") only with the approval from the instructor, program director, registrar and dean of
the college. A student's failure to properly withdraw will result in the issuance of a WF grade. Phone withdrawals are not accepted.

Course Changes
Students are permitted to change their course selection only within the first week of the semester or trimester. A nominal charge for changes is assessed. The procedure for program changes is available at the time of registration from the Office of the Registrar. The procedure must be followed to ensure course registration and the proper issuance of a refund as listed in the Costs and Financial Assistance chapter in this catalog. Students may not add a course after the first meeting of the class without written permission of the course instructor.

Course Waivers and Substitutions
In some instances, program directors may waive core courses on the basis of undergraduate courses taken at accredited institutions. Only required courses may be waived; waivers for elective courses are not permitted.

Waivers of courses are permissible if the total number of waived credits does not exceed 40 percent of the total number of credits required for the degree. Waiver decisions are based solely on the student's performance in prior academic coursework.

Waivers are optional and are made at the discretion of the program director. In graduate programs in which waivers are to be granted, specific guidelines detailing the required prior academic coursework 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 directors only after ascertaining that the student has independent knowledge of the content of a course. Once the substitution decision is made, the program director 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 director.

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 can be found in this catalog and/or supplied by the appropriate academic program director. Exceptions to a prerequisite must be approved in advance by the course instructor and the academic program director. Credit may be denied to a student who takes a course without the proper prerequisites.

Repetition of Work
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 required to repeat the course or take another elective in its place. In any case, the original grade is calculated into the grade point average. Only one course may be repeated in the student’s entire program of study. Students receiving a grade of C in NU601 or NU602 may be required to repeat the course(s) at the discretion of the program director.

Transfer Credits and Residency Requirements
The minimum number of credit hours which must be completed in residence at Sacred Heart University to earn a Sacred Heart University graduate degree is 60 percent of the total credits.

Graduate credits may be transferred to the University provided that these credits were taken within the past six years at the graduate level from a regionally accredited college or university. Only those courses with a grade of B or better are eligible to be transferred to the University. A maximum of 40 percent of the required degree credits may
be transferred to the University, at the discretion of the program director.

Transcripts
The transcript is the student's official academic record. Official transcripts are sent to other universities, graduate schools or prospective employers at the request of the student through a Transcript Request Form (available in the Office of the Registrar) or a written request. A fee is charged for each transcript requested. Transcripts will be withheld if the student has a financial obligation to the University. Two weeks should be allowed for the processing of a transcript.

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

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 sessions 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 the University should notify the Office of the Registrar so the necessary form(s) are 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 VA.

Each semester veterans will receive attendance sheets (required by the VA) 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 the college 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 in effect at the time of admission into the program. All students eligible for a degree must apply for graduation candidacy with the 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 POLICIES

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 coursework 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 the University. Appropriate measures, including the assigning of a failing grade to a course and/or dismissal from the institution will be taken in clear cases of academic dishonesty.

Grade Point Average

The academic standing of a graduate student is determined on the basis of the grade point average (GPA) earned each term. Each letter grade has an assigned value as indicated in the section on the grading system.

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

A cumulative GPA is obtained by calculating the GPA for all courses taken at the University and which are part of the degree program.

A minimum cumulative 3.0 GPA is required for graduation.

Grading System

Graduate Studies uses this grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Less than Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimum Mastery of Subject</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Unacceptable for Graduate Work</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawn Officially</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 GPA of the student will not be affected. If within six weeks of the start of the new semester following the issuance of an 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 GPA.

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 his or her 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.

**Academic Probation**

Any student whose GPA 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 GPA is below 2.7 after completion of 18 credit hours will be required to withdraw from graduate studies.

**Academic Appeals**

Any student placed on academic probation or dismissed can submit a request for change of status. For more information, contact the dean of the appropriate college.

**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 director and close supervision by a faculty member. Students should consult with the academic program director about their 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, contact the dean of the appropriate college.

**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 careful supervision by either an individual faculty member or a program thesis committee. Students considering a thesis should discuss their interest with the appropriate program director and should be familiar with and follow the procedures outlined in the Thesis Manual which is available through the office of the dean of the appropriate college. For specific thesis requirements, see the Academic Programs and Course Descriptions sections in this catalog.
ACADEMIC RESOURCES
AND STUDENT SERVICES
SACRED HEART UNIVERSITY GRADUATE CATALOG

ACADEMIC RESOURCES AND STUDENT SERVICES

Academic Resources
Sacred Heart University currently has 13 buildings on its 56-acre campus in the northeast corner of Fairfield, Connecticut. The William H. Pitt Health & Recreation Center opened September 1997, as did significant upgrades to the main academic facilities. Plans also call for expansion of the library and other improvements.

Academic Center
The Academic Center contains most classrooms and faculty, administrative and academic departmental offices. This includes the Academic Affairs and Provost offices, Campus Ministry, Public Safety, Registrar, Student Affairs and Student Government offices. It houses the faculty offices of Art, Biology, Chemistry, Communication Studies, Computer Science, Criminal Justice, Education, Modern Foreign Language, Music, Nursing, Physical Therapy, Political Science and Psychology. It is also a multi-purpose activity center, housing the art studios, bookstore, chapel, computer center, dining hall, faculty lounge, Gallery of Contemporary Art, auxiliary gymnasium, mailroom/print shop, science and language laboratories, snack bar and the Center for Performing Arts Theatre. Hawley Lounge serves as a student lounge and recreational activity center.

Biology Laboratories
The University has four biology laboratories: a General Biology Laboratory, an Anatomy and Physiology/Systems Physiology Laboratory, a Cellular/Molecular Laboratory and an Ecology Laboratory plus two instrumental research laboratories in Molecular Biology and Neurobiology and a climate-controlled greenhouse. Modern equipment is available for such techniques as electrophoresis, spectrophotometry, high-speed centrifugation, recombinant DNA, multitemperature incubation, oscillography, histological preparations, animal and plant growth, physiology experiments and aquatic and terrestrial environmental studies.

Special equipment includes an automatic pipetting equipment; high-speed centrifuges, electrophoresis and blotting equipment; hybridization over; thermal cycler; Ikegami TV microprojector; DNA sequencing apparatus; tissue culture hood, CO₂ incubators; environmental chamber; and microcomputers. New equipment includes a Gould Instrument easygraf thermal array recorder; digital oscilloscopes; vibrating blade microtome; sliding microtome; high-performance lab table; Kodak digital camera; Kodak digital printer; Axon Instrument computer data acquisition system; Leica epifluorescent microscope; vertical micropipette puller; and a Huxley-Wall micromanipulator.

Bookstore
The bookstore is located on the first floor of the Academic Center, in the South wing. Operated by Follett College Stores, it offers textbooks, supplies, clothing with the University's name and logo and related items.

Chemistry Laboratories
The University has seven chemistry laboratories serving the needs of inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, biochemistry, environmental chemistry and computational chemistry. These laboratories contain the following major spectroscopy, chromatography, electrochemistry and GC-MS equipment.

Spectroscopy
The following spectroscopy equipment is in use at the University: Bomem MB-100 FT-IR spectrometer; Perkin Elmer 559 and Perkin Elmer Lambda 3B ultraviolet/visible spectrophotometers; Perkin Elmer LC 55 ultraviolet/visible/near infrared recording spectrophotometers; Perkin Elmer LS 5 luminescence spectrometer; Perkin Elmer 1420 ratio recording infrared spectrophotometer; two
Perkin Elmer 1310 recording infrared spectrophotometers; Perkin Elmer 373 atomic absorption spectrometer; and a Hitachi Perkin Elmer R-24 high-resolution nuclear magnetic resonance spectrometer.

**Chromatography**

The University's chromatography equipment includes: Gow Mac 550P, Varian Vista 6000 and Hewlett-Packard 5890A programmable gas chromatographs; and a Rainin Rabbit-HP HPLC system.

**Electrochemistry**

Electrochemistry equipment includes: EG&G Parc 384 polarographic analyzer; EG&G Parc 254A polarographic analyzer/stripping voltammeter; EG&G Parc 303A SMDE electrode; EG&G Parc 616 RDE electrode; Linseis LY1900PL X-Y-t recorder; Eberbach electrogravimetric analyzer.

**GC-MS**

The University's Performance Plus Hewlett-Packard 6890 GC/MS system includes: 6890 series GC, MSD, MS software, flame ionization detector with EPC, purge-and-trap liquid sample concentrator, Wiley Library of 138,000 MS Spectra, and NIST library chemical structure database.

**Additional Equipment**

A Sybron/Barnstead photochem organic carbon analyzer, Johnson Matthey magnetic susceptibility balance, Jenway PFP7 flame photometer and Plas Lab acrylic glass dry box are also available at the University's chemical laboratories are.

**Computer Facilities**

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

The University has established itself as a pioneer in the implementation of technology across the curriculum. In 1996 the Student Mobile Computer Program was begun. A UMI Proquest was installed in the Ryan-Matura Library. This system enables users from any network connection on campus to access over 600 on-line CD-ROMS. All computer labs have Pentium-based computers. The University also supports a complete multimedia classroom.

Six campus servers support the labs and programs. The University has a T1 Internet connection and an ATM OC-12 backbone that provides 1.2Gbs bandwidth. The backbone provides support for a combination of OC-3 155Mbs ATM and Fast Ethernet 100Mbs segments. The ATM network supports video, voice and data across the network. The routers provide high-speed connectivity to Wide Area Networks.

The servers are configured to the Microsoft Master Domain model under the Windows NT operating system. The server hardware configuration is comprised of two DEC Alpha 2100 symmetrical processors and five Intel dual-processor Pentium Pro systems. To further support the infrastructure, there are a series of DEC Alpha OS/F1 workstations and DEC MIPS UNIX servers. The servers support all academic and administrative applications including Internet Web servers. Four computer classrooms are each equipped with 20 Pentium desktop computers running Windows 95 with these supported applications: Microsoft Office Professional, SPSS, SASS, Maple, Visual Basic, Visual C++, Object ADA, Winks, Photoshop, Macro Media Director, Fractal Painter, Visible Analyst, Code Warrior and Oracle. The network component is configured to operate in a logical virtual LAN configuration. This configuration is based on logical groupings (i.e., faculty, administrators group, a student group and a resource group). This network is configured to accept Gigabit Ethernet.

**Modern Language Laboratory**

The study of modern foreign languages is enhanced through the use of a modern and up-to-date laboratory which provides students with ample opportunity to hear a variety of native
speakers, to practice and reinforce language and phonological patterns, to copy master tapes and to record and hear their voices. A selection of recordings of great writers and literary critics and other materials concerning culture and civilizations are available.

The language laboratory, located on the second floor of the Academic Center, also has a television and VCR for students to become acquainted with the culture, history and literature of other countries through the wide collection of videocassettes owned by the University.

**Administration Building**
The Administration Building houses the President’s office, University College and College of Business faculty and staff offices, and some faculty offices for the College of Arts and Sciences. Media Studies is also housed in the building.

**Media Studies Facilities**
The Media Studies multiple-purpose studios are used for video, film and audio production. The complex features a multi-camera video studio, a lighting grid with a full complement of instruments.

The studios further provide remote production capabilities via 3/4” EFP and 1/2” VHS portable video equipment, and Super 8mm motion picture cameras, both augmented by separate editing and screening rooms. Multi-image slide/tape production equipment offers students additional creative outlets.

**Campus Center**
The Campus Center houses the offices of Admissions, Student Financial Assistance, the Counseling Center and Career Services.

**Library**
The Ryan-Matura Library is open a minimum of 80 hours per week during the academic year, including evenings and weekends, and posts additional hours at exam time. 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 make them familiar with the library and the research process. The librarians provide guidance to a variety of resources, including 166,000 print volumes, 1,070 periodical titles, and more than 80,000 pieces of non-print material such as videotapes, audiocassettes, phonodiscs, microforms, filmstrips, and slide sets; 17 CD-ROM periodical indexes of which 6 have full-text journals; 6 multimedia reference works; and 6 online search systems. The CARL On-line Public Catalog provides access to the books in this library and to all other CARL libraries. The CARL catalog can be accessed via the Internet. Materials not housed at the University library can be obtained from other libraries through inter-library loan or from commercial databases via fax or download.

Up-to-date information about the Ryan-Matura Library can be found at the website: www.sacredheart.edu/library.

The library also houses the Jandrisevits Learning Center, offices for the Institute for Religious Education and Pastoral Studies and the Schine Auditorium.

**Jandrisevits Learning Center**
The Jandrisevits Learning Center, located in the lower level of the Ryan-Matura Library, offers students at every academic level and from every discipline an opportunity to improve specific language and math skills needed to succeed in courses. Staffed by highly experienced faculty tutors and well-trained peer tutors, the center provides a warm, friendly learning environment where the needs of individual students are the primary concern. Group workshops and individual tutorials are taught both classroom-style and directly on a computer terminal, and may be scheduled by the director, 203-371-7820 or 371-7823, or the coordinator of the Math and Science Lab, 203-371-7772 or 371-7820.

**Residence Halls**
The University currently has two residence hall complexes on campus and three university-con-
trolled housing complexes off-campus. On cam-
pus are South and West Halls, housing approxi-
mately 390 students each on six floors, and four 
buildings of apartment-style suites known as the 
Jefferson Hill Residence Halls, housing approxi-
mately 270 students and resident advisors. All res-
idence facilities have security systems controlled 
by the Office of Public Safety.

The William H. Pitt Health & 
Recreation Center
The three-story, 132,500-square-foot, $17.5 mil-
ion William H. Pitt Health & Recreation Center 
opened in September 1997. Serving the recrea-
tional and physical therapy needs of University 
students, it combines athletics and recreation with 
administrative offices and educational functions. It 
houses four basketball courts, with a seating 
capacity of 2,100, and an indoor running track. 
The fitness center includes $300,000 worth of 
state-of-the-art equipment; an aerobics room; 
boxing arena; and six locker rooms. The Pitt 
Center also provides classrooms and laboratories 
for the University’s flagship programs in the health 
sciences: physical therapy, human movement and 
and sports science. The full-service physical therapy 
clinic is open to the public.

Park Avenue House
The offices of Mission and Planning and Health 
Services are located in the Park Avenue House at 
the southeast corner of the campus.

Community Resources

Center for Christian-Jewish 
Understanding
The Center for Christian-Jewish Understanding 
(CCJU) draws together clergy, laity, scholars, the-
ologians and educators in a “think-tank” to focus 
on current religious thinking within Christianity 
and Judaism. The center’s mission is to develop 
programs and publications to overcome deep-
seated antagonisms, based on centuries of hostili-
ty and mutual estrangement, that recent progress 
has not yet healed; to foster greater knowledge 
and understanding of the religious traditions of 
Christianity and Judaism; to research the history of their 
relationship and of the evolving status of their 
mutual dialogue; and to provide a forum for dia-
logue at the international, national and local lev-
els. The CCJU promotes independent research and 
serves as a vehicle for processing and circulating 
its findings to appropriate institutions.

Center for Ethnic Studies
Serving the cultural and educational interests of 
the various ethnic groups in the public commu-
ity, the Center for Ethnic Studies offers courses and 
lectures in the history, literature and language of 
different nations. In addition to academic pro-
grams and study-trips abroad, the center sponsors 
special events featuring ethnic art, plays, music 
and dance.

Center for Policy Issues
The Center for Policy Issues was established in 1980 
with a special mission to serve the people of 
Connecticut. The Center fulfills this mission through 
conferences, forums, symposia and other activities 
that focus on public issues of regional interest with 
primary legislative implications. Major outside 
associations and groups, along with University com-
ponents, are involved in these activities.

Hersher Institute for Applied 
Ethics
Established in 1993, the Hersher Institute for 
Applied Ethics serves both the University and the 
wider Fairfield County community by addressing 
issues of major ethical concern.

The Hersher Institute brings speakers to campus to 
address the faculty and provides training for inte-
grating ethical viewpoints into the University cur-
riculum. The institute supports the University’s 
wider mission by cosponsoring, with other depart-
ments and institutes, colloquia and conferences that 
raise important ethical questions for the University 
scholarly community and the general public.
Radio Stations
The professionally operated WSHU-FM, located in Jefferson House, is a 20,000-watt station at 91.1 (FM). The station 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 312 nationwide. WSHU-FM offers classical music, news and public affairs to listeners in Fairfield County, Connecticut, and parts of Long Island, New York. WSHU operates five translators: 90.1 FM serving Stamford, Connecticut; 93.3 FM in Northford, Connecticut; 105.7 FM serving central Suffolk County, Long Island, New York; 91.3 FM in Huntington Station, New York; and 103.3 FM in Noyack, New York. The University also operates two news/talk stations: WSUF at 89.9 FM, a 12,000-watt station with transmitting facilities in Greenport, New York; and WMMM at 1260 AM, a 1,000-watt standard broadcast station in Westport, Connecticut.

Student-run WWPT, a 390-watt station at 90.3 FM, offers rock music, news and public affairs programs. WHRT is the student, on-campus-only radio station, programmed by and for students.

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

SHU-String Community Music Center
The SHU-String Community Music Center provides non-credit music instruction for students of all ages, grade school through adults. Private lessons in violin, viola, cello, double bass, classical and popular guitar, recorder, voice and piano are offered, as well as classes for preschoolers and computer-assisted music. The faculty, some of whom are also University music faculty, are all outstanding artist-teachers. The center provides an opportunity to enrich the quality of life through the study and performance of music. The SHU-String Faculty Ensemble is the University’s resident ensemble.

SHU-Community Chamber Orchestra
The SHU-Community Chamber Orchestra provides opportunity for community and student musicians to play alongside each other and to perform a wide variety of music for small orchestra. Monday evening rehearsals culminate in concerts at the University each semester and additional performances in the community.

University Chorus
The University Chorus is a contemporary music group for all who enjoy singing. Vocal skills and musicianship are developed through weekly rehearsal and public performance of modern arrangements that feature the best of America’s entertainment music.

Institute for Religious Education and Pastoral Studies
The Institute for Religious Education and Pastoral Studies provides laity, clergy and religious with the opportunities for professional training and personal growth related to religious education, pastoral studies and other chosen fields of ministry. While a primary focus of the institute is the formation of catechetical leaders, it also provides pastoral formation for those seeking specialized training for church-related work and enrichment for the spiritual life. The institute helps qualify individuals through graduate-level, group and directed individual learning for Church-related educational and catechetical positions.

A Master of Arts in Teaching with a concentration in catechetical administration and a graduate certificate in catechetical administration are offered through the College of Education and Health Professions.

Student Services
Sacred Heart University offers graduate students a wide array of services at minimal or no cost. Students are encouraged to use these resources, many of which maintain evening hours, for the
betterment of their academic and professional development experience at the University.

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

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

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

**Career Services**
The Career Development Office offers a variety of services to enhance the graduate student's professional development. Students have the opportunity to meet with staff members as well as attend workshop sessions.

The University hosts several job fairs annually. Recruiting visits from corporations have included GE Capital, John Hancock, Pitney Bowes, Xerox and Peat Marwick. The Career Development Office annually posts thousands of full- and part-time positions for undergraduate and graduate students. In addition, the office lists job openings and internship opportunities and maintains a career library with information on various occupations, employers and companies.

**Council of Graduate Students**
The Council of Graduate Students serves as a voice to the University administration on behalf of the graduate student community. Its membership includes representatives from each graduate area of study and meets regularly with members of the faculty and administration. The council sponsors programs to improve the quality of the graduate student experience.

**Counseling Center**
The Counseling Center provides support services for all students. Professional counselors are available for individual and/or personal counseling sessions. Personal development workshops are offered by the center as well as group and topical counseling sessions.

**Dining Services**
The University has a contract with FLIK, a professional food service corporation, to provide meals to students. The University Dining Hall and the Marketplace offer dining service à la carte throughout the day and evening.

**Health and Recreation Center**
The William H. Pitt Health & Recreation Center complex includes an aerobics room, weight and exercise equipment rooms, indoor track, volleyball and basketball courts. The complex also houses a professional physical therapy clinic (which is open to the public) in conjunction with the graduate physical therapy program. Students may use the facility during scheduled hours. Fees may apply. Contact Gary Reho, Pitt Center director, at 203-365-7533.

Graduate students are encouraged to participate in the University's intramural athletic program. The University sponsors competition in sports such as flag football, basketball and softball.

**Health Insurance**
All full-time graduate students must show proof of health insurance coverage. Graduate students who attend at least half time (6 credits per term) are eligible to enroll in the University's student health insurance program. All international graduate students are required to participate in the insurance program. Information regarding specific coverage under student health insurance should be directed to the Health Services Office, 203-371-7838.
Health Services
Health Services offers daily first-response treat­ment for minor health-related issues. The office is staffed by registered nurses, and a physician is available for appointments twice a week at a direct cost to the student or their insurance carrier. Health Services can also make referrals to local health care facilities and has a discount arrangement with a local pharmacy that will deliver to campus. Graduate students may fulfill their immunization requirements through Health Services. Contact Sheila Wheeler, R.N., director, at 203-371-7838.

International Center
The International Center, located in the Hawley Lounge (Academic Center), serves as an invaluable resource for international students. From processing the I-20 form to providing social activities, the center supports a comprehensive program to promote the intercultural flavor of the campus. The center also serves as the home of the International Club. Contact Grace Lim at 203-365-7614.

LifeLong Learning Center
The LifeLong Learning Center offers noncredit seminars, certificate programs and Continuing Education Unit (CEU) programs. Students attend these courses or seminars for their professional development and personal enrichment. Past topics have included: total quality management, career management and Praxis I examination preparation. For a complete listing of all available programs, contact Dorothy Sayers, director, at 203-371-7834.

Public Safety and Parking
The Department of Public Safety, located in the Academic Center, provides 24-hour security patrols on the Fairfield campus. The department also provides a personal escort service after dusk, motor vehicle assistance (unlocking a door, providing battery jump starts), immediate emergency response, and the investigation and documentation of incidents on campus. Routine business: 203-371-7995; emergencies only: 203-371-7911.

Parking decals are required for students who take courses at the Fairfield campus. Permits must be obtained at the beginning of the academic year, or first term in which a student is enrolled.

Student Activities
The Office of Student Activities sponsors concerts, lectures and other activities for the University community. Graduate students are welcome to participate in these and other campus activities, such as band, chorus and co-curricular interest groups. Fees or admission charges may apply.

University Housing
The Residential Life staff works with undergradu­ate and graduate students who choose to live on campus to create an active residential community. University housing is available to single graduate students who attend the Fairfield campus. Housing accommodations range from rooms in residence halls to apartment-style living. Contact the Office of Residential Life for further information on campus housing at 203-365-7683.
COSTS AND FINANCIAL ASSISTANCE
COSTS AND FINANCIAL ASSISTANCE

Tuition and Fees

General Information

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

All 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 Fee Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Program</td>
<td>$395/credit</td>
</tr>
<tr>
<td>Chemistry</td>
<td>365/credit</td>
</tr>
<tr>
<td>Computer and Information Science</td>
<td>365/credit</td>
</tr>
<tr>
<td>Education</td>
<td>335/credit</td>
</tr>
<tr>
<td>Nursing</td>
<td>365/credit</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>14,062/year</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>340/credit</td>
</tr>
<tr>
<td>Audit Tuition</td>
<td>400/course</td>
</tr>
</tbody>
</table>

Mandatory Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Fee</td>
<td>$55 per term</td>
</tr>
<tr>
<td>Library Fee</td>
<td>13 per term</td>
</tr>
<tr>
<td>Student Council Fee</td>
<td>10 per term</td>
</tr>
</tbody>
</table>

Other Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Program Fee</td>
<td>$5/change</td>
</tr>
<tr>
<td>Deferred Payment Fee</td>
<td>39</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>85</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>55</td>
</tr>
<tr>
<td>(Applied the first day of the term)</td>
<td></td>
</tr>
<tr>
<td>Readmission Fee</td>
<td>15</td>
</tr>
<tr>
<td>Student Teaching Fee</td>
<td>110</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>25</td>
</tr>
<tr>
<td>Rejected Credit Card Fee</td>
<td>25</td>
</tr>
</tbody>
</table>

Tuition Discount

Family Discount

The Family Discount applies only to students registered for 12 credit hours or more. For more information, contact Student Accounts at 203-371-7925.

Diocesan Discount

MAT students employed as teachers by the Dioceses of Bridgeport, Hartford or Norwich are eligible for 33 percent tuition discount. Contact Student Accounts at 203-371-7925.

Payment Options

All payment programs are administered by Student Accounts. The University accepts payment in full by cash, check, credit cards (VISA, MasterCard or American Express) or money order. Checks are to be made payable to Sacred Heart University. Payment in full is due at time of registration. The University offers a deferred payment plan as well as employer reimbursement plans. For further information regarding payment options, contact Student Accounts at 203-371-7925.

Deferred Payment Plan

A deferred payment is available during regular terms and the summer term. A signed promissory note must be submitted at time of registration as well as payment of a nominal deferred payment fee. Deferred payment deadlines are posted in the course schedule.

Employer Reimbursement

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

Direct Billing to Employers

The University has established direct billing procedures with several area employers. Students who work for these companies may register and the University will send a tuition bill to the employer.
Interested companies and students should contact Student Accounts at 203-371-7925.

**Withdrawal/Refunds**

Withdrawals from courses *must* be made in person through the Office of the Registrar. Official withdrawal is necessary to assure the proper entry of grades on the transcript and the determination of any refund, if applicable. Refunds, which are issued by Student Accounts, are based on the full tuition charges. Failure to withdraw properly will result in the issuance of a withdrawal/failure (WF) grade. Those who improperly withdraw will be charged full tuition.

Registration and lab fees are nonrefundable unless the course is canceled. Federal regulations require that veterans follow the University’s withdrawal procedure or be liable for repayment of any benefits received. All refunds will be based on the refund schedule and determined by the date of notification to the Registrar’s Office, not the date of the last class attended.

*Students must contact Student Accounts to receive a refund.* Refunds take four to six weeks to process. Refunds are only given to students who have no outstanding balances.

Tuition refunds are based on the *full* tuition charge:

- 100% Before the first class
- 80% Before the second class
- 60% Before the third class
- 40% Before the fourth class
- 20% Before the fifth class
- 0% After the fifth class

**Federal Stafford Loans**

Graduate students who have been fully matriculated into the University may be eligible to receive a Federal Stafford Loan. This program is administered by the Office of Student Financial Assistance and each loan applicant is required to file a Free Application for Federal Student Aid (FAFSA) form with the Department of Education. Once a FAFSA form is processed and the information has been received by the University, the Office of Student Financial Assistance will assist the student in completing a loan application. Full-time students may borrow a maximum of $18,500 per year from the Stafford program. Payment begins six months after graduation and the student has 10 years to repay the loan.

**GRADEXCEL Loans**

GRADEXCEL Loans are based on a student's future potential earnings rather than current income and credit worthiness. Students may borrow up to $7,500 per year. Payment begins six months after graduation and students have 4 to 20 years to repay the loan. This program is offered by Nellie Mae and the Educational Resources Institute. Information may be obtained from the Office of Student Financial Assistance or Nellie Mae at 800-634-9308.

**Graduate Research Assistantships**

A limited number of graduate research assistantships are available. Assistantships usually carry some tuition remission as they assist faculty with research projects. Students should contact the department directly concerning availability and eligibility requirements.

**Graduate Staff Assistantships**

A limited number of graduate staff assistantships are made available to graduate students who are fully matriculated and attend school on a full-time basis. Staff assistantships are chosen by the sponsoring administrative department and often pay a stipend as well as some tuition remission. More
information may be obtained from the Office of Graduate Admissions at 203-371-7880.

**Residence Hall Directors**
Several residence hall director positions are available through the Office of Residence Life. These are live-in positions and are usually filled by those who are interested in pursuing a career in student services. Residence hall directors are fully-matriculated students who attend school on a full-time basis. Criteria is very selective and hiring decisions are made in the spring for the subsequent fall term. For further information on this program, contact the Office of Residential Life at 203-365-7511.

**VA Eligibility Programs**
Veterans and their dependents are eligible for educational benefits sponsored by the federal government. A notarized copy of the veteran's DD 214 must be submitted to the Office of the Registrar at 203-371-7890. Interested veterans should contact the Registrar for detailed information and benefits.
ACADEMIC PROGRAMS
ACADEMIC PROGRAMS

General Information
Sacred Heart University offers seven master's degrees and numerous certificate programs and concentrations.

College of Arts and Sciences
Chemistry
Master of Science in Chemistry (MSCh)
Graduate Certificate in Environmental Chemistry

Computer Science
Master of Science in Computer and Information Science (MSCIS)
Graduate Certificate in Computer and Information Science

Religious Studies
Master of Arts in Religious Studies (MARS)

College of Business
Business
Master of Business Administration (MBA)
Master of Business Administration in Health Care (MBA/HC)
Graduate Professional Certificate in Financial Management
Graduate Professional Certificate in Health Care Administration
Graduate Professional Certificate in Human Resource Management
Graduate Professional Certificate in International Business
Graduate Professional Certificate in Taxation

College of Education and Health Professions
Education
Graduate Teacher Certification: Elementary, Middle School and Secondary

Fifth-Year Internship Program
Master of Arts in Teaching (MAT Degree)
Certificate of Advanced Studies (C.A.S.): Teaching

Certificate of Advanced Studies (C.A.S.): Administration
Intermediate Administrator Certification
MAT Concentration in Catechetical Administration

Nursing
Master of Science in Nursing (MSN)
MSN/MBA Dual Degree
Accelerated RN to MSN (Dual Degree)
Family Nurse Practitioner Post-Masters Certificate

Physical Therapy
Master of Science in Physical Therapy
College of Arts and Sciences

Claire J. Paolini, Ph.D., Dean
Phone: 203-396-8020
Fax: 203-396-8076
E-mail: paolinic@sacredheart.edu

The College of Arts and Sciences is the largest, and the most diverse, of the four colleges at Sacred Heart University. With 84 full-time faculty members, the college offers Bachelor of Arts and Science degrees, Associate in Arts and Science degrees, Master's degrees in Chemistry, Computer Science and Religious Studies, and a variety of minors.

The degrees are offered through 11 academic departments: Art and Music; Biology; Chemistry; Computer Science; History and Political Science; Languages, Literature and Media Studies; Mathematics; Philosophy and Religious Studies; Psychology; Sociology, Social Work and Criminal Justice; and Special Programs.

GRADUATE PROGRAMS IN CHEMISTRY

Dhia A. Habboush, Ph.D., Director
Phone: 203-371-7933
E-mail: babboushd@sacredheart.edu

Master of Science in Chemistry

Sacred Heart University's Chemistry Graduate program includes a number of graduates with a Bachelor of Science degree in Chemistry who are working in the region, and aspire to an advanced degree in chemistry. The program is also composed of science graduates with a B.S. degree in other fields of science who are shifting career interests and want to obtain a degree in Chemistry. Enrollment in this program allows these students to use their science background to obtain an advanced degree in Chemistry without first obtaining a B.S. in Chemistry. This approach allows students to obtain a higher degree in the same time frame that it would have taken them to obtain just a B.S. in Chemistry.

Local chemical industry scientists participate in the teaching of graduate courses. Students who opt to do research are allowed, if and when possible, to pursue their projects at their place of employment with joint supervision of their employer and University faculty. This allows students to work on relevant projects that interest them, while at the same time increasing collaboration between the University and local industries.

Goals and Objectives

The Master of Science in Chemistry program builds on the strength of the University's undergraduate chemistry program. The program meets the needs of students and the chemical industry by offering a unique opportunity for career and personal advancement to employees of the local chemical industry, while serving the industry to employ and recruit better qualified chemists.

In order to serve part-time as well as full-time students, graduate courses are offered in the evenings and on Saturdays. This, together with the University's ideal location allows chemical industry employees to continue their study on a part-time basis while working full-time and thus take advantage of tuition reimbursement programs offered by their employers.

Course Loads

Both full-time and part-time graduate students are enrolled in the program. Full-time students must enroll in at least nine credit hours per semester. This allows them to normally finish the degree requirements in two years. Part-time students are expected to enroll in three to six credit hours per semester. This allows them to finish the degree requirements in three years.

Student Transfer Credit Policy

Transfer credits are granted for appropriate graduate-level courses with a grade of B or better, taken at other regionally accredited institutions. Students, however, must complete at least 60 percent of the required credits including the thesis (when applicable) at Sacred Heart University and
pass the comprehensive exam, in order to obtain an M.S. degree in Chemistry.

**Admission Requirements**

Admission to the program is in January and September of each year. Full-time students are expected to finish the degree requirements in four semesters. Part-time students may require at least three years. The University's graduate admission policy is observed when admitting students to the program. Applicants with a B.S. degree in Chemistry or Chemical Engineering are accepted based on their undergraduate performance in chemistry and other supporting subjects. Applicants with a B.S. degree in other areas of science and mathematics are admitted after completing the appropriate courses in chemistry in order to meet individual graduate course prerequisites.

**Degree Requirements**

These tracks of study leading to an M.S. degree in Chemistry are available:

- **M.S. in Chemistry**
  - (Traditional, Thesis Option)
  - (Traditional, Non-Thesis Option)
- **M.S. in Chemistry**
  - (Environmental Chemistry, Thesis Option)
- **M.S. in Chemistry**
  - (Environmental Chemistry, Non-Thesis Option)

**M.S. in Chemistry (Traditional, Thesis Option)**

Thirty (30) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete an 18-credit core from among the following courses.

**Required Courses**

- CH 521 Advanced Organic Chemistry 3 credits
- CH 553 Advanced Inorganic Chemistry 3 credits
- CH 599 Thesis 6 credits

The thesis involves six credits of original research.

**M.S. in Chemistry (Traditional, Non-Thesis Option)**

Thirty-three (33) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete a 15-credit core from among the following courses.

**Required Courses**

- CH 521 Advanced Organic Chemistry 3 credits
- CH 553 Advanced Inorganic Chemistry 3 credits
- CH 595 Advanced Integrated Laboratory 3 credits

**Elective Courses**

- CH 522 Organic Synthesis
- CH 523 Organic Structure Determination
- CH 525 Advanced Biochemistry
- CH 531 Advanced Physical Chemistry
- CH 551 Advanced Analytical Instrumentation
- CH 555 Theoretical Inorganic Chemistry

**M.S. in Chemistry (Environmental Chemistry, Thesis Option)**

Thirty (30) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students must complete an 18-credit core from among the following courses.

**Required Courses**

- CH 551 Advanced Analytical Instrumentation 3 credits
- CH 561 Environmental Chemistry 3 credits
- CH 565 Environmental Sampling and Analysis 3 credits
- CH 599 Thesis 3 credits

The thesis involves six credits of original research.

**Elective Courses**

- CH 521 Advanced Organic Chemistry
- CH 531 Advanced Physical Chemistry
- CH 553 Advanced Inorganic Chemistry
M.S. in Chemistry (Environmental Chemistry, Non-Thesis Option)

Thirty-three (33) semester hours of approved graduate credits must be completed for the degree with a minimum GPA of 3.0. Students are required to take a 15-credit core from among the following courses.

**Required Courses**
- CH 551 Advanced Analytical Instrumentation
- CH 561 Environmental Chemistry
- CH 565 Environmental Sampling and Analysis

**Elective Courses**
- CH 521 Advanced Organic Chemistry
- CH 531 Advanced Physical Chemistry
- CH 553 Advanced Inorganic Chemistry

Students are required to take electives from graduate-level courses in chemistry and no more than nine credits of other approved courses in other related areas of science, mathematics, physics, biology and computer science.

**Elective Graduate Chemistry Courses for the Traditional Tracks**
- CH 524 Special Topics in Organic Chemistry
- CH 526 Carbohydrate Chemistry
- CH 527 Enzyme Kinetics
- CH 528 Endocrinology
- CH 529 Special Topics in Biochemistry
- CH 534 Special Topics in Physical Chemistry
- CH 554 Special Topics in Analytical Chemistry
- CH 556 Chemical Applications of Group Theory
- CH 559 Special Topics in Inorganic Chemistry
- CH 561 Environmental Chemistry
- CH 595 Advanced Integrated Laboratory

**Elective Graduate Chemistry Courses for the Environmental Chemistry Tracks**
- CH 554 Special Topics in Analytical Chemistry
- CH 562 Water and Wastewater Treatment Systems
- CH 563 Hazardous Waste Management
- CH 564 Environmental Regulations
- CH 566 Environmental Hydrology and Water Resource Management
- CH 569 Special Topics in Environmental Chemistry

Students are required to pass a comprehensive exam.

---

**B.S./M.S. Combined Degree in Chemistry**

This is a five-year undergraduate/graduate accelerated track. Students who complete this track receive both B.S. and M.S. degrees. Students must elect this track in their freshman, sophomore or junior year. Traditional, Biochemistry and Environmental Chemistry concentrations are available at the undergraduate level and Traditional and Environmental concentrations are available at the graduate level. Students are required to complete 145 credits of undergraduate- and graduate-level courses and a thesis. The thesis involves six credits of original research.

**Graduate Certificate in Environmental Chemistry**

Environmental Science and Technology are among today's expanding areas in which college graduates with a degree in Chemistry are employed. Society's ever-growing awareness of the need to clean and protect the environment will determine future directions of scientific and technological advancement. Environmental issues will continue to provide opportunities and challenges for workers in many fields of knowledge well into the next century. Science will, however, be the cornerstone for environmental work.

The University offers a graduate certificate in Environmental Chemistry which is ideal for students interested in professional growth and development and seeking careers in environmental protection and allied environmental professions. Environmental careers are constantly changing and career opportunities are expanding rapidly, driven by increased government regulation and by industry striving to reduce environmental liabilities.

Graduate credits earned to fulfill the requirements for the graduate certificate can be used toward an M.S. degree in Chemistry (traditional or environmental concentration) at Sacred Heart University.
Certificate Requirements

Twelve (12) semester hours of approved graduate credits must be completed for the certificate with a minimum GPA of 3.0.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 561</td>
<td>Environmental Chemistry</td>
</tr>
<tr>
<td>CH 565</td>
<td>Environmental Sampling and Analysis</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 551</td>
<td>Advanced Analytical Instrumentation</td>
</tr>
<tr>
<td>CH 554</td>
<td>Special Topics in Analytical Chemistry</td>
</tr>
<tr>
<td>CH 562</td>
<td>Water and Wastewater Treatment Systems</td>
</tr>
<tr>
<td>CH 563</td>
<td>Hazardous Waste Management</td>
</tr>
<tr>
<td>CH 564</td>
<td>Environmental Regulations</td>
</tr>
<tr>
<td>CH 566</td>
<td>Environmental Hydrology and Water Resource Management</td>
</tr>
<tr>
<td>CH 569</td>
<td>Special Topics in Environmental Chemistry</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAM IN
COMPUTER AND
INFORMATION SCIENCE

Venu Dasigi, Ph.D., Director
Phone: 203-371-7792
E-mail: dasigiv@sacredheart.edu

Master of Science in Computer and Information Science

In keeping with the development, growth, and diversification within the computer field, the University's Master of Science in Computer and Information Science program addresses the two major areas existing today: the Scientific and Information tracks.

Graduates with degrees in Computer Science and Information are among the most sought after by all segments of the economy. Not only is the job market bright for Computer and Information Science graduates, but the level of income for those entering the field is among the highest of all college graduates.

Goals and Objectives

While the MSCIS program accommodates full-time students, it is also sensitive to the needs of the working adult. Since graduate courses are typically offered in the evenings, it is expected that those in local industry will find the program ideally suited to their needs and schedules. Some summer courses may also be offered.

Full-time students are expected to enroll in at least nine credits each semester and usually complete their graduation requirements in two years. Part-time students are expected to register for three to six credits per semester and generally require at least three years to complete graduation requirements.

Admission Requirements

All applicants are required to complete an application for graduate study, and submit official transcripts of all prior college-level course work as well as two letters of recommendation and a resume. The program seeks applicants with a cumulative undergraduate grade point average (GPA) of 3.0 (on a 4.0 scale) or better. Applicants may be admitted provisionally if their cumulative GPA is better than 2.5. Such students are allowed to take up to 12 credit hours and must maintain a 3.0 GPA in those courses for regular admission. Except under unusual circumstances, applicants with a cumulative GPA of less than 2.5 are not admitted. Admission is on a rolling basis for courses beginning in September and January every year.

Students with an undergraduate degree in Computer or Information Science may receive waivers for some courses. Up to nine graduate-level credits in Computer or Information Science that have not been used toward another degree can be transferred. Transfer of credits require approval by the department. Some waived courses are required to be replaced with additional electives, according to prevailing University and department policies.

Degree Requirements

All students in the MSCIS program are required to complete 39 credit hours of graduate-level course work. Some course requirements may be waived. Students must complete a thesis for six credits of elective course work or successfully complete CS 670 (Research Project Seminar).

Students who elect to complete a thesis, must enroll in CS 690 and CS 691 (Thesis I and Thesis II). Those who do not elect to complete a thesis, must complete at least three credits of CS 670. Students are required to maintain a cumulative GPA of 3.0 or better through their plan of study. A degree will be granted upon satisfactory completion of all course work and a favorable recommendation of the faculty on CS 670 or CS 690-691.

Electives may be selected from the concentration courses from the other track. In addition, students in the Information track will be allowed to select an approved course from the 600-level MBA courses in this catalog.
Required Courses
All MSCIS students are required to complete the following course work.

- CS 601 Assembly Language Programming 3 credits
- CS 602 Advanced Data Structures 3 credits
- CS 603 Advanced Database Systems 3 credits
- CS 604 Advanced Software Engineering 3 credits
- CS 605 Discrete Structures and Logic 3 credits

Total 15 credits

Prerequisite Courses
Students who do not have a baccalaureate degree in Computer or Information Science, but have related degrees may have to complete a minimal number of prerequisite courses. Candidates with degrees in a mathematical, science or business area and possibly other majors are also eligible subject to the satisfactory completion (or waiver) of the following admission prerequisites. All courses are to be completed with a grade of B or better. Additional prerequisites may be recommended by the program director.

- CS 501 Introduction to Data Structures 3 credits
- CS 502 C: Advanced Programming 3 credits
- CS 503 Introduction to Structured Programming 3 credits
- MT 151 Introductory Calculus 4 credits
(see undergraduate catalog for course description)

Total 13 credits

Scientific Track
In addition to the required courses, students must complete the following courses in the Scientific track.

- CS 610 Computer Organization and Architecture 3 credits
- CS 611 Operating/Multiprogramming Systems 3 credits
- CS 612 Digital Design 3 credits
- CS 613 Structure of Programming Languages 3 credits
- CS 614 Theory of Computation 3 credits

Electives 9 credits
Total 24 credits

Information Track
In addition to the required courses, students must complete the following courses in the Information track.

- CS 611 Operating/Multiprogramming Systems 3 credits
- CS 620 Information Analysis and System Design 3 credits
- CS 621 Principles of Data Communication 3 credits
- CS 622 Information Retrieval 3 credits
- CS 623 Operations Research 3 credits

Electives 9 credits
Total 24 credits

Graduate Certificate in Computer and Information Science
The MSCIS program offers a 12-credit hour graduate certificate program. The program provides opportunities for career and professional advancement in the fields of Computer Science and Information Science. Students must complete three required courses and one elective. Applicants for the certificate must meet the same admissions requirements as for the MSCIS program. Courses completed in the certificate program may be applied to a MSCIS degree.
GRADUATE PROGRAM IN RELIGIOUS STUDIES
Richard M. Grigg, Ph.D., Director
Phone: 203-371-7839
E-mail: griggr@sacredheart.edu

Throughout the history of culture, religion has played an enormous role in shaping and determining human actions, perceptions and institution. 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 University's Master of Arts in Religious Studies (MARS) 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, this program is unified by its commitment to the task of exploring the basic religious beliefs and insights that render human life and experience meaningful.

Goals and Objectives
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 the world's 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.

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. Students accepted into the program work within four study areas: biblical studies, modern religious thought, religion and society and the history of religions.

Biblical Studies
The Biblical Studies area examines the origin and development of the Hebrew and Christian scriptures, the theology of the writers of the various books, and the historical circumstances from which these books emerged in becoming the normative documents for Judaism and Christianity. This area familiarizes students with the tools of biblical criticism and introduces hermeneutical issues.

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. And it is in the modern period that our society has become secularized. The area of Modern Religious Thought examines how religious thinkers have articulated their beliefs within this modern context.
**Religion and Society**
This concentration explores the relationship between religion and ethics. It covers topics such as the history of Christian ethics, religious attitudes toward war and peace, health care ethics and religion and economics.

**The History of Religions**
Students investigate the various world religions as well as other smaller traditions. Attention is given to their historical development, their texts, their symbols and rituals, and their social roles.

**Admission Requirements**
Applicants must 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 Admissions. 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 Examination**
Upon completing course work, each MARS student must pass a comprehensive examination unless the faculty approves a student's request to write a Master's thesis instead of taking the examination. This examination provides the opportunity for the student to demonstrate a broad understanding of the subject matter delineated by their choice of plans. The examination is administered twice a year in May and December. Contact the Director of the MARS Program for details.

**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.

**Special Studies in Catholic Practical Theology**
Students who choose this option pick 4 of their 11 courses from a special list of courses offered through the Institute for Religious Education and Pastoral Studies (REAPS).

**Degree Requirements**
All MARS candidates must complete a total of 33 credit hours of graduate course work with a minimum GPA of 3.0. Students' performance is reviewed by the graduate faculty at the end of each semester. If a student completes all course work for the degree with a GPA 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. If a grade below C is earned in a required course, that course must be repeated. If a grade below C is earned in an elective course, the student must repeat that course or take another elective. In any case, the original grade is calculated into the GPA.

Students have the option of choosing between two tracks of study: general and concentration.

**Required Courses**
- RS 501 The Phenomenology of Religion
- RS 510 Introduction to the Gospels

Students will also be responsible for a required reading list.

**General Track**
A general study of the four areas defined above. Requirements include a distribution of credits as approved by the Religious Studies faculty.

**Concentration Track**
A student concentrates in one of the four study areas while still having representation from at least two of the other areas. The student is required to take 15 credits from the area of concentration.
The objective of the College of Business is to spread and develop knowledge in the field of business administration in order to train executives capable of managing firms and institutions. The emphasis of its programs is on the ethical component of doing business and on the use of information technology to improve operational efficiency in a global economy.

In an ever-changing and growing environment, the college seeks to provide a business core curriculum that responds directly to the requirements of business professionals in Connecticut and the greater New York metropolitan area.

GRADUATE PROGRAMS IN BUSINESS ADMINISTRATION

Scott Colvin, MBA, CPA, CMA, Director
Phone: 203-371-7850
E-mail: colvins@sacredheart.edu

Master of Business Administration

The University's Master of Business Administration (MBA) program provides an opportunity for individuals to prepare for managerial positions in today's complex and dynamic environment. The program places strong emphasis on the application of business theory to the realities of the business world. It also recognizes the demands of an increasingly competitive, multicultural economy characterized by rapid technological innovation and superior product and service quality demands.

The MBA degree program consists of a prescribed pattern of graduate courses. The entire program is based on 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.

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 business expertise.

Goals and Objectives

The MBA program's objectives are to develop:

- management skills for business, government, health care and nonprofit organizations;
- ethical standards to provide a framework for responsible decision making;
- problem solving through the use of analytical techniques, case studies and internships;
- computer skills to utilize mainframes, PCs and networks in making management information systems more effective; and
- global awareness as more businesses compete in a world marketplace.

To help the student achieve these objectives, the University relies on faculty members who are dedicated to teaching. The faculty combine broad business experience and academic training which help to make the learning experience at Sacred Heart University unique.

Admission Requirements

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 MBA program. The applicant's undergraduate grade point average (GPA), GMAT score and work experience will be considered in the admission process. Applicants must also be able to demonstrate computer literacy and have received undergraduate credit for precalculus.
personal interview is encouraged and may be required.
For further information, contact:

Dean of Graduate Admissions
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06432-1000
203-371-7880

Upon acceptance, students will receive a copy of their planned academic program. Students are encouraged to meet periodically with the program director to discuss academic progress, career placement and special needs.

Degree Requirements
A total of 48 credit hours of graduate course work is required for the MBA degree with a minimum GPA 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, a minimum of 30 credit hours must be taken at Sacred Heart University.

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, statistics and economics will be required to take the equivalent. International students may be required to take one or more English courses. Prerequisite courses are at the 500 level.

Required 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 670 Production and Operations Management
BU 680 Administrative Policy
BU 681 Leadership and Ethics
EC 621 Managerial Economics
FN 660 Financial Management
MK 661 Marketing Management
Five 600-level electives

Prerequisite Courses
AC 511 Accounting Principles
BU 543 Statistics Principles
EC 511 Economic Principles

MBA Waiver Policy
Prerequisite Courses
To apply for prerequisite undergraduate credit equivalents, a student must have an average grade of C or better and courses must have been taken within the past 10 years.

AC 511: Six credit hours in accounting — the equivalent of AC 101 and AC 102 at Sacred Heart University.
BU 543: Three credits in statistics — the equivalent of BU 241 at Sacred Heart University.
EC 511: Six credits in macro and microeconomics — the equivalent of EC 201 and EC 202 at Sacred Heart University.

Required Courses
To apply for course waivers for required courses, a student must have a grade average of B or better and courses must have been taken within the past 10 years.

AC 610: Six additional credit hours in accounting beyond the prerequisite requirements — the equivalent of AC 201 and AC 202 at Sacred Heart University.
BU 601: Six credit hours in management — the equivalent of BU 201 and BU 203 or BU 301 at Sacred Heart University.
BU 631: Three credit hours in organizational behavior plus three credit hours in psychology — the equivalent of BU 202 and PS 101 or PS 131 at Sacred Heart University.
BU 633: Six credit hours in business law — the equivalent of BU 231 and BU 232 at Sacred Heart University.
BU 641: Six additional credit hours in management information systems beyond the prerequisite
requirement — the equivalent of CS 130 and CS 295 at Sacred Heart University.
BU 670: Six credit hours in operations management.
BU 680: No waiver given for this course.
BU 681: No waiver given for this course.
EC 621: Six additional credit hours in economics beyond the prerequisite requirements (with at least three credits in managerial economics) — the equivalent of EC 221, EC 301 and/or EC 313 at Sacred Heart University.
FN 660: Six credit hours in finance with at least three credits in corporate finance — the equivalent of FN 215 and FN 251 at Sacred Heart University.
MK 661: Six credit hours in marketing — the equivalent of MK 261 and MK 361 at Sacred Heart University.

MBA Concentrations
Students may elect to specify their five electives in a business discipline from among the following categories. Additional courses may be substituted in any category at the discretion of the program director.

Accounting
AC 614  Tax Planning
AC 615  Budgeting
AC 616  Accounting for Nonprofit Organizations
AC 617  Financial Statement Analysis
AC 620  Federal Tax Research
AC 621  Corporate Taxation
AC 622  Federal Income Taxation
AC 624  Estate, Gift and Fiduciary Taxation
AC 625  Contemporary Issues in Accounting
AC 626  Seminar in Accounting Theory

Economics
EC 620  Global Macroeconomics
EC 622  International Economics
EC 625  Economics of Multinational Corporations
EC 626  Forecasting/Econometrics
EC 627  Contemporary Issues in Economics

Finance
AC 617  Financial Statement Analysis
FN 661  Money and Financial Institutions

Health Care Administration
HA 620  Health Care Economics
HA 630  Management and Planning of Health Care
HA 640  Health Services and the Law
HA 673  Administration in Long-Term Care Facilities
HA 674  Administration in Public Health Agencies
HA 675  Hospital Administration
HA 676  Total Quality Management/Continuous Quality Improvement in Health Care
HA 684  Special Topics in Health Care
HA 685  Seminar on Managed Care

Human Resource Management
BU 621  The Communication Process
BU 632  Organizational Change and Conflict Resolution
BU 635  Management of Human Resources
BU 636  Legal Issues in Human Resource Management
BU 667  Team Management
BU 673  Total Quality Management
BU 688  Multicultural Management

International Business
BU 634  International Law
BU 645  International Business Strategy
BU 666  The European Union
BU 688  Multicultural Management
EC 620  Global Macroeconomics
EC 622  International Economics
EC 625  Economics of Multinational Corporations
FN 665  International Finance
FN 667  International Financial Markets
MK 668  International Marketing

Management Information Systems
BU 644  Business Modeling/Simulation
BU 646  Management of Computer Resources
BU 647  Systems Analysis and Design Development
BU 650  Data Base Design
BU 651  Global Telecommunications
BU 658  Computer Networks
Marketing
MK 650  Product Management
MK 651  Marketing Research
MK 654  Marketing Problems
MK 656  Advertising Management
MK 657  Industrial Marketing
MK 665  Marketing Strategies
MK 668  International Marketing

Course Loads
Six (6) 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 want to take more than six credit hours per semester and full-time students who want to take more than nine 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 in lieu of six elective credit hours toward the degree. Generally, registering for a thesis will be the same as registering for two three-credit-hour MBA courses.

MBA Student Services

MBA Editorial Board
The MBA Editorial Board is made up of MBA students whose purpose is to encourage students to write articles and help edit them for publication in Vanguard, the business journal published by the Faculty of Management, or for publication in other business journals.

MBA Student Council
The MBA Student Council is composed of MBA students who plan and organize extracurricular activities for students in the program. These activities include career counseling seminars, Internet training sessions and symposiums featuring successful executives.

Career Services
The Career Development Office offers MBA students guidance on how to conduct a successful job search. They also arrange for interviews with companies visiting the campus to recruit students. Employment opportunities and internships are publicized on the MBA and Career Services bulletin boards.

Graduate Professional Certificates
Students who would like to specialize in one of the areas below without pursuing a full MBA, or those who already have a master's degree and would like to upgrade their skills may want to consider a four-course graduate professional certificate. Credits earned can be applied toward the MBA program at Sacred Heart University. Graduate admissions procedures must be followed.

*Financial Management (12 credits)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 617</td>
<td>Financial Statement Analysis</td>
</tr>
<tr>
<td>FN 660**</td>
<td>Financial Management</td>
</tr>
<tr>
<td>FN 661</td>
<td>Money and Financial Institutions</td>
</tr>
<tr>
<td>FN 662</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>FN 663</td>
<td>Investment Management</td>
</tr>
<tr>
<td>FN 665</td>
<td>International Finance</td>
</tr>
<tr>
<td>FN 666</td>
<td>Mergers, Acquisitions and Joint Ventures</td>
</tr>
<tr>
<td>FN 667</td>
<td>International Financial Markets</td>
</tr>
</tbody>
</table>

**Prerequisite: AC 511**

**Required

Health Care Administration (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 601**</td>
<td>Management of Health Care Organizations</td>
</tr>
<tr>
<td>HA 620</td>
<td>Health Care Economics</td>
</tr>
<tr>
<td>HA 630</td>
<td>Management and Planning of Health Care</td>
</tr>
<tr>
<td>HA 640</td>
<td>Health Services and the Law</td>
</tr>
<tr>
<td>HA 661**</td>
<td>Health Care Marketing</td>
</tr>
<tr>
<td>HA 673</td>
<td>Administration in Long-Term Care Facilities</td>
</tr>
<tr>
<td>HA 674</td>
<td>Administration in Public Health Agencies</td>
</tr>
<tr>
<td>HA 675</td>
<td>Hospital Administration</td>
</tr>
<tr>
<td>HA 684</td>
<td>Special Topics in Health Care</td>
</tr>
</tbody>
</table>

Human Resource Management (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 621</td>
<td>The Communication Process</td>
</tr>
<tr>
<td>BU 631**</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BU 632</td>
<td>Organizational Change and Conflict Resolution</td>
</tr>
</tbody>
</table>
**International Business**  
(12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 634</td>
<td>International Law</td>
</tr>
<tr>
<td>BU 665**</td>
<td>International Business</td>
</tr>
<tr>
<td>BU 666</td>
<td>The European Union</td>
</tr>
<tr>
<td>BU 688</td>
<td>Multicultural Management</td>
</tr>
<tr>
<td>EC 620</td>
<td>Global Macroeconomics</td>
</tr>
<tr>
<td>EC 622</td>
<td>International Economics</td>
</tr>
<tr>
<td>EC 668</td>
<td>Japan's Economic/Financial System</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 665*</td>
<td>International Finance</td>
</tr>
<tr>
<td>MK 668</td>
<td>International Marketing</td>
</tr>
</tbody>
</table>

* Required

**Taxation (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 614</td>
<td>Tax Planning</td>
</tr>
<tr>
<td>AC 620</td>
<td>Federal Tax Research</td>
</tr>
<tr>
<td>AC 621**</td>
<td>Corporate Taxation</td>
</tr>
<tr>
<td>AC 622**</td>
<td>Federal Income Taxation</td>
</tr>
<tr>
<td>AC 624</td>
<td>Estate, Gift and Fiduciary Taxation</td>
</tr>
<tr>
<td>AC 625</td>
<td>Contemporary Issues in Accounting</td>
</tr>
</tbody>
</table>

* Prerequisite: AC 511, AC 610

** Required
College of Education and Health Professions

Patricia Wade Walker, Ed.D., Dean
Phone: 203-396-8024
Fax: 203-396-8075
E-mail: wadep@sacredheart.edu

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

All professional programs within the college are accredited or pursuing the necessary steps for obtaining accreditation. The programs' commitment to excellence can be measured by the quality of the faculty, students, resources and outcomes.

GRADUATE PROGRAMS IN EDUCATION

A. Harris Stone, Ed.D., Chair
Phone: 203-371-7800
E-mail: stonea@sacredheart.edu

Education Programs

The Education programs for teachers and administrators carry out the mission of the University "to prepare men and women to live in and make their contributions to the human community." From the two values of 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 who one is. There is a direct correlation between the level of professional effectiveness and the level of personal intellectual, emotional, social and moral maturity, attained through scholarship, reflection and interaction with communities of learners.

2. Teaching and administration are a calling centered on service to the community, especially to children and youth. Becoming a teacher or administrator requires a commitment to the pursuit of a path of change and growth that reflects an ever-changing society.

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

The University offers the following graduate Education programs:

- Graduate Teacher Certification: Elementary, Middle School and Secondary
- Fifth-Year Internship Program
- Master of Arts in Teaching (MAT Degree)
- Certificate of Advanced Studies (C.A.S.): Teaching
- Certificate of Advanced Studies (C.A.S.): Administration
- Intermediate Administrator Certification
- MAT Concentration in Catechetical Administration

Goals and Objectives

The program's objectives follow logically from the University's mission and Education Department's philosophy:

- To promote personal excellence through a solid academic background in the liberal arts.
- 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.
- To center the teacher's and administrator's education on an understanding of and interest in students and their social, psychological and cognitive growth.
• To help teachers and administrators investigate, critically analyze, and, with personal commitment, effect change in anything that is unjust or inadequate regarding schools.
• 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.
• To prepare students on the baccalaureate or post-baccalaureate levels to be personally and professionally effective as beginning teachers.
• To provide an education for teachers on the master’s level that builds on the accomplishments of the baccalaureate level, and an education on the Certificate of Advanced Studies level that builds on the accomplishments of the master’s level.
• To promote an understanding of the complexities of the familial and social contexts and their impact on children and on the role of educator.
• To prepare administrators on the master’s and Certificate of Advanced Studies levels for leadership roles in the school community.
• To provide continuing education for teachers and administrators on current issues in education.
• To continue the University’s commitment to provide the school community with exemplary school personnel and to be a center for the improvement of education.

Degree Requirements
A full-time graduate student (not working full-time) may take up to four three-credit graduate courses in each 12-week semester. A person who works full-time 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 chair of the Education Department or the program director.

Admission Requirements
Students applying for initial certification programs must hold at least a bachelor’s degree from an accredited institution. Students who do not have an undergraduate 2.75 cumulative GPA may be admitted under specific circumstances.

Graduate students who apply for entrance into a certification program and who do not qualify for admission because their undergraduate cumulative average falls below 2.75 may ask for consideration under the Education Department’s GPA Waiver Policy. To qualify for consideration for a waiver, candidates must submit materials (transcripts, letters of recommendation, personal statements of extenuating circumstances, and other relevant information) to the GPA Waiver Committee. The GPA Waiver Committee must recommend in writing that the candidate be considered. The committee may suggest to the chair:

• waiving the 2.75 GPA requirement;
• rejecting the request; or
• inviting the candidate to take a specified number of courses.

Candidates who choose to take additional coursework must demonstrate a specified level of achievement in the courses, and upon completion of those courses, reapply for a waiver. The waiver policy describing additional coursework is:

• All courses required for achieving an acceptable standing for a GPA waiver must be in cognate areas which include only the following: English, history, mathematics, psychology, the hard sciences (biology, chemistry, physics, and earth sciences), linguistics, upper-level foreign language, and philosophy. Professional education courses may not be used for fulfillment of this requirement.

• Courses selected for fulfilling the cognate area requirement must be approved by
the chair before the courses are taken. The approval must be in writing; copies should be given to the student and placed in the file. (Decisions may be appealed through the chair of the Education Department.)

- All courses required for achieving acceptable standing for GPA waiver must be taken at approved and accredited colleges and universities, and must be at the junior level or above.

- To achieve acceptable standing for the waiver, the candidate must earn a 3.0 average, and no grade less than a B.

- Depending on the undergraduate GPA, the schedule for the number of cognate areas recommended by the department chair is based on the candidate’s transcript. The future career goal of the candidate is considered by the department chair, with an aim towards enhancing that goal, by recommending appropriate and intellectually demanding academic courses.

Note: Those candidates in the process of completing the admission procedure may, upon approval of the department chair, enroll in up to three courses.

Admission Procedures to Certification Programs
Application materials must include:

- Application: Submit the application for graduate education programs to the Office of Graduate Admissions.
- Fee: Submit the application fee to the Office of Graduate Admissions.
- Recommendation letters: Submit two letters of recommendation from individuals who can attest to the candidate's academic capability and potential as a future teacher to the Office of Graduate Admissions.
- Official transcripts: Submit official transcripts to the Office of Graduate Admissions.
- Essay: Submit an essay to the Education Department stating reasons for wanting to become a teacher and describing any experiences which may have influenced the candidate's decision.

The candidate must successfully meet the Praxis I exam requirement either with passing exam scores or by having achieved over 1,000 on the SATs, if taken prior to March 31, 1995, and 1,100 if taken after April 1, 1995.

Prior to the admission review, the candidate should meet with an advisor to develop a plan of study.

Once all the above requirements are met, the candidate should request an appointment for admission review, which upon successful completion enables the candidate to be fully matriculated.

Requirements may vary each year based on changes in Connecticut State Department of Education regulations and University policies.

Transfer Guidelines
A student may request transfer of up to six graduate credits for work done at another accredited university. Only graduate-level courses in which the student has received a grade of B or better, and which are not part of an earned degree and which were earned less than seven years ago, will be considered. Requests for transfer of credit should be made to the chair of the Education Department in writing and an official transcript of the courses completed should be sent to the chair 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 program director of the action taken. Once the student is matriculated in the graduate program, no additional transfer of credit will be allowed.
Graduate Teacher Certification Program

The graduate teacher certification programs allow students to meet requirements to 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 1–6, middle school grades 4–8, and secondary grades 7–12—in the academic areas of business education, English, history and social studies, mathematics, general science, biology, chemistry and Spanish. These grade-level designations may change as a function of Connecticut State Department of Education regulations. The program also provides certified teachers with the opportunity to obtain additional teaching endorsements (e.g., middle school, elementary).

Required Courses

The graduate program for elementary teacher certification requires the completion of a minimum of 36 credits in professional studies, including a semester of student teaching. In a typical planned program of study, 21 credits of the professional studies are applied toward fulfillment of the Master's degree requirements.

**Elementary Certification Program with Master's Degree Application (1–6)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 413</td>
<td>Elementary School Curriculum and Methods: Reading, Writing and Language Arts</td>
</tr>
<tr>
<td>ED 430</td>
<td>Elementary Curriculum and Methods: Social Studies and Health</td>
</tr>
<tr>
<td>ED 459</td>
<td>Elementary Curriculum and Methods: Mathematics and Science</td>
</tr>
<tr>
<td>ED 491</td>
<td>Elementary Student Teaching</td>
</tr>
<tr>
<td>ED 515</td>
<td>Children's Literature*</td>
</tr>
<tr>
<td>ED 552</td>
<td>Education in the United States*</td>
</tr>
<tr>
<td>ED 553</td>
<td>Educational Psychology*</td>
</tr>
<tr>
<td>ED 566</td>
<td>Classroom Management*</td>
</tr>
<tr>
<td>ED 569</td>
<td>Education of Special Needs Students*</td>
</tr>
<tr>
<td>ED 578</td>
<td>Introduction to Computers in Education*</td>
</tr>
<tr>
<td>ED 580</td>
<td>Observation and Case Studies of Learners*</td>
</tr>
<tr>
<td>ED 591</td>
<td>Advanced PC Applications in Education: Elementary*</td>
</tr>
</tbody>
</table>

*Applications to master's program requirements as well as Graduate Teacher Certification requirements

**Middle School Certification Program with Master’s Degree Application (4–8)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 414</td>
<td>Middle School Curriculum and Methods: Reading, Writing and Language Arts</td>
</tr>
<tr>
<td>ED 431</td>
<td>Middle School Curriculum and Methods: Social Studies and Health</td>
</tr>
<tr>
<td>ED 469</td>
<td>Middle School Curriculum and Methods: Mathematics and Science</td>
</tr>
<tr>
<td>ED 493</td>
<td>Middle School Student Teaching</td>
</tr>
<tr>
<td>ED 525</td>
<td>Middle School Literature</td>
</tr>
<tr>
<td>ED 552</td>
<td>Education in the United States*</td>
</tr>
<tr>
<td>ED 553</td>
<td>Educational Psychology*</td>
</tr>
<tr>
<td>ED 554</td>
<td>Advanced PC Applications in Education: Middle School**</td>
</tr>
<tr>
<td>ED 566</td>
<td>Classroom Management*</td>
</tr>
<tr>
<td>ED 569</td>
<td>Education of Special Needs Students*</td>
</tr>
<tr>
<td>ED 578</td>
<td>Introduction to Computers in Education*</td>
</tr>
<tr>
<td>ED 580</td>
<td>Observation and Case Studies of Learners*</td>
</tr>
</tbody>
</table>

*Applications to master's program requirements as well as Graduate Teacher Certification requirements

**Secondary Certification Program with Master's Degree Application (7–12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 428</td>
<td>Secondary Curriculum</td>
</tr>
<tr>
<td>ED 429</td>
<td>Secondary Methods in the Content Areas</td>
</tr>
<tr>
<td>ED 495</td>
<td>Secondary Student Teaching</td>
</tr>
</tbody>
</table>

Minimum Total 36 credits
ED 510 Teaching Reading and Writing in the Content Areas 3 credits
ED 552 Education in the United States* 3 credits
ED 553 Educational Psychology* 3 credits
ED 555 Advanced PC Applications in Education: Secondary** 3 credits
ED 566 Classroom Management* 3 credits
ED 569 Education of Special Needs Students* 3 credits
ED 578 Introduction to Computers in Education* 3 credits
ED 627 Societal Issues in Adolescence 3 credits

*Applies to master's program requirements as well as Graduate Teacher Certification requirements
**May be substituted for ED 578 requirement

Minimum Total 36 credits

Depending on courses completed at the baccalaureate level, the student may need to fulfill additional required courses at the graduate or undergraduate level to meet mandated certification requirements.

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, Middle School and Secondary Teacher Certification programs, completion of the full master's degree is not required for 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 an advisor's approval. All candidates for teacher certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation.

Fifth-Year Internship Program
The Fifth-Year Teacher Internship 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 the University and the intern. This program is run only at the University's Fairfield campus and Lisbon extension.

Potential interns who desire certification in the program typically complete coursework in the semester/summer prior to placement. At least 12 credits are required if the first semester of the placement is to include student teaching. Candidates need to meet with an advisor to develop their plans of study which vary slightly from the MAT without the internship.

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

Core Requirements 12 credits

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

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

2. Expressive/Receptive 6 credits
   Communication
   An advanced reading methods course or a course in professional readings, and a methods, content or professional development course in writing or personal or professional effectiveness.

3. Seminar 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**  
3–6 credits  
Students may select one of the following:

- Comprehensive exam after the completion of 30 credits  
  3 credits
- Master's thesis or project  
  3 credits
- Publication option, and Characteristics of Effective Schools  
  6 credits

**Intermediate Administrator Certification**

**Admission Requirements**

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

1. Hold or be eligible for a Connecticut teaching certificate.
2. Hold a master's degree from an approved institution.
3. Have completed five years teaching experience (if the applicant lacks this prerequisite, a student may partially fulfill this requirement through a practicum included in the planned program of preparation).
4. Have completed a course in special education (at least 36 hours).

**Required Curriculum—State of Connecticut**

1. Applicants for the Intermediate Administrator Certificate must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen (15) credit hours must be taken at the institution providing the recommendation for certification.

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

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

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

**Required Courses:**  
18 credits

**Psychological Foundations**

ED 526 Tests and Measurements: Quantitative and Qualitative Analysis (or another appropriate course approved by the advisor)

**Contemporary Educational Problems (Select One)**

ED 612 Leadership and Administrative Policy: Contemporary Educational Problems

or

ED 655 Distinguished Lectures in Education (or another appropriate course approved by the advisor)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 605</td>
<td>Advanced Elementary Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 606</td>
<td>Advanced Middle School Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 607</td>
<td>Advanced Secondary Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 650</td>
<td>The Law in Education (or another appropriate course approved by the advisor)</td>
</tr>
<tr>
<td>ED 635</td>
<td>Teacher Supervision, Evaluation and Staff Development (or another appropriate course approved by the advisor)</td>
</tr>
<tr>
<td>ED 698</td>
<td>Administrative Practicum (or another appropriate course approved by the advisor)</td>
</tr>
</tbody>
</table>

**Certificate of Advanced Studies (C.A.S.): Administration**

**Free Electives**
Select three courses of “free electives” (Approved by the advisor)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 554</td>
<td>Advanced PC Applications in Education: Middle School</td>
</tr>
<tr>
<td>ED 555</td>
<td>Advanced PC Applications in Education: Secondary</td>
</tr>
<tr>
<td>ED 591</td>
<td>Advanced PC Applications in Education: Elementary</td>
</tr>
<tr>
<td>ED 605</td>
<td>Advanced Elementary Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 606</td>
<td>Advanced Middle School Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 607</td>
<td>Advanced Secondary Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 628</td>
<td>Grant Writing</td>
</tr>
<tr>
<td>ED 630</td>
<td>Public School Finance</td>
</tr>
<tr>
<td>ED 634</td>
<td>Public School Relations</td>
</tr>
<tr>
<td>ED 640</td>
<td>Management of School Facilities</td>
</tr>
<tr>
<td>ED 655</td>
<td>Distinguished Lectures in Education</td>
</tr>
</tbody>
</table>

**The Principalship: Leadership and Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 645</td>
<td>The Elementary Principalship: Leadership and Management</td>
</tr>
<tr>
<td>ED 646</td>
<td>The Middle School Principalship: Leadership and Management</td>
</tr>
<tr>
<td>ED 647</td>
<td>The Secondary Principalship: Leadership and Management</td>
</tr>
</tbody>
</table>

**Terminal Requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 625</td>
<td>Thesis Seminar</td>
</tr>
<tr>
<td>ED 691</td>
<td>Education Research</td>
</tr>
</tbody>
</table>

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

**Certificate of Advanced Studies (C.A.S.): Teaching**

**Area I—Foundations (9 credits)**

**Contemporary Educational Problems**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 655</td>
<td>Distinguished Lectures in Education</td>
</tr>
</tbody>
</table>

**Psychological Foundations (Select one)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 526</td>
<td>Tests and Measurements: Quantitative and Qualitative Analysis</td>
</tr>
<tr>
<td>ED 609</td>
<td>Multiple Intelligences: Classroom Applications of Current Research</td>
</tr>
</tbody>
</table>

**Curriculum (Select one)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 540</td>
<td>Early Childhood Curriculum and Classroom Design</td>
</tr>
<tr>
<td>ED 605</td>
<td>Advanced Elementary Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 606</td>
<td>Advanced Middle School Curriculum Development and Program Monitoring</td>
</tr>
<tr>
<td>ED 607</td>
<td>Advanced Secondary Curriculum Development and Program Monitoring</td>
</tr>
</tbody>
</table>

**Area II—Professional (18 credits)**

**Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 554, 555, 591</td>
<td>Advanced PC Applications in Education: Middle School, Secondary, and Elementary</td>
</tr>
<tr>
<td>and five additional courses (15 credits) approved by the student's advisor</td>
<td></td>
</tr>
</tbody>
</table>

**Area III—Terminal Requirement (6 credits)**

Students are required to take a research course in preparation for the terminal research project.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 625</td>
<td>Thesis Seminar</td>
</tr>
<tr>
<td>and</td>
<td>Education Research</td>
</tr>
<tr>
<td>ED 691</td>
<td>Education Research</td>
</tr>
</tbody>
</table>
MAT Concentration in Catechetical Administration

Degree Requirements
To earn the MAT degree with a concentration in Catechetical Administration, students must complete the MAT requirements.

Required Courses
12 credits selected from these courses:
- IC 510 Theory and Practice of Catechesis
- IC 520 Adults in the Catechetical Process
- IC 530 Catechetical Administration
- IC 540 Communications: Theory and Implementation for the Ministry of Catechesis
- IC 550 Catechetics and Culture
- IC 560 Spiritual Dimensions of Education and Catechetics
- IC 570 Leadership in Catechetics
- IC 580 Organizational Practice in Catechetics

Graduate Certificate in Catechetical Administration

Individuals who would like to specialize in Catechetical Administration without pursuing further courses in Education may want to consider a Graduate Certificate in Catechetical Administration. The graduate application procedures must be followed.

Required Courses
Students select 12 credits from these courses:
- IC 510 Theory and Practice of Catechesis
- IC 520 Adults in the Catechetical Process
- IC 530 Catechetical Administration
- IC 540 Communications: Theory and Implementation for the Ministry

MAT Concentration in Catholic School Administration

Degree Requirements
To earn the MAT degree with a Concentration in Catholic School Administration, students complete the MAT requirements.

Required Courses
12 credits selected from these courses:
- IC 517 Educational Leadership in Catholic Schools
- IC 527 Management and Finances in Catholic Schools
- IC 537 Catholic Educational Foundations
- IC 547 Curriculum and Instruction in Catholic Schools

Graduate Certificate in Catholic School Administration

Individuals who would like to specialize in Catholic School Administration without pursuing further courses in Education may want to consider a Graduate Certificate in Catholic School Administration. Graduate application procedures must be followed.

Required Courses
- IC 517 Educational Leadership in Catholic Schools
- IC 527 Management and Finances in Catholic Schools
- IC 537 Catholic Educational Foundations
- IC 547 Curriculum and Instruction in Catholic Schools
Graduate Programs in Nursing

Constance E. Young, Ed.D., RN, Acting Director
Phone: 203-371-7715
E-mail: youngc@sacredheart.edu

Master of Science in Nursing
Administration and Family Nurse Practitioner

The University offers a Master of Science in Nursing (MSN) in Administration and a Family Nurse Practitioner program. Students may choose to study on a full- or part-time basis. However, it is expected that students enroll for at least six credits per semester and complete their plan of study within six years. The MSN program is accredited by the National League for Nursing.

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

The Family Nurse Practitioner program is designed to prepare students to successfully pass the American Nurses' Association Certification Examination as a Family Nurse Practitioner. Certification along with a 30-hour pharmacology course allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care. A post-masters certificate in the Family Nurse Practitioner program is also available for applicants holding a graduate degree in nursing.

Goals and Objectives

- Integrate relevant knowledge from nursing theory, liberal arts, science and humanities to advanced roles in nursing.
- Use the reflective process of critical thinking to analyze, make inferences, synthesize and evaluate nursing and health care practices.
- Demonstrate the competencies of health care provider, consultant/collaborator, educator, administrator, counselor/advocate and researcher in a variety of settings.
- Utilize new knowledge and participate in research studies to provide high-quality health care, initiate change and improve nursing practice.
- Develop an understanding of the wide diversity of cultural influences on human behavior.
- Formulate strategies which support persons, family and community to identify, promote and restore health.
- Assume accountability to patients, self and the nursing profession for ethical practice.
- Provide leadership in the health care delivery system.
- Participate in policy-making activities that influence health services and practices.
- Synthesize the principles from moral philosophy and ethical standards with self-reflection to promote ethical practices in nursing and health care.
- Communicate effectively both verbally and in writing to improve health care delivery and outcomes of patient care.
- Demonstrate a commitment to lifelong learning and continued professional growth.

Admission Requirements

Students are admitted to the MSN program upon review and recommendation by the admissions committee based on the academic, course prerequisite and professional requirements listed below. Application materials must include:
• an application for graduate study;
• two letters of professional recommendation;
• a resume; and
• a statement of long-term goals.

Admission criteria include:
• a baccalaureate degree with a major in nursing from a National League for Nursing (NLN) accredited program (students without a BSN should contact the program director) with an undergraduate grade point average (GPA) of 3.0 (on a 4.0 scale) in the last 60 credit hours of undergraduate work; and
• score of 47 or above on the Miller Analogy Test.

An interview with the Nursing program director is also required. Applicants must be licensed registered nurses in the state of Connecticut and possess professional liability insurance coverage.

Degree Requirements
MSN students are required to complete an approved plan of study that must be satisfactorily completed for the degree with a minimum GPA of 3.0. A thesis is also required of all students. The plan of study varies depending on the track or program the student pursues. The Nurse Administration track requires 42 credits. The Family Nurse Practitioner track requires 46 credits.

Prerequisite Courses
MSN applicants must have successfully completed a basic statistics course and a nursing research course. Applicants for the Family Nurse Practitioner program must also have successfully completed a basic health assessment course.

Core Courses
All Nursing graduate students are required to take these courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 501</td>
<td>Impact of History and Policy on Nursing and Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 530</td>
<td>Theory and Ethics as a Grounding for Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 601</td>
<td>Research Seminar I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 602</td>
<td>Research Seminar II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 650</td>
<td>Thesis/Administrative Project</td>
<td>3 credits</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15 credits</td>
</tr>
</tbody>
</table>

Nursing Administration Track
In addition to the core requirements, students in the MSN program in Administration are required to complete the following plan of study.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 601</td>
<td>Management of Health Care Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>HA 620</td>
<td>Health Care Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HA 630</td>
<td>Management and Planning of Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HA 661</td>
<td>Health Care Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 510</td>
<td>Administration of Patient Care Services I</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 520</td>
<td>Administration of Patient Care Services II</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 610</td>
<td>Role Practicum</td>
<td>6 credits</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>27 credits</td>
</tr>
</tbody>
</table>

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

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 550</td>
<td>Concepts in Primary Care, Family and Community for Advanced Practice Nurses</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 551</td>
<td>Pharmacology for Advanced Practice Nurses</td>
<td>3 credits</td>
</tr>
<tr>
<td>NU 552a</td>
<td>A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses I</td>
<td>2 credits</td>
</tr>
<tr>
<td>NU 552b</td>
<td>A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses II</td>
<td>2 credits</td>
</tr>
<tr>
<td>NU 560</td>
<td>Family and Primary Care I: The Emerging Family</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 620</td>
<td>Family and Primary Care II: The Family with Adult Members</td>
<td>6 credits</td>
</tr>
<tr>
<td>NU 630</td>
<td>Family and Primary Care III: The Contracting Family</td>
<td>9 credits</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>31 credits</td>
</tr>
</tbody>
</table>

Dual Degree Program: MSN/MBA
In conjunction with the MBA program, the Nursing department offers a dual degree program. Students in this program must adhere to University guidelines set forth in both the MSN and MBA programs.
Admission Requirements
The applicant must meet the admission requirements and prerequisite course work of both the MSN and MBA programs. Prerequisite course work includes: statistics, economics, nursing research and accounting. Students must apply to and be accepted by each program independently although the same application is used. In addition, applicants must also complete the prerequisites for both the MBA and MSN programs. Requirements vary for each student depending on past academic course work. If a student does not have these prerequisites, appropriate course work will be planned by the MSN program director.

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

Required Courses
- AC 511 Accounting Principles 3 credits
- AC 610 Managerial Accounting 3 credits
- BU 601 Management of Organizations 3 credits
- BU 631 Organizational Behavior 3 credits
- BU 633 Legal Environment of Business 3 credits
- BU 641 Management Information Systems 3 credits
- BU 670 Production and Operations Management 3 credits
- BU 680 Administrative Policy 3 credits
- EC 621 Managerial Economics 3 credits
- FN 660 Financial Management 3 credits
- MK 661 Marketing Management 3 credits
- NU 501 Impact of History and Policy on Nursing and Health Care 3 credits
- NU 510 Administration of Patient Care Services I 3 credits
- NU 520 Administration of Patient Care Services II 3 credits
- NU 530 Theory and Ethics as a Grounding for Nursing Practice 3 credits
- NU 601 Research Seminar I 3 credits
- NU 602 Research Seminar II 3 credits
- NU 610 Role Practicum 6 credits
- NU 650 Thesis 3 credits
- Electives (Business only) 6 credits
- Total 66 credits

Accelerated RN to MSN Program
This program is for registered nurses who currently have a diploma or associate degree in Nursing to enter an accelerated path in the Master's in Nursing program. It is available only for the MSN in Administration track. The baccalaureate upper-division Nursing major includes both undergraduate- and graduate-level courses to satisfy the requirement for the baccalaureate degree. The basis of the acceleration is the substitution of 15 graduate credits for credits toward the BSN.

Admission Requirements
The program is limited to academically strong students who have experience in nursing. Students apply directly for the RN to MSN program. Students are granted provisional admission to the graduate program pending completion of their BSN. Application materials must include:
- an application;
- two letters of recommendation;
- official transcripts; and
- a statement of long-term goals.

Admission criteria include:
- an undergraduate GPA of 3.2 or above; and
- a Miller Analogy Test (MAT) score of 47 or above.

An interview with the Nursing faculty is also required. Applicants must possess a Connecticut RN license, liability insurance and a commitment to nursing management. Two years of nursing experience is preferred.

Degree Requirements
Students will be advised by the RN—MSN advisor. Students are required to maintain a GPA of 3.2 while they complete the plan of study listed below.

Upon completion of the BSN requirements, students will be admitted as graduate students. Students are required to complete the courses listed below. However, many requirements may be completed through a validation or prior learning or through the Connecticut Articulation Agreement.

Prerequisite Courses
- BI 131 Human Anatomy and Physiology I 4 credits
- BI 132 Human Anatomy and Physiology II 4 credits
- BI 161 Introduction to Microbiology 4 credits
- CH 090 Principles of Chemistry 4 credits
- CH 095 Principles of Organic and Biochemistry 4 credits
- EN 011 Introduction to Rhetoric 3 credits
MT 050 Modern College Mathematics I 3 credits
PS 101 General Psychology—Scientific Aspects 3 credits
PS 252 Child Development Psychology 3 credits
SO 101 Sociology: An Introduction 3 credits
Total 35 credits

Core Requirements
CA 021 Effective Communication 3 credits
EN 012 Rhetoric: The Research Paper 3 credits
EN 101 Approaches to Literature 3 credits
HA 401 Management of Health Care Organizations 3 credits
HI 101 Civilizations 3 credits
MT 092 Statistics for Decision-Making 3 credits

Art/Music, History, Literature, Media Studies, Modern Foreign Language 6 credits
Religion, Philosophy 9 credits
Total 33 credits

Nursing Validation Exams
Students are awarded 30 credits through the State Program for Articulation or portfolio review. Students will be advised of their status by the Nursing faculty.

Required Courses for BSN
NU 320 Advanced Nursing Process I 3 credits
NU 350 Advanced Nursing Process II 6 credits
NU 380 Family and Community Health 6 credits
NU 401 Impact of History and Policy on Nursing and Health Care 3 credits
NU 410 Administration of Patient Care Services I* 3 credits
NU 420 Administration of Patient Care Services II* 3 credits
NU 430 Research Seminar I* 3 credits
Total 27 credits

At the completion of the above requirements, students will be awarded a BSN.

*Mandatory noncourse

Required Courses for MSN
HA 620 Health Care Economics 3 credits
HA 630 Management and Planning of Health Care 3 credits
HA 661 Health Care Marketing 3 credits
NU 530 Theory and Ethics as a Grounding for Nursing Practice 3 credits
NU 602 Research Seminar II 3 credits
NU 610 Role Practicum 3 credits
NU 650 Thesis/Administrative Project 6 credits
Elective 3 credits
Total 27 credits

Family Nurse Practitioner Post-Master's Certificate
The Family Nurse Practitioner Post-Master's Certificate program consists of 31 credit hours of study. It is designed to prepare the student with a Master's degree in Nursing to become a certified Family Nurse Practitioner. Students in the Post-Master's Certificate program take 31 credits of course work designed for the nurse practitioner.

Admission Requirements
Applicants are required to have an MS in Nursing and have successfully completed a basic health assessment course (30 hours or greater). A Connecticut RN license and liability insurance is also required. Application materials must include:
- an application;
- official transcripts;
- two letters of recommendation;
- a statement of one long-term goal; and
- a resume.

An interview with the program faculty is also required.

Required Courses
NU 550 Concepts in Primary Care, Family and Community of Advanced Practice Nurses 3 credits
NU 551 Pharmacology for Advanced Practice Nurses 3 credits
NU 552a A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses I 2 credits
NU 552b A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses II 2 credits
NU 560 Family and Primary Care I: The Emerging Family 6 credits
NU 620 Family and Primary Care II: The Family with Adult Members 6 credits
NU 630 Family and Primary Care III: The Contracting Family 9 credits
Total 31 credits

ACADEMIC PROGRAMS 63
The University's Physical Therapy Graduate program prepares students for professional practice as general practitioners who demonstrate self-directed, on-going learning, competency in clinical practice, a commitment to the application of professional skills and knowledge in service to others. The program's curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient problems that students study, discuss and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students, and supports the use of peers in learning and problem-solving.

Clinical education includes part-time integrated experiences (mentorship) in each of the academic semesters, and full-time clinical education in the summer between the second and third years of study and the final semester of the academic program. Clinical education totals 32 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.

**Goals and Objectives**

Graduates of the Physical Therapy program will demonstrate the ability to:

- Practice in an ethical, legal, safe, caring and effective manner.
- Screen individuals to determine the need for physical therapy examination or for referral to other health professionals.
- Determine in any patient with physical dysfunction a diagnosis that is within the scope of physical therapy.
- Design and manage a comprehensive physical therapy plan of care.
- Apply concepts and principles of management in the provision of physical therapy to individuals, organizations and communities.
- Apply concepts of teaching and learning theories in designing, implementing, and evaluating learning experiences used in the education of patients, students, colleagues and the community.
- Apply basic principles of the scientific method to read and interpret professional literature, to participate in clinical research activities, and to critically analyze new concepts and findings.
- Design and implement cost-effective physical therapy services.
- Plan and implement programs designed to promote and maintain health and wellness.
- Use current information management technologies in the delivery of physical therapy services and analysis of data when indicated.
- Demonstrate effective verbal, nonverbal and written communication skills.
- Reassess and modify treatment and service outcomes.
- Plan for future professional development to maintain a level of practice consistent with acceptable standards.
- Participate in developing methods to meet the physical therapy needs of society.
- Serve as consultants to individuals, colleagues in physical therapy, other health professionals, organizations, and the greater community.
- Participate in personal and professional service activities for the betterment of self, others and the greater community.
- Appreciate the significance of biological, psychological, cognitive, social and cultural
factors as they relate to the provision of physical therapy services to patients, families, other health professionals and the greater community.

Admission Requirements
Students entering the program must have completed an undergraduate degree in the discipline of their choice, or in the case of Sacred Heart University undergraduates, have completed the first three years of a chosen major in the articulated undergraduate to graduate sequence in physical therapy education. Students also must have completed the necessary course prerequisites by the end of the Spring semester prior to enrollment.

Students are admitted to the program on a competitive basis. Applicants must submit all materials for admission consideration by March 1 (or as published by the Graduate Admissions Office) for the incoming fall class.

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

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

Program Accreditation
As with all new physical therapy programs, Sacred Heart University's program is not yet accredited. The Commission on Accreditation of Physical Therapy Education (CAPTE) dictates that the University's program not be fully accredited until the first class is in its final semester before graduation. The University has achieved candidacy status, which allows the initiation of the graduate/professional portion of the curriculum. CAPTE will then evaluate the University's progress in implementing the program during the first three years of its operation. The University will work diligently to ensure that accreditation is received. The University will follow all CAPTE guidelines closely, however the University is unable to guarantee achievement of accreditation.

The graduate program in Physical Therapy has completed the initial licensing process within the state of Connecticut. The program was granted a license to operate by the state in November 1995.

Degree Requirements
The program is a three-year (six semesters plus eight weeks of one summer) course of study offered on a full-time basis only, to allow for the professional socialization of the student and the integration of course work. This program leads to preparation for licensure as a physical therapist.

Prerequisite Undergraduate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 111, 112</td>
<td>Concepts in Biology I and II</td>
<td>6 credits</td>
</tr>
<tr>
<td>BI 113, 114</td>
<td>Concepts in Biology</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>Laboratory I and II</td>
<td></td>
</tr>
<tr>
<td>BI 131, 132</td>
<td>Human Anatomy and Physiology I and II</td>
<td>8 credits</td>
</tr>
<tr>
<td>CH 151, 152</td>
<td>General Chemistry I and II</td>
<td>6 credits</td>
</tr>
<tr>
<td>CH 153, 154</td>
<td>General Chemistry Laboratory I and II</td>
<td>2 credits</td>
</tr>
<tr>
<td>CH 221</td>
<td>Organic Chemistry I</td>
<td>3 credits</td>
</tr>
<tr>
<td>CH 223</td>
<td>Organic Chemistry Laboratory I</td>
<td>1 credit</td>
</tr>
<tr>
<td>MT 092</td>
<td>Statistics for Decision Making</td>
<td>3 credits</td>
</tr>
<tr>
<td>MT 100</td>
<td>Precalculus (or above)</td>
<td>4 credits</td>
</tr>
<tr>
<td>PY 111, 112</td>
<td>General Physics I and II</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>(or above)</td>
<td></td>
</tr>
<tr>
<td>PY 113, 114</td>
<td>General Physics Laboratory I and II</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>I and II</td>
<td></td>
</tr>
<tr>
<td>Two Psychology electives</td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>49 credits</td>
</tr>
</tbody>
</table>
## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 410</td>
<td>Functional Anatomy and Kinesiology</td>
<td>5</td>
</tr>
<tr>
<td>PT 421</td>
<td>Clinical Neuroanatomy/Neurophysiology</td>
<td>5</td>
</tr>
<tr>
<td>PT 500</td>
<td>Professional Practice I*</td>
<td>3</td>
</tr>
<tr>
<td>PT 501</td>
<td>Professional Practice II*</td>
<td>3</td>
</tr>
<tr>
<td>PT 502</td>
<td>Professional Practice III*</td>
<td>3</td>
</tr>
<tr>
<td>PT 503</td>
<td>Professional Practice IV*</td>
<td>3</td>
</tr>
<tr>
<td>PT 510</td>
<td>Basic Functional Skills I</td>
<td>1</td>
</tr>
<tr>
<td>PT 511</td>
<td>Basic Functional Skills II</td>
<td>1</td>
</tr>
<tr>
<td>PT 512</td>
<td>Musculoskeletal Evaluation and Treatment I</td>
<td>6</td>
</tr>
<tr>
<td>PT 522</td>
<td>Human Development and Maturation</td>
<td>3</td>
</tr>
<tr>
<td>PT 523</td>
<td>Neurological Evaluation and Treatment I</td>
<td>6</td>
</tr>
<tr>
<td>PT 531</td>
<td>Human Performance Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PT 530</td>
<td>Clinical Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>PT 540</td>
<td>Clinical Education I</td>
<td>4</td>
</tr>
<tr>
<td>PT 604</td>
<td>Professional Practice V*</td>
<td>3</td>
</tr>
<tr>
<td>PT 613</td>
<td>Musculoskeletal Evaluation and Treatment II</td>
<td>3</td>
</tr>
<tr>
<td>PT 624</td>
<td>Neurological Evaluation and Treatment II</td>
<td>3</td>
</tr>
<tr>
<td>PT 632</td>
<td>Acute Care/Cardiopulmonary Evaluation and Treatment</td>
<td>6</td>
</tr>
<tr>
<td>PT 641</td>
<td>Clinical Education II</td>
<td>4</td>
</tr>
<tr>
<td>PT 643</td>
<td>Clinical Education III</td>
<td>4</td>
</tr>
<tr>
<td>PT 645</td>
<td>Clinical Education IV</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

*Mentorship program with local clinical instructors*
University College

Stephen M. Brown, Ed.D., Dean
Phone: 203-371-7832
Fax: 203-396-8075
E-mail: browns@sacredheart.edu

University College is the regional leader in providing undergraduate learning opportunities to adult students. This is accomplished by stressing teaching, student service and access, responsiveness to the emerging educational needs and Sacred Heart University's mission and values. The college develops, markets and delivers innovative non-credit, continuing education, certificate and degree programs designed for adult learners. It is responsive to the education and training needs of business, social service and professional and governmental organizations.

University College administers Continuing Education, Summer School, Winter Intersession and Distance Learning (education via the Internet). Satellite campuses in Derby, Shelton, Danbury and Stamford are an integral part of the college. More than 3,000 part-time students currently study at Sacred Heart University through University College.

University College works with area business by marketing its services and providing in-house corporate education programs.

LifeLong Learning Center at University College

Through its LifeLong Learning Center, University College designs and delivers conferences, institutes and non-credit courses, including certificate programs, to area individuals, organizations and businesses. The center offers a variety of learning opportunities on a non-credit basis. To accommodate today's busy adult, programs are offered at convenient times, evenings and weekends. Classes, workshops and seminars are offered on the main campus and at the University's facilities in Derby and Stamford.

The center also provides affordable, customized training on-site for employers to meet specific needs and conducted at the employers' convenience. Offerings are diversified: personal enrichment, exploration of new interests, investigating a new career, developing a business network, enhancing job skills or developing skills to enter a new field.

The Center for Corporate Education at University College

The Center for Corporate Education develops partnerships with corporations to foster a continuous learning environment tied to corporate business goals. The center is focused on developing "corporate universities," providing organizational needs assessments, defining a strategic direction for corporate education and partnering with the corporation to implement educational plans designed to expand and enhance an organization's intellectual capital.

Key to the delivery of these programs is the availability of "experts." The center relies, first and foremost, on the expertise of the University's faculty. If required, management consultants, software houses and human resource consulting firms are asked to contribute to an assignment. The objective is for corporations to look to the Center for Corporate Education as a clearinghouse for the expertise required to achieve their educational goals.

While part of the center's strength lies in its ability to provide experts and courses that have already been developed, its primary mission is to partner with corporations to help them build "smart companies."

The Center for Corporate Education offers:

- assistance in the development and definition of an organizational strategy/vision;
- Strategic Performance Facilitation (SFP)—development of a measurement system to evaluate progress toward goals;
- organizational needs assessment;
- curriculum development and implementation;

ACADEMIC PROGRAMS 67
• assistance in the development of a "corporate university";
• briefings/seminars; and
• assessment and incorporation of technology-based training mediums.

For specific offerings or scheduling information, contact the University College at (203) 371-7830 or toll free in Connecticut at (888) SHU-EDU-1.
COURSE DESCRIPTIONS

Accounting (AC)

AC 511 Accounting Principles 3 CH
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. Topics include: transactions analysis, inventory and depreciation and their relation to net income, structures of net equity and analysis of changes in financial position.

AC 610 Managerial Accounting 3 CH
Prerequisite: AC 511. Covers the role of accounting in corporate management. Emphasis is on financial planning and analysis, profit planning and the capital allocation process. Current financial and accounting matters are reviewed and evaluated.

AC 614 Tax Planning 3 CH
Prerequisite: AC 610. An introduction to federal taxation and its impact on business decision making. Provides an overview of the basics of federal taxation, its traps and tax planning opportunities as well as an understanding of tax planning for personal and business situations and the interrelationship of tax planning decisions. Topics include: individual income taxes, corporations, partnerships, income taxation of estates, trusts and estate, and gift taxes.

AC 615 Budgeting 3 CH
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 Nonprofit Organizations 3 CH
Prerequisite: AC 610. Studies the specialized area of fund accounting emphasizing the various management controls used in nonprofit organizations. Included are overviews of reporting systems, account classifications, information reporting, budget preparation, internal auditing and cost measurement. Areas of concentration include: government and other nonprofit organizations such as universities and health organizations.

AC 617 Financial Statement Analysis 3 CH
Prerequisite: AC 610. Examines current financial reporting and disclosure practices. Emphasis is on development of the ability to analyze financial statements in order to evaluate the current financial condition of a firm and assess its future trends. Topics include: the use of various ratios to analyze income statements, balance sheets and funds flow.

AC 620 Federal Tax Research 3 CH
Prerequisite: AC 610. Studies the techniques and tools of tax research. Reference sources include tax loose-leaf services, IRS cumulative bulletins, court cases, congressional committee reports, textbooks and published articles. Mini research projects are assigned for written submission.

AC 621 Corporate Taxation 3 CH
Prerequisite: AC 610. Analyzes the basic federal income tax provisions affecting corporations and shareholders. Topics include: organization of the corporation, corporate capital structure, corporate distributions, stock redemptions, bail-out techniques and liquidations.

AC 622 Federal Income Taxation 3 CH
Prerequisite: AC 610. Studies tax policy and the basic principles of the federal income tax law. Taught at an advanced level of inquiry, topics include: the key concepts of gross income, adjust-
ed gross income, deductions, exemptions, credit and special tax computations. Special attention is given to the provisions of the IRS code affecting individual tax payers.

**AC 624 Estate, Gift and Fiduciary Taxation** 3 CH
Prerequisite: AC 610. Provides 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 outlined. Coverage is given to state death and inheritance taxes.

**AC 625 Contemporary Issues in Accounting** 3 CH
Prerequisite: AC 610. Provides 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 outlined. Coverage is given to state death and inheritance taxes.

**AC 626 Seminar in Accounting Theory** 3 CH
Prerequisite: AC 610. Involves the student in extensive reading of accounting literature in order to gain a thorough understanding of generally accepted accounting principles and the underlying theories on which they are based. Emphasis is on current developments in accounting theory.

**Business (BU)**

**BU 543 Statistics Principles** 3 CH
This problem-oriented course in business statistics discusses probability theory, frequency distribution, sampling, inference theory, hypothesis testing, index numbers, time-series analysis, linear regression and correlation.

**BU 601 Management of Organizations** 3 CH
Analyzes the principles involved in planning, organizing, directing and controlling the activities of business, governmental and other organizations. Topics include: motivation, leadership, decision making, conflict and stress management, and situational analysis.

**BU 610 Entrepreneurship** 3 CH
Prerequisites: AC 610, BU 601, FN 660 and MK 661. Designed to help students in the various aspects of starting or buying a small business. Student teams are required to develop a complete business plan. Case studies are used to help students understand the principles used to create a plan that can be financed and implemented.

**BU 621 The Communication Process** 3 CH
Prerequisite: BU 601. Examines the techniques of achieving results through successful interpersonal and group communications. Emphasis is on strategies for gaining acceptance of ideas in group presentations, learning negotiating skills and developing a sensitivity to the dynamics of intercultural diversity.

**BU 631 Organizational Behavior** 3 CH
Prerequisite: BU 601. Provides students with the analytical tools to understand the behavioral aspects of an organization relevant to managerial decision making. Emphasis is on 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 CH
Prerequisite: BU 631. Examines the strategy and techniques for successfully introducing change to formal organizations. Emphasis is on the role of power, influence in communication and change process, confrontation, effective intervention in power equalization, concepts and techniques of organizational development, and acceptance of innovation. Individual and group research seminar discussions and exercises are included.
BU 633 Legal Environment of Business 3 CH
Prerequisite: BU 601. Studies the legal environment in which business organizations function, the nature of law and the factors which shape it. Recent trends of public control in areas such as regulation of commerce, competition, freedom of contract and labor-management relations are emphasized.

BU 634 International Law 3 CH
Prerequisite: BU 633. Explores cultural, political, economic and legal aspects of the development and operation of companies engaged in business overseas. The process of planning, organizing and controlling international marketing programs is reviewed, as well as restraints of trade, deceptive acts and consumerism.

BU 635 Management of Human Resources 3 CH
Prerequisite: BU 601. Focuses on the role of the contemporary personnel function in organizations. Emphasis is on analysis of policies related to the organizational life cycle from hiring through termination, workforce and succession planning, compensation and benefits, labor relations, employee training and development.

BU 636 Legal Issues in Human Resource Management 3 CH
Prerequisite: BU 633. Examines the legal relationship between an employer and an employee in the business environment.

BU 641 Management Information Systems 3 CH
Prerequisite: BU 601. Provides 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. Topics include: problems associated with the implementation of MIS systems in an organization, information architecture, artificial intelligence and global aspects.

BU 644 Business Modeling/Simulation 3 CH
Prerequisite: BU 641. 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 International Business Strategy 3 CH
Prerequisites: BU 601 and two international business electives. Provides a framework for the development of a global business strategy and a methodology for implementation. Case studies are used extensively. Topics include: financial, organizational and marketing considerations in addition to strategic and competitive factors in developing a comprehensive strategy.

BU 646 Management of Computer Resources 3 CH
Prerequisite: BU 641. Describes the skills a manager needs to resolve the diverse problems of meeting a corporation’s information and control needs on a timely and efficient basis. Topics include: communications with top management, training programs, and balancing the need for in-house programming versus purchased software.

BU 647 Systems Analysis and Design Development 3 CH
Prerequisite: BU 641. Reviews systems analysis from the evaluation of the problem, through cost/benefit analysis, to design techniques in order to create efficient, long-lasting systems. Emphasis throughout the course is on project management and control.

BU 650 Data Base Design 3 CH
Prerequisite: BU 641. Focuses on the theoretical and practical aspects of file and database systems. Topics include: data models, data structures, storage structures and devices, importance of data as an organizational resource and the security and integrity of data bases.
BU 651 Global Telecommunications 3 CH
Prerequisite: BU 641. Provides an overview of the methodology and uses of data and voice transmission worldwide. Topics include: management strategies, standards, security and architectures.

BU 658 Computer Networks 3 CH
Prerequisite: BU 641. Covers the important concepts of communication-based systems, using examples of actual systems and their uses. Topics include: network architectures, system and network performance, distributed processing and communication management.

BU 665 International Business 3 CH
Prerequisite: BU 601. Describes the scope of international business and studies multinational enterprises in light of cultural, historical, political and economic factors. Trade theories are 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 666 The European Union 3 CH
Prerequisite: AC 610. Develops a working understanding of the European Union and its worldwide impact. Topics include: the history of EU integration; the requirements for membership; the monetary, fiscal and legal institutions developed to integrate the social and economic policies of the member countries; and current developments.

BU 667 Team Management 3 CH
Prerequisite: BU 631. Examines the nature of group relations in organizations, such as teams formed based on hierarchy, function and task. Topics include: team formation, authority, leadership, group dynamics and group decision making.

BU 670 Production and Operations Management 3 CH
Prerequisites: BU 543 and BU 601. Describes the managerial concepts and the quantitative tools and techniques required in the design, operation and control of production and operations systems. Emphasis is on the use of statistical and operations research methods for analysis of operating systems and decision making. Topics include: decision theory, linear programming, production scheduling and inventory control.

BU 673 Total Quality Management 3 CH
Prerequisite: BU 601. Describes the relationship and use of accounting, management principles and statistics to produce high-quality products and services in today's competitive and dynamic business environment. Emphasis is on the criteria used for the Malcolm Baldrige National Quality Award, and the application of those criteria to select organizations.

BU 680 Administrative Policy 3 CH
This is the capstone course and must be taken as one of the last four courses in the program. It covers elements from all the required courses and illustrates how all facets of a business impact the management role. A research paper and an oral presentation are required.

BU 681 Leadership and Ethics 3 CH
Prerequisites: BU 601 and BU 631. Helps students understand the origin and evolution of our ethics and values as well as the moral standards that have been adopted by society. Emphasis is on management decision making including situations where these decisions are complicated by issues of fairness, right and wrong, integrity, social responsibility and personal conscience.

BU 688 Multicultural Management 3 CH
Prerequisite: BU 631. Describes the problems of working effectively with people of different cultures. Topics include: cultural sensitivity, awareness of different value systems and the importance of traditions. Guest speakers provide first-hand experience in dealing with these issues.
BU 690 Thesis 6 CH
Open only to students who have completed all of the required course work in the program.

BU 692 Contemporary Business Issues 3 CH

Chemistry (CH)
CH 521 Advanced Organic Chemistry 3 CH
Prerequisite: CH 222 Organic Chemistry II or equivalent. Explores the effects of structure and environment on reaction rates and equilibria and the use of statistical and quantum mechanics in organic chemical reactions. Topics include: organic reaction mechanism, Hückel theory, orbital symmetry, photochemistry and standard concepts of physical organic chemistry.

CH 522 Organic Synthesis 3 CH
Prerequisite: CH 222 Organic Chemistry II or equivalent. Surveys three general classes of reactions: reduction, oxidation and the formation of carbon-carbon bonds. Each reaction is used as a tool in chemical synthesis.

CH 523 Organic Structure Determination 3 CH
Prerequisites: CH 222 Organic Chemistry II or equivalent and CH 351 Instrumental Analysis or equivalent. Identification and structure determination of organic molecules by modern spectroscopic techniques. Emphasis is on IR, NMR, CMR and mass spectrometry. Hands-on work in NMR and FT-IR.

CH 524 Special Topics in Organic Chemistry 2-3 CH
Topics include: heterocyclic chemistry, medicinal chemistry, polymer chemistry, supramolecular chemistry, organometallic chemistry, radical and photochemistry and combinatorial chemistry.

CH 525 Advanced Biochemistry 3 CH
Prerequisite: CH 322 Biochemistry II or equivalent. Explores the integration of the basic chemistry of biomolecules into living systems. Topics include: bioenergetics and metabolic pathways; biosynthesis and biodegradation of amino acids, proteins, nucleotides and DNA; chemical communication; hormones and the cell cycle.

CH 526 Carbohydrate Chemistry 3 CH
Prerequisite: CH 322 Biochemistry II or equivalent. Discusses the cell surface glycoconjugate and the role they play in cell processes such as metabolism, signal amplification and receptor-ligand interaction.

CH 527 Enzyme Kinetics 3 CH
Prerequisite: CH 525. Explores the basic mechanism of protein chemistry and enzyme action. Topics include: protein and enzyme isolation and purification, kinetic characterization of enzymes and enzyme mechanisms.

CH 528 Endocrinology 3 CH
Prerequisite: CH 322 Biochemistry II or equivalent. Deals with hormones and hormone regulation and the role they play in the maintenance of bodily functions.

CH 529 Special Topics in Biochemistry 2-3 CH
Topics include: electrically excitable cells, computer aided access to proteins and data bases, cell motility and chemical concepts in genetic engineering.

CH 531 Advanced Physical Chemistry 3 CH
Prerequisite: CH 332 Physical Chemistry II or equivalent. Topics include: quantum chemistry, molecular structure, group theory and applications of these topics to spectroscopy, statistical thermodynamics, kinetics and mechanism.
CH 534 Special Topics in Physical Chemistry 2-3 CH
Topics include: magnetic resonance spectroscopy, statistical mechanics, and mathematical and computer concepts in chemistry.

CH 551 Advanced Analytical Instrumentation 3 CH
Prerequisite: CH 351 Instrumental Analysis or equivalent. Fundamentals and practical aspects of analytical spectroscopy, analytical separation and chromatography, and electroanalytical chemistry. Special emphasis is given to theory and instrumentation; methods and applications are covered.

CH 553 Advanced Inorganic Chemistry 3 CH
Prerequisite: CH 331 Physical Chemistry I or equivalent. The physical and chemical properties of the elements and their compounds are correlated with their positions in the periodic table. Bonding theory and coordination chemistry are emphasized. (This undergraduate/graduate level course also has an undergraduate course number of CH 355 Advanced Inorganic Chemistry or equivalent.) Three credits will be given for the completion of this course with a grade of B or better.

CH 554 Special Topics in Analytical Chemistry 2-3 CH
Topics include: data acquisition and LIMS; aquatic chemistry; GC-MS: theory, instrumentation and method; thermal analysis; and applications of super critical fluids.

CH 555 Theoretical Inorganic Chemistry 3 CH
Prerequisite: CH 355 Advanced Inorganic Chemistry, CH 553 or equivalent. An advanced theoretical study of bonding and spectroscopy of inorganic compounds. Topics include: crystal field, ligand field and molecular orbital theories of inorganic complexes; magnetic susceptibility; and electronic, infrared and raman spectroscopy.

CH 556 Chemical Applications of Group Theory 3 CH
Prerequisite: CH 331 Physical Chemistry I or equivalent. Presents basic principles of group theoretical methods. Topics include: molecular symmetry, normal coordinate analysis, molecular bonding and energy levels and theoretical basis for selection rules.

CH 559 Special Topics in Inorganic Chemistry 2-3 CH
Topics include: electronic spectra of transition metal complexes; reactions of transition metal complexes; ionic liquids; and bioinorganic chemistry.

CH 561 Environmental Chemistry 3 CH
Prerequisites: CH 221 Organic Chemistry I or equivalent and MT 151 Introductory Calculus or equivalent. Focuses on the chemical aspects of the human environment. Examines the sources, reactions, transport, effects and fates of chemical species in water, soil, air and living environments and the effects of technology thereon.

CH 562 Water and Wastewater Treatment Systems 3 CH
Prerequisite: CH 561. Explores the development of water quality standards. Discusses the concepts and design of physical, chemical and biological treatment processes and their application to water and wastewater purification systems.

CH 563 Hazardous Waste Management 3 CH
Prerequisite: CH 221 Organic Chemistry I or equivalent. Explores the types, sources, treatment, and disposal of hazardous wastes and solid wastes. The conservation and reuse of material as well as the economics of waste treatment, disposal and reuse are examined.

CH 564 Environmental Regulations 3 CH
Prerequisite: CH 561. Focuses on the administration agencies that promote environmental health
and safety goals at all levels of government. The constitutional position of these agencies is considered. Various current environmental regulations dealing with air, water and soil pollution are examined. Rule making and adjudication are discussed.

**CH 565 Environmental Sampling and Analysis** 3 CH  
Prerequisite: CH 561. Discusses methods and protocols of environmental sampling and analysis in water, air and biological matrices. Addresses EPA quality assurance and quality control plans. Laboratory and field work include: sampling of surface and groundwater; performing chemical and biological analyses of water; monitoring treated effluent quality control and detecting hazardous contaminants.

**CH 566 Environmental Hydrology and Water Resource Management** 3 CH  
Prerequisite: CH 561 or permission of program director. Evaluates water as a resource and its relationship to the environment. The topics of hydrologic cycle, water budget, hydrologic measurements and monitoring, surface water hydrology, groundwater hydrology and hydrologic monitoring are addressed in the context of water pollution.

**CH 569 Special Topics in Environmental Chemistry** 2-3 CH  
Topics include: environmental organic chemistry, atmospheric chemistry and air pollution, chemical toxicology.

**CH 571 Polymer Chemistry** 3 CH  
Prerequisites: CH 222 Organic Chemistry II or equivalent and CH 331 Physical Chemistry I or equivalent or permission of program director. An introduction to polymer chemistry through a study of step and chain polymerization and copolymerization as well as block and graft copolymers. Polymerization techniques in solution, emulsion and microemulsion are discussed as well as polymer structure and characterization with an overview of the properties of commercial polymers.

**CH 595 Advanced Integrated Laboratory** 3 CH  
The central theme for this laboratory is inorganic coordination chemistry. Students are required to work on unified projects rather than a series of unrelated experiments. Projects involve synthesis and analysis of a complex or a pair of isomers. Emphasis is on analytical and instrumental methods that are fundamental for the characterization of inorganic compounds. Six hours of laboratory work per week.

**CH 599 Thesis** 3 + 3 CH  
Original research under the supervision of faculty member(s) leading to a written thesis.

**Computer Science (CS)**

**CS 503 Introduction to Structured Programming** 3 CH  
Prerequisite: CS 110 Introduction to Computer Science or the equivalent recommended. A first course in programming using a structured programming language. Topics include: iteration, selection, procedures, functions and arrays. Presents applications of all these concepts.

**CS 501 Introduction to Data Structures** 3 CH  
Prerequisite: CS 503, CS 111 Introduction to Structured Programming or equivalent. A continuation of CS 503 using a structured programming language to further implement multidimensional arrays and other data structures, including linked lists, stacks, queues, trees, etc. Also provides introduction to recursion and data abstraction.
CS 502 C: Advanced Programming 3 CH
Prerequisite: CS 501, CS 112 Data Structures or equivalent. Advanced programming techniques with emphasis on mathematical and scientific programming applications. Topics include: recursion, pointers and some advanced data structures. C language is introduced in this course.

CS 601 Assembly Language Programming and Computer Systems 3 CH
Prerequisites: CS 112 Data Structures or CS 501, or CS 241 Advanced Programming Concepts—“C” or CS 502 or equivalent. Presents programming concepts at the interface of hardware and software. Topics include: addressing, instructions, symbol tables, linkage, registers, ALU and CPU, anatomy of an assembler, relocatable code, macros, interrupts, debuggers, etc.

CS 602 Advanced Data Structures and Algorithms 3 CH
Prerequisites: CS 501 or CS 112 Data Structures and CS 502 or CS 241 Advanced Programming Concepts—“C” or MT 151 Introductory Calculus or equivalent. Discusses the relationship between data structures and algorithms with a focus on space and time efficiency. Reviews recursion, data abstraction and complexity analysis, multilists, trees (including balanced binary trees, n-ary trees and B-trees), hash tables, external sorting, graphs and algorithm design techniques, etc.

CS 603 Advanced Database Systems 3 CH
Prerequisite: CS 502. Addresses the goals and techniques in the design, implementation and maintenance of large database management systems. Topics include: physical and logical organization, file structures, indexing, entity relationship model, hierarchical, network and relational models, normalization, query languages and database logic.

CS 604 Advanced Software Engineering 3 CH
Prerequisite: CS 502. Examines models and metrics for software engineering in the large. Reviews software life-cycle models, software modeling tools, design and analysis of software subsystems, management of software projects, test plans, configuration control, reliability and metrics.

CS 605 Discrete Structures and Logic 3 CH
Prerequisites: CS 112 Data Structures or CS 501 and MT 151 Introductory Calculus or equivalent. Explores mathematical concepts and foundations of logic for computer science. Reviews sets, relations and functions, Boolean algebras, graphs, propositional and predicate logic, notions of logical consequence and provability, soundness and completeness of inference methods, resolution and unification. Provides an introduction to theorem proving.

CS 610 Computer Organization and Architecture 3 CH
Prerequisites: CS 601 and CS 612. Discusses concepts of functional organization and operation and study of sequential versus parallel architectures. Reviews machine organization, I/O and related concepts, peripheral hardware, memory organization and management, RISC, pipeline processing, array processors and multiprocessing.

CS 611 Operating/Multiprogramming Systems 3 CH
Prerequisite: CS 502. Focuses on the management of resources in a multiuser system. Topics include: memory allocation and management, process scheduling, protection, concepts of concurrent processes, study of different operating systems and multiprocessing.

CS 612 Digital Design 3 CH
Prerequisite: CS 501. Emphasis is on the design of digital systems. Topics include: switching algebra and Boolean minimization, combination and
sequential logic, flip-flops, timers, registers, digital arithmetic, memory devices and controller and processor design.

**CS 613 Structure of Programming Languages** 3 CH
Prerequisite: CS 602. Discusses syntax and semantics of programming languages. Topics include: theory of languages and grammars, design and implementation of programming languages, comparison of different language paradigms (such as imperative, functional, logic, object-oriented) through representative languages.

**CS 614 Theory of Computation** 3 CH
Prerequisite: CS 605. Examines the theory of the power and limitations of computation and computers. Topics include: Turing machines, recursive and recursively enumerable functions, equivalence of computing paradigms (Church-Turing thesis), undecidability and intractability. Provides an introduction to NP-completeness.

**CS 620 Information Analysis and System Design** 3 CH
Prerequisite: CS 501 or CS 502. Explores the design, analysis and management of information systems. Topics include: system life-cycle management; hardware and software selection and evaluation; role of information systems in decision support and other functional areas of business, project management, systems development and analysis; and module design. Techniques to reduce system complexity are also studied.

**CS 621 Principles of Data Communication** 3 CH
Prerequisite: CS 601. A survey of modern data communication techniques, including: data communication and local networking, hardware (e.g., terminals, modems, multiplexors), nodal and host processor architecture, packet switching, network control, protocols, software management and security.

**CS 622 Information Retrieval** 3 CH
Prerequisite: CS 602 or CS 603. Presents techniques for information storage and retrieval. Topics include: database concepts, organization of file structures, inverted indexes, transition from databases through knowledge bases to text bases, text retrieval concepts, controlled vocabularies, text-based retrieval techniques (the Bayesian method), vector space and network models and metrics (precision, recall). Explores trends in information retrieval.

**CS 623 Operations Research** 3 CH
Prerequisite: MT 151 Introductory Calculus or equivalent. Explores the methodology of operations research and related mathematical techniques. Provides an overview of probability theory, linear programming, integer programming, dynamic programming, assignment problems, duality theorem, network theory and scheduling.

**CS 640 Special Topics in Computer Science** 3 CH
Prerequisite: As determined at the time of offering. One-time and first-time offerings of courses on current topics.

**CS 641 Parallel Systems** 3 CH
Prerequisites: CS 610 and CS 611. Hardware and/or software topics in parallel systems. Topics include: Parallel processing concepts, parallel computers, classical problems of synchronization and concurrency and their solutions, interprocess communication, distributed computing and parallel processing languages.

**CS 642 Artificial Intelligence** 3 CH
Prerequisite: CS 341 Analysis of Algorithms, CS 602 or equivalent. Examines the essentials of artificial intelligence (AI). Topics include: definition of AI; heuristic, adversary and other search methods for problem solving and games; principles of knowledge representation; AI languages and survey of applications.
CS 644 Compiler Design 3 CH
Prerequisite: CS 613. Focuses on techniques and tools for program translation. Topics include: scanning/lexical analysis, symbol tables, parsing, code generation for computer-oriented languages, table-driven compilation, lexical and parsing tools, code optimization and portable compiler development.

CS 645 Simulation 3 CH
Prerequisites: MT 151 Introductory Calculus or equivalent and CS 502. Presents basic principles of simulation and simulation languages. Provides an overview of probability theory, mathematical modeling, random number generation, discrete simulation models, queuing theory and stochastic processes, applications and comparison of simulation languages.

CS 646 Computer Graphics 3 CH
Prerequisite: CS 602. Explores the principles of design and use of computer graphics. Provides an overview of matrix algebra, basic drawing techniques, line and polygon clipping, linear transformations, projections, graphics standards and hardware, raster scan, refresh, storage, hidden line and surface elimination and shading.

CS 647 Microprocessors 3 CH
Prerequisites: CS 601 and 612. Focuses on the study and use of microprocessors in digital systems. Topics include: microprocessor software, interrupts, priority and relevant assembly programming, memory and interface considerations, timing, applications and microprocessor systems.

CS 648 Distributed Database Systems 3 CH
Prerequisites: CS 603 and CS 611. Discusses problems and opportunities inherent to distributed databases. Topics include: file allocation, deadlock detection and prevention, synchronization, update consistency, query optimization and fault tolerance.

CS 649 Formal Languages and Automata 3 CH
Prerequisite: CS 605. Examines mathematical properties of formal languages and machine models to process them. Topics include: classes of languages commonly encountered by computer scientists (such as regular and context-free languages), finite state and push down automata, Turing machines and pumping lemmas.

CS 650 Principles of Natural Language Processing 3 CH
Prerequisite: CS 613 or CS 642. Presents issues arising in the computer processing of languages like English and solution techniques. Topics include: AI principles, significance of language structure in extracting meaning, ambiguities, parsing techniques, semantic issues, semantic models, pragmatics, text-based systems and case studies.

CS 651 Principles of Knowledge-Based and Expert Systems 3 CH
Prerequisite: CS 602 or CS 642. A survey of principles and practice of knowledge-based and expert systems. Topics include: AI search, rule-based systems, non-rule-based systems, uncertainty and handling of judgmental knowledge, knowledge representation and knowledge representation languages and classic expert systems and expert system shells.

CS 652 Neural Networks 3 CH
Prerequisites: CS 602 or CS 642 and MT 151 Introductory Calculus or equivalent. Presents neural networks as a computation model complementary to symbolic AI. Topics include: basic principles, history of neurocomputing, various models and their common ideas, applications in machine learning and pattern recognition and hybrid systems.

CS 653 Computer Networking 3 CH
Prerequisites: CS 611 and CS 610 or CS 621. Discusses principles of computer network design. Topics include: classic models, hardware and soft-
ware, network operating systems, protocols, OSI model and standards, local- and wide-area networking and performance.

CS 654 Object-Oriented Programming Using C++ 3 CH
Prerequisite: CS 502 or equivalent. A study of the principles of OOP (encapsulation, polymorphism and inheritance). C++ is used as the main vehicle for communicating. Issues of multiple inheritance and persistence and comparison with other OOP languages are presented.

CS 670 Research Project Seminar 3 CH
Prerequisites: As determined by the faculty advisor. Required for non-thesis option. The student works with a faculty advisor in defining a short research or implementation project. For a research project, the student surveys relevant literature, critically analyzes the state of the art and possibly synthesizes improvements. For an implementation project, the student implements and tests a solution to the chosen problem. The project could involve a combination of research and implementation. At the end of the project, the student writes a report approved by the faculty member and makes a public presentation on the work.

CS 690 Thesis I 3 CH
Prerequisites: As determined by the faculty advisor. Required for thesis option. The student works with a faculty advisor in defining a substantial research or implementation project. For a research project, the student surveys relevant literature, critically analyzes the state of the art and synthesizes improvements. For an implementation project, the student implements and tests a solution to the chosen problem, comparing it with other work, if any. The project could involve a combination of research and implementation. At the end of this course, the student should have a well-defined problem, surveyed relevant literature and made partial progress toward the completion of the work. The student should be ready to make a brief presentation on the work in progress, as required by the advisor. By the end of this course, a proposal describing the work should be written and approved by a thesis committee chosen by the student and the advisor, according to University policy.

CS 691 Thesis II 3 CH
Prerequisite: CS 690. A continuation of CS 690; required for thesis option. By the end of this course, the student completes the work remaining in the project started in CS 690, as defined by the written proposal. A thesis must be written and defended in front of the thesis committee. The presentation portion of the thesis defense is open to the public.

Economics (EC)

EC 511 Economic Principles 3 CH
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.

EC 620 Global Macroeconomics 3 CH
Prerequisite: EC 621. Examines various theories of the determination of income and employment using aggregate economic analysis. Policies associated with these theories are critically evaluated. Explores areas of contemporary importance in macroeconomics.

EC 621 Managerial Economics 3 CH
Prerequisite: EC 511. Studies the integration of the managerial decision-making process and the main elements of short- and long-range planning with applicable economic theory. Topics include: risk analysis and planning for profit with appropriate
emphasis on concepts and tools of analysis. Students learn the body of useful managerial economic concepts being applied by informed management today.

EC 622 International Economics 3 CH
Prerequisite: EC 621. Surveys the pertinent features of the present international economy and the foundation 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 developing countries; the International Monetary Fund; and current developments in the international, commercial and monetary order.

EC 625 Economics of Multinational Corporations 3 CH
Prerequisite: EC 621. 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 on the general economic analysis of these issues. Relevant empirical evidence and examples are provided throughout the course.

EC 627 Contemporary Issues in Economics 3 CH
Prerequisite: EC 621. Intensive study of current problems in economics. Provides students with an opportunity to study a topic of current interest and importance.

Education (ED)

Note: Only those courses numbered 500 and higher apply to the MAT degree.

ED 413 Elementary School Curriculum and Methods: Reading, Writing and Language Arts 3 CH
A study of methodology in the areas of reading instruction and language arts for elementary education students. Field experience is an integral part of the course.

ED 414 Middle School Curriculum and Methods: Reading, Writing and Language Arts 3 CH
A study of methodology in the areas of reading instruction and language arts for middle school education students. Field experience is an integral part of the course.

ED 428 Secondary Curriculum 3 CH
Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Students develop subject-specific curriculum appropriate to secondary disciplines.

ED 429 Secondary Methods in the Content Areas 3 CH
Examines various methods of instruction applicable to all academic areas. Students plan and teach micro-lessons in content areas, develop short- and long-range lesson plans and complete a subject-specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction, process learning and cooperative learning are discussed and practiced.
ED 430 Elementary Curriculum and Methods: Social Studies and Health 3 CH
Examines the scope and sequence of curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas.

ED 431 Middle School Curriculum and Methods: Social Studies and Health 3 CH
Explores current practices in applied learning and curriculum development in middle school grades. The course of study covers health education issues in middle grades, as well as means of incorporating other areas of humanities and technology into social studies instruction. Field experience and observation is an integral part of the course.

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

ED 469 Middle School Curriculum and Methods: Mathematics and Science 3 CH
Studies current practices in applied learning and curriculum development in middle school grades with emphasis on interdisciplinary instruction in math, science and technology. Field experience and observation is an integral part of the course.

ED 491 Elementary Student Teaching 6 CH
ED 493 Middle School Student Teaching 6 CH
ED 495 Secondary Student Teaching 6 CH
Student teaching field experience in conjunction with a weekly student teaching seminar class is the culminating experience of the certification program. Application for student teaching placement must be made with the director of student teaching no later than mid-semester (October 30 or March 30) in the semester before beginning student teaching placement. Student teaching is conducted in fall and spring semesters only. (Student teaching is 10 weeks for interns; 12 weeks for non-interns. There is a lab fee in addition to the usual tuition rate.) Interns must register for the companion seminar course.

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

ED 502 Literature in Early Childhood Grades 3 CH
Examines current and classic children’s literature appropriate to pre-school and early elementary grades and the use of literature to develop reading, writing and thinking skills. Special emphasis is on the joy of language and its integration with the activities in creative arts.

ED 503 Self-Assessment and Growth 3 CH
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 505 Adolescent Literature 3 CH
Young adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is presented as well as contemporary authors and popular fiction. Techniques, motivational strategies and procedures that result in the development of lifetime reading habits are explored.

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

ED 508 Seminar in Teaching: Man's Inhumanity to Man 3 CH
Analyzes examples of man's inhumanity to man such as the Armenian massacre, slavery and segregation, the Holocaust and the Cambodian genocide. Teaching methodology is demonstrated.

ED 509 Methods of Teaching English as a Second Language 3 CH
Focuses on developing techniques to teach English communication skills to speakers of other languages. Language learning theories, major trends and curriculum development are examined in relation to the needs of second-language students for skill development in listening, speaking, reading and writing.

ED 510 Teaching Reading and Writing in the Content Areas 3 CH
Explores the fundamental principles of teaching reading and writing in the middle and secondary school. Students learn to effectively integrate reading and writing skills in subject-specific content areas. Students create classroom writing workshops and thematic units and utilize subject-specific tradebooks. In addition, students learn strategies for developing positive attitudes toward reading and writing as lifetime skills.

ED 512 Cooperative Group Learning 3 CH
Helps teachers master the skills of planning, managing and evaluating cooperative group learning activities. Classroom groupings aimed at promoting active thinking and problem-solving strategies are demonstrated.

ED 513 Elementary Developmental Reading 3 CH
Focuses on the study of the process of teaching remedial reading in grades K–3, including language development, 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 in Secondary Grades 3 CH
Focuses on the study of the process of teaching remedial reading in secondary grades, including assessing language development, 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 CH
Examines a variety of genres of children's literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included.

ED 516 Seminar in Teaching for Fifth-Year Interns 3 CH
This course is a required component of the Fifth-Year Internship program of study. Weekly sessions
are designed to address pertinent issues related to the teaching/learning process and provide professional support. Students discuss the Connecticut Competency Instrument and assess their performance in the classroom. They select an area of indepth study and conduct a review of the literature related to the topic.

ED 517 Learning Stations in the Elementary Classroom 3 CH
Teachers are given practical ideas for the use of learning stations in the classroom. The course offers experience in designing and constructing learning stations, record keeping and using stations for all curriculum areas.

ED 518 Reading and Language Arts: Balanced Literacy 3 CH
Engages students in the interactive study of balanced literacy methods and materials for use in the elementary classroom. Students develop techniques which foster the growth of receptive and expressive communication skills: reading, writing, speaking and listening.

ED 521 Models and Methods in Early Childhood Programs 3 CH
Examines the historical, philosophical and cultural roots of contemporary early childhood education. This course 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 the Arts in the Classroom 3 CH
The arts are critical to education and learning. Through the arts, academic skills are enhanced, and creativity and persistence are developed. This course balances the study of leading theories of arts education with experiential learning. Students actively engage in a broad spectrum of integrated arts to enhance creativity and artistic confidence.

ED 523 Multicultural Education 3 CH
This course is designed to foster understanding of ethnicities through literature and storytelling. Students attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour service-learning requirement. Students visit a Masjid, a Buddhist temple and the American Indian Archeological Institute.

ED 525 Middle School Literature 3 CH
Examines the popular literature appropriate to grades 4–8. Developmental chapter books, series books, Newbery Award winning books and both fiction and nonfiction are emphasized. The course focuses on means of incorporating literature into the curriculum and the development of thematic studies. Ten young adult novels are read during the semester.

ED 526 Tests and Measurements: Quantitative and Qualitative Analysis 3 CH
Focuses on teacher interpretation of psycho-educational assessment data and the translation of those data into remedial instructional plans. Current tests, as well as methods of data analysis are examined and discussed.

ED 528 Early Childhood Science 3 CH
Encourages early childhood educators to be an active learners of science as it exists in the world around us. Based on their knowledge of and enthusiasm about both natural scientific phenomena and the learning needs and interests of young children, students develop "case-appropriate" experiences for children. These experiences engage children in active inquiry problem solving and exploration.
ED 535 Developmental Reading in Middle Grades 3 CH
Focuses on the study of the process of teaching remedial reading in the middle school grades, including assessing language development, improving student comprehension, improving decoding skills, using semantic and syntactic cueing systems, encouraging the enjoyment of reading and creating lifetime reading habits.

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

ED 539 Process Writing: Secondary Grades 3 CH
Assists teachers in learning strategies facilitating students' writing skill development in any subject area. Emphasis is on strategies for teaching writing across the curriculum. Teachers reflect on their own writing process.

ED 540 Early Childhood Curriculum and Classroom Design 3 CH
Assists students in setting a framework for planning, developing and implementing curriculum based on the principles of growth and development, areas of knowledge and their own values. Grounded in constructivist and developmental theory, this course, through discussion, readings, workshops and assignments, provides students opportunities to connect theory and practice as they plan, develop and reflect on curriculum experiences for children ages three through eight.

ED 543 Teaching Foreign Languages in Elementary Grades 3 CH
An in-depth study of current methodologies for teaching foreign languages to elementary-age students.

ED 545 Principles and Practices in Bilingual Education 3 CH
This course meets requirements for bilingual certification.

ED 547 Process Writing: Middle School Grades 3 CH
Explores the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional strategies are examined.

ED 549 Talents Unlimited 3 CH
Designed to help teachers recognize and nurture multiple talents in students of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making and planning, as well as in the academic areas. Students recognize and nurture the multiple intelligences suggested by the cognitive psychologist Howard Gardner.

ED 550 Developmental Psychology for Teachers: The Pre-Adolescent Years 3 CH
Examines human development in adolescence to adulthood and its implications for the teaching and learning process.

ED 551 Developmental Psychology for Teachers: The Early Childhood and Elementary Years 3 CH
Explores human development in the life span through pre-adolescence and its application to the teaching and learning process.

ED 552 Education in the United States 3 CH
Discusses current issues in education, explores their historical and philosophical roots, and critically examines possibilities for the future of education.
ED 553 Educational Psychology  3 CH
This introductory course considers the application of psychological principles to educational theory and practice. Students explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced and consistent themes and concepts are identified.

ED 554 Advanced PC Applications in Education: Middle School  3 CH
Designed for the intermediate to advanced computer user. Focus is on the use of PC technology and developing curriculum via the Internet and includes computer applications for the teacher or administrator.

ED 555 Advanced PC Applications in Education: Secondary  3 CH
Designed for the intermediate to advanced computer user. Focus is on the use of PC technology and developing curriculum via the Internet and includes computer applications for the teacher or administrator.

ED 556 Methods and Materials for the Learning Disabled Student  3 CH
Focuses on procedures, practices and materials for mainstreamed and inclusive classrooms. Strategies to be adapted by classroom teachers to individualize curriculum and satisfy the unique needs of the mainstreamed student are included.

ED 557 Classroom Management  3 CH
Presents teaching strategies for discipline and management in the classroom. Students learn practical approaches for the establishment of routines and codes of conduct. Group dynamics, assertive discipline, conflict resolution and the legal rights of teachers, parents and students in Connecticut are examined.

ED 558 Education of the Gifted  3 CH
Examines the identification, educational and programming issues as well as the social and emotional needs of gifted students. Emphasis is on current successful models of educating gifted students. Students explore the changing conceptions of gifted behaviors and investigate issues concerning minority and disabled gifted populations.

ED 569 Education of Special Needs Students  3 CH
Focuses on the identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476.

ED 578 Introduction to Computers in Education  3 CH
Investigates the use of computers in the classroom and what teachers must know to operate an instruction microcomputer. Focus is on a hands-on approach to using an educational microcomputer and does not include programming. Commercial software is demonstrated and criteria for the evaluation of educational software are discussed. Students use microcomputers to generate classroom materials.

ED 580 Observation and Case Studies of Learners  3 CH
Considers the purposes and procedures for ethnographic study of children, classrooms and schools. Students are required to carry out guided field work in urban, suburban and rural settings. This includes: gaining entry into the field; establishing rapport; observing and, later, interviewing people in educational settings; developing logs; analyzing data; sharing findings; and studying one's self. Gaining an understanding of qualitative methods leads to the development of action research and reflective practice.

ED 588 Curriculum for the Talented and Gifted  3 CH
Comprehensive curriculum for gifted learners includes planning, adaptation, process and inte-
gration. The facilitation of creative behavior is explored both experientially and theoretically.

ED 590 Master's Project 3 CH
Designed for students who need to complete the culminating requirement for the Master of Arts in Teaching. Students conduct research on a specialized topic and design a project based on this research.

ED 591 Advanced PC Applications in Education: Elementary 3 CH
Designed for the intermediate to advanced computer user. Focus is on the use of PC technology in developing curriculum via the Internet and includes computer applications for the teacher or administrator.

ED 593 Creative Play, Movement and Arts in Early Childhood 3 CH
Through observation of children and discussion of major theories of child development and creative expression, this course explores the importance, value and implementation of play and the expressive arts in the early childhood curriculum. Students engage in activities related to various avenues of creative expression and explore and develop ways in which to engage children in the fine arts.

ED 595 Teaching Creative and Critical Thinking Skills 3 CH
Examines questioning techniques in terms of Bloom’s Taxonomy, critical thinking skills and problem-solving approaches. This course is an investigation in process thinking, and students apply processes after they have been studied.

ED 596 Publishing in Professional Journals 3 CH
Designed for students who desire to have their material published. Emphasis is directed towards selecting a topic for possible publication, identifying sources for publication and critiquing published articles. Classes meet for four sessions and additional sessions are scheduled on an individual basis.

ED 597 Comprehensive Exam 3 CH
In weekly seminar discussions, students critique selected books, journal articles and research in preparation for taking the comprehensive examination for the MAT terminal requirement. Emphasis is on theories, current practices and issues that are, or have been, influential in American education to the end of designing the ideal school.

ED 598 Thesis Preparation 3 CH
A seminar format is utilized to offer direction and advice to students preparing to submit a thesis for the culmination of the Master’s degree or Certificate of Advanced Studies programs. The initial four weeks focus on development of a proposal. Instruction is shared by members of the Education Department.

ED 599 Independent Study 3 CH
Prerequisite: Matriculated standing. The student chooses a subject of investigation, works individually under the guidance of the appropriate instructor, and writes an extensive paper. Consultation, planning and approval for this paper should be completed before registration.

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

ED 603 Seminar in Education 3 CH
This seminar includes a discussion of the writing of eminent scholars in the field of education. Students analyze their thoughts to see if they are
addressing the real problems of the real classroom. Selected professionals are invited to speak.

ED 604 Middle School Curriculum 3 CH
Presents the history of middle schools in the United States, the curriculum methods employed by myriad middle schools and the curriculum needs of middle school learners. The course responds to Turning Points, the Carnegie Commission report on the state of middle schools in America with specific suggestions for the improvement of practice.

ED 605 Advanced Elementary Curriculum Development and Program Monitoring 3 CH
ED 606 Advanced Middle School Curriculum Development and Program Monitoring 3 CH
ED 607 Advanced Secondary Curriculum Development and Program Monitoring 3 CH
Examines research on advanced curriculum development as it relates to alternative ways of developing pedagogy responsive to the wide range of individual differences found among students. Also examines the methodology of program evaluation and its application in the program development, implementation and evaluation cycle.

ED 608 Urban Topics in Education 3 CH
Focuses on appropriate school environments for children in urban settings. Special emphasis is on national school reform projects which most adequately address the needs of children in urban districts.

ED 609 Multiple Intelligences: Classroom Application of Current Research 3 CH
Assists K–12 teachers in recognizing and nurturing the multiple intelligences of their students. Teachers develop strategies to incorporate the recognition and application of multiple intelligences into their classroom practice.

ED 610 Teaching English Grammar 3 CH
Provides an intensive review of traditional American grammar with emphasis on development of learning packets for individualized instruction in grammar at the secondary school level. Certain short pieces of writing are required.

ED 612 Leadership and Administrative Policy: Contemporary Educational Problems 3 CH
Provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative theory is analyzed in relationship to current research on organizational behavior. Students analyze schools as evolving social systems and, from a policy perspective, apply different decision-making models to the solution of authentic educational problems.

ED 620 Seminar: Women in Educational Leadership 3 CH
Analyses critical issues concerning women and their role in school leadership. Issues discussed 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 Teachers 3 CH
Designed for elementary school teachers, this course introduces the basic scientific principles underlying today’s environmental issues. Air, water and land pollution are discussed.

ED 625 Thesis Seminar 3 CH
A seminar format is utilized to offer direction and advice to those students preparing to submit a thesis for the culmination of the Certificate of Advanced Studies program. The initial four weeks focus on development of a proposal. Instruction is shared by members of the Education Department.
ED 627 Societal Issues in Adolescence  3 CH
Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audio-visual materials, students gain practical insight and understanding of contemporary issues in adolescent life.

ED 628 Grant Writing  3 CH
Assists students in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. The culminating product is a grant application prepared for submission.

ED 630 Public School Finance  3 CH
School finance includes the study of various sources of revenue: local taxes, state and federal competitive and entitlement grants and budgeting methods, including MBO, PPBS, program and school site budgeting. Students learn how to complete financial application forms and design budgets based on specific assumptions.

ED 631 Diagnosis and Remediation of Reading Difficulties  3 CH
Examines techniques of remediating the individual or managing the remedial classroom. Diagnosis through criterion-referenced and norm-referenced testing, including the Connecticut Mastery Tests, miscue analysis, independent reading inventories and running records.

ED 633 The Adult Learner  3 CH
Explores some of the learning needs, interests and styles of adults returning to school.

ED 634 Public School Relations  3 CH
Explores ways that schools and school systems can build effective partnerships with parents and the community. Techniques for designing and implementing a positive public relations program are examined and discussed.

ED 635 Teacher Supervision, Evaluation and Staff Development  3 CH
Provides an opportunity for prospective school administrators to develop and practice the skills essential to the improvement of teaching through effective evaluation and supervisory practices. The evaluation process provides feedback to teachers regarding the achievement of valued outcomes. The process also provides data about teachers' professional growth needs. The connection between the supervision, evaluation and staff development is made explicit. The Connecticut law on teacher evaluation is studied and instruments such as the Connecticut Competency Instrument and the BEST portfolios are critically analyzed and discussed.

ED 636 Management of Human Resources  3 CH
The role of the contemporary personnel function in public school organization in relation to recruitment, selection, induction and evaluation of staff, labor relations and collective bargaining are examined.

ED 638 Organizational Behavior: The Dynamics of Change  3 CH
Focuses on research in management science and how organizations can be transformed into far more effective, efficient and individually satisfying systems. Research and discussion focus on: order, change, autonomy, power, control, structure, culture norms, feedback systems and integrated planning.

ED 639 Statistical Methods and Systems for Total Quality Educational Reform  3 CH
Explores statistical tools, management techniques and methods such as control charts, statistical process control, benchmarking and understand-
ing variation in data. This course also considers ways of organizing and developing quality systems for education that are driven by the data collected from student learning outcomes.

ED 640 Management of School Facilities 3 CH
School facilities, both building and grounds, are examined from various perspectives including design, function, maintenance, staffing and budget.

ED 645 The Elementary Principalship: Leadership and Management 3 CH
ED 646 The Middle School Principalship: Leadership and Management 3 CH
ED 647 The Secondary Principalship: Leadership and Management 3 CH
Provides a comprehensive review of the role of the principal as a change agent and instructional leader. Explores the major duties and responsibilities of the school principal, including instruction, management and budget, supervision, evaluation and staff development, public relations and politics, multicultural and diversity issues, school improvement programs, special and bilingual education, school climate and discipline. Students preparing for the principalship at different levels (elementary, middle school and secondary) are accommodated through differentiated projects and assignments.

ED 650 The Law in Education 3 CH
Provides 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 is given, through case study approach, to those contemporary legal issues which concern the operations and management of schools.

ED 651 Practicum: Elementary 3 CH
ED 652 Practicum: Middle School 3 CH
ED 653 Practicum: Secondary 3 CH
ED 654 Practicum II: Elementary 3 CH
ED 656 Practicum II: Middle School 3 CH
ED 657 Practicum II: Secondary 3 CH
Open to students in the Internship program. 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 by developing a proposal for specialized study.

ED 655 Distinguished Lectures in Education 3 CH
Brings together outstanding educators in the metropolitan area with administrative aspirants. The 12 sessions frame some of the major issues facing today's educational leaders and presents the perspectives necessary to understand issues and problems. Other staff and community members may participate in these sessions. Students analyze and critically review selected cases and presentations.

ED 659 Professional Seminar 3 CH
Open to students in the Fifth-Year Internship program, this course addresses philosophical concerns and practical applications of effective teaching. Further instruction is given in mastering the state's initial educator requirements. A portfolio is required as the culminating Master's project.

ED 660 World Wide Web: Curriculum and Instruction 3 CH
A series of exercises in the use of the World Wide Web and computer technology in classroom applications. The Internet is used to develop thematic units appropriate to the intended grade level of teaching assignment. Students become familiar
with the structure and design of Web sites and use them to prepare curriculum in a variety of disciplines.

ED 661 Instructional Software and Instruments in Education  3 CH
Designed to introduce students to commercially available software packages and instructional tools. Students receive hands-on experience with software and develop the skills necessary to integrate the software and technology in the classroom.

ED 663 Multimedia Design and Programming for Educators  3 CH
The culminating experience in the education technology concentration, this course trains students to design custom software packages using multimedia authoring software. Student projects are suitable for classroom, school and district adaptation.

ED 669-688 Special Topics in Content Areas  3 CH
Content-specific courses are regularly offered in academic subject areas. Specific, topic appropriate course subtitles are provided on the student's transcript. Courses are available in the following subjects:

ED 669 Special Topics in Science  3 CH
ED 670 Special Topics in Business Education  3 CH
ED 671 Special Topics in Physics  3 CH
ED 672 Special Topics in Chemistry  3 CH
ED 673 Special Topics in Biology  3 CH
ED 674 Special Topics in Drama  3 CH
ED 676 Special Topics in History  3 CH
ED 678 Special Topics in Mathematics  3 CH
ED 680 Special Topics in Media  3 CH
ED 682 Special Topics in Political Science  3 CH
ED 684 Special Topics in Spanish  3 CH
ED 686 Special Topics in Computer Education  3 CH
ED 690 Graduate Education Institutes or Workshops  1-6 CH
Exposure to outstanding educators, unique curricula, and exciting symposia is often available through special institutes and workshops. Through the guidance of University faculty and with some additional work, students can earn graduate credit for such experiences. Consult the graduate schedule for current availability of special institutes or workshops. Specific course subtitles are provided on the student's transcript. Note: Students may take a maximum of six credits of 690 numbered courses for fulfillment of MAT or Certificate of Advanced Studies program requirements. Courses numbered 690 apply only to the elective credit area of either program.

ED 691 Education Research  3 CH
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 read and critique qualitative and quantitative educational literature. Experimental and quasi-experimental designs are examined and statistical techniques are discussed. Students prepare half of their research proposal (through the methodological design).

ED 698 Administrative Practicum  3 CH
Students in the Certificate of Advanced Studies program may undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a school-based project which
addresses an identified need. Complete information may be obtained from the student's advisor.

ED 699 Administrative Practicum 6 CH
Students complete a 100-hour, University-supervised field experience. The practicum enables the student to implement and apply theory to their program of study.

Finance (FN)

FN 660 Financial Management 3 CH
Prerequisites: AC 511 and BU 601. An introduction to the field of finance. Principal emphasis is given to financial statement and ratio analysis, working capital management, capital budgeting, a firm's cost of capital and basic portfolio theory.

FN 661 Money and Financial Institutions 3 CH
Prerequisite: FN 660. Analyzes the operations of commercial banks and other financial institutions. Examines money, credit and interest rates as well as contemporary monetary theories. Surveys recent developments and their implications to financial institutions.

FN 662 Corporate Finance 3 CH
Prerequisite: FN 660. A study of investments and the objective and techniques of investment management. Topics 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 CH
Prerequisite: FN 660. Examines the wide variety of available investment instruments, their risks and benefits and techniques of investing, such as fundamental analysis, technical analysis and market inefficiencies.

FN 664 Financial Markets 3 CH
Prerequisites: EC 511 and FN 660. Examines the whole spectrum of money and capital markets and the sectors that participate in them. Explores 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 Financial Management 3 CH
Prerequisites: EC 511 and FN 660. Shows how the principles of financial management apply to the decisions of corporations with international operations. Topics include: sources and uses of funds for multinational operations; impact of exchange rates, taxation systems and inflation on financial decisions; project evaluation; interaction among various national financial markets; regulation of flow of funds; and tax regulations.

FN 666 Mergers, Acquisitions and Joint Ventures 3 CH
Prerequisites: AC 610 and FN 660. Examines the role of each of these strategies as part of the restructuring process faced by corporations in their attempt to compete and grow in the United States and abroad. Emphasis is on each method's strategic and financial advantages. Group analysis of cases and computer applications are utilized.

FN 667 International Financial Markets 3 CH
Prerequisite: FN 660. Provides a working knowledge of contemporary international financial markets with a special emphasis on Eurodollars, Eurocredit and swaps. The course focuses primarily on rules and policies of foreign exchange markets and international credit markets.

FN 668 Portfolio Management 3 CH
Prerequisites: FN 660 and FN 663. Develops the student's ability to evaluate securities in the context of a portfolio. Topics include: portfolio construction rules based on risk and return goals, val-
valuation measures and risk reduction techniques using derivative products.

**Health Administration (HA)**

**HA 601 Management of Health Care Organizations 3 CH**
Analyzes the principles involved in planning, organizing, directing and controlling the activities of health care businesses. Examines historical bases of management and recent developments in management theory and practice. Topics include motivation, leadership, decision making, conflict and stress management, utilizing both theory and situational analysis. Special emphasis is given to health care firms in the implementation of general organizational and management theory.

**HA 620 Health Care Economics 3 CH**
Prerequisite: EC 511. Explores the determinants of demand for health services, including health insurance, supply functions for facilities and humanpower, 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 CH**
The first part of the course discusses organizational and policy issues in health care. An understanding of the existing U.S. health care system is developed including organizational structures, financing, patient relations and managed care. The second part of the course deals specifically with the theory and practice of health planning. Alternative responses to physical, fiscal and conceptual restraints are discussed.

**HA 640 Health Services and the Law 3 CH**
Major issues in law of direct importance to professional practice in health planning and in health services administration are examined. 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 are also discussed.

**HA 661 Health Care Marketing 3 CH**
Examines principles of marketing applied to health care delivery and related organizations. Special attention is given to sources of funds, organization for structured financial management systems and allocation considerations. Explores the organization and practice of medical care and its effect on the American consumer. Reviews health care delivery system, health care products, medical economics, health insurance and the behavior of consumers of medical care. Discusses popular consumer health practices.

**HA 673 Administration in Long-Term Care Facilities 3 CH**
Focuses on 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. Analyzes of administrative problems, issues and solutions, as well as the development of a systems approach to the delivery of long-term care.

**HA 674 Administration in Public Health Agencies 3 CH**
Explores the managerial, political and ethical aspects of daily administration of public health agencies. Case histories, current and practical problems encountered by health administrators and planners working within and in collaboration with public health agencies are utilized in this teaching approach.

**HA 675 Hospital Administration 3 CH**
This course is designed to increase students' understanding of the role of hospitals in the total health care system. Attention is given to examining the role of governing boards, physician involvement, regulatory bodies and cost containment.
HA 676 Total Quality Management/Continuous Quality Improvement in Health Care  3 CH
Designed for business professionals interested in understanding TQM/CQI in relation to health care industries, this course focuses on the basic theories of TQM/CQI and the development and implementation of quality systems in health care settings. Federal, state and regional accreditation standards in relation to quality are included.

HA 684 Special Topics in Health Care  3 CH
Addresses current health care dilemmas and issues. Topics may include: managed care networks, restructuring health care systems, health care reform, increased health system collaboration, diversity and human resource management issues and rationing of health care. Current legislative trends and issues are examined as well as current health care literature.

HA 685 Seminar on Managed Care  3 CH
The basic history and philosophy of managed care delivery systems as well as including current concepts and issues are examined. Special attention is given to the application of managed care theory in today's health care environment.

IC 515 Introduction to Catholic Practical Theology  3 CH
An in-depth study of current understandings of theology as applied to Catholic life and as applicable to ministry.

IC 517 Educational Leadership in Catholic Schools  3 CH
Develops the skills required to inspire spiritual leadership in a Catholic school setting, specifically in these areas: preserving and enhancing the Catholic identity of parish schools, writing and implementing a mission statement and school philosophy, imparting Gospel values and Christian ethics, and building a faith community within the parish setting.

IC 520 Adults in the Catechetical Process  3 CH
Situates the adult within a context of enablement as learner, participant and leader. Focusing on adult learning styles and needs students are required to work within the context of adult-centered religious sentiments and their place in the catechetical environment.

IC 525 Catholic Theology of Grace  3 CH
Examines what it means to share in the divine life with special application to divine will, freedom and salvation through Christ.

IC 527 Management and Finances in Catholic Schools  3 CH
Surveys the administrative areas of management and finances including pupil and personnel management; canon and civil law; staff evaluation and supervision; budgeting, development, educational economics and financial planning; strategic planning and tuition collections. Students prepare a school budget and develop a five-year strategic plan for a Catholic school.
IC 530 Catechetical Administration 3 CH
Examines the principles of leadership, management, strategic planning and human resources as they impact on church-centered catechetical activities. Students are asked to demonstrate acuity for administrative capability.

IC 535 Catholic Sacraments 3 CH
Explores the role of sacraments in the life of Church by understanding the use of ritual and symbolism as expressions of the community's faith life.

IC 537 Catholic Educational Foundations 3 CH
Explores Catholic educational foundations through a study of church history, history of Catholic education in the United States, philosophy of Catholic education, scriptural sources, and contemporary ethical and moral issues.

IC 540 Communications: Theory and Implementation for the Ministry of Catechesis 3 CH
Relates how the practice of effective communications impacts sound catechetics through a study of the history and elements of communication as both human and technological phenomena. Focus is on how encoder and decoded models impact on human communications.

IC 545 Church Law 3 CH
Investigates how Roman Catholics understand the rights and responsibilities of believers and the implications for Church life.

IC 547 Curriculum and Instruction in Catholic Schools 3 CH
Investigates methods for integrating religious truths and values into the entire spectrum of the curriculum.

IC 550 Catechetics and Culture 3 CH
Develops models of practical catechetics for a multicultural and multiethnic parish through a study of sociological implications of culture and catechetics from a historical and geo/political source.

IC 555 Sociology of the Catholic People 3 CH
Surveys the mores and underpinnings of religious groups with particular emphasis on what makes Catholics catholic.

IC 560 Spiritual Dimensions of Education and Catechetics 3 CH
Addresses the spiritual cultures impact on education and catechetics. Attention is given to major spiritual movements and their implications for catechetics.

IC 565 Fundamentals of Sacred Liturgy 3 CH
Addresses the rise of Catholic religious practices and how they evolved into today's liturgical rites.

IC 570 Leadership in Catechetics 3 CH
Explores the development of leadership abilities and appropriate criteria in the field of catechetics. Draws inferences from cultural institutional models on how these models function in post-modern catechetical settings.

IC 575 Catholic Mariology 3 CH
Examines Catholic Marian theology, spirituality and devotions and how these practices describe Catholic life.

IC 580 Organizational Practice in Catechetics 3 CH
Investigates the methods and techniques that make sound catechetics work. Emphasis is on developing organizational structure and program design as it relates to catechetics.

IC 585 Theology of Pastoral Care 3 CH
Explores the concept of pastoral ministry and the theology which underscores it along with applied methodologies.
IC 595 Foundations of Catholic Doctrine 3 CH
Surveys the fundamental principles behind key Catholic doctrines and the implications for pastoral life.

IC 596 Catholic Eschatology and Soteriology 3 CH
Addresses ultimacy, after life and God's kingdom with specific attention to Christ's acts and the ministry of the Church.

IC 597 Practicum 3 CH
Design a pastorally practical project or paper under the guidance of a mentor.

Marketing (MK)

MK 650 Product Management 3 CH
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 CH
Prerequisite: MK 661. A managerial approach to market research activities. Primary emphasis is on applying research information towards 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 CH
Prerequisite: MK 661. A survey of current problems and issues in marketing from the perspective of the firm. Selected business managers from area corporations are invited to challenge class members with problems or opportunities. Using problem-solving techniques, students then present their finding and recommendations to these managers and obtain feedback on these proposals.

MK 656 Advertising Management 3 CH
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. Topics include: the role of the corporate advertising director, the role of the advertising agency and the role of the media. Special emphasis is on understanding and participating in the creative process, essential for effective advertising.

MK 657 Industrial Marketing 3 CH
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. Topics include: marketing department organizations, channels of distribution, pricing strategies, sources of industrial market data, industrial advertising and promotion and market and marketing strategies. Emphasis is on the case method.

MK 661 Marketing Management 3 CH
Examines 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. The organization's system for planning and controlling its marketing effort is also addressed. Required for all candidates who have not completed six semester hours of B or better course work in such areas as marketing, marketing management, advertising, market research or consumer behavior.

MK 665 Marketing Strategies 3 CH
Prerequisite: MK 661. Student teams and a computer simulation model develop marketing strate-
gies in a dynamic environment. This course is designed to hone decision-making and communication skills.

**MK 668 International Marketing** 3 CH
Prerequisite: MK 661. An analysis of marketing concepts and applications in a global environment, focusing on cultural and institutional differences.

**Nursing (NU)**

**NU 501 Impact of History and Policy on Nursing and Health Care** 3 CH
The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

**NU 510 Administration of Patient Care Services I** 3 CH
This is the first in a two-semester course focusing on leadership and management for patient service administration. Emphasis is on administrative decision making and thinking, managing the social architecture of patient care services, change and conflict and leadership. Course content focuses on administration of patient care services in a variety of settings and in collaboration with the multidisciplinary team.

**NU 520 Administration of Patient Care Services II** 3 CH
This is the second of a two-semester course which provides an introduction to management information systems and computers as tools for patient service administration. Building on the student's previous knowledge of systems theory, the course focuses on the analysis, management and evaluation of health care information. Emphasis is on the use of information systems in health care and the delivery of patient care services applied to management functions such as budgeting, staffing and scheduling.

**NU 530 Theory and Ethics as a Grounding for Nursing Practice** 3 CH
This course focuses on ethical dimensions of clinical and administrative practice in nursing. Broad philosophical issues that have direct impact on health care are explored. Beginning with a reflection of one's own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles and the ethical decision-making process. Because reflection, dialogue and critical thinking are essential to understanding ethical practices, the majority of the classes use a seminar format.

**NU 540 Special Topics in Nursing Leadership** 3 CH
An introduction to the principles of achieving professional goals with emphasis on developing a positive attitude for oneself and in those one leads. Explores principles of successful leadership for the nurse manager and applies 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 develop strategies for using the principles on an on-going basis and for empowering others in the organization. Organizational designs for enhancing creativity and innovation are explored.

**NU 545 AIDS and Addictions** 3 CH
This course, designed for teachers and nurses, focuses on the societal problems of HIV/AIDS and addictions with particular emphasis on the adolescent. Risk factors, assessment, referral and intervention in problems of addictive behaviors are presented. HIV/AIDS is presented using an
epidemiological approach to the development of both health education and treatment modalities. Ethical issues and community resources — available and needed — are discussed. Both topics encourage development of self-awareness in respective professional roles.

**NU 550 Concepts in Primary Care, Family and Community for Advanced Practice Nurses** 3 CH
This course, the first within the Family, Primary Care, and Community sequence, addresses selected family, primary care and community theories within the context of advanced practice nursing. The family system is viewed as both unique and dynamic, existing interdependently with the community and the environment and requiring advanced nursing expertise and caring at various times across the life cycle. Emphasis is on family and community assessment strategies and the impact of various primary-care-oriented health problems on family roles and functions. Relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities.

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

**NU 551 Pharmacology for Advanced Practice Nurses** 3 CH
Focus is on the pharmacotherapeutic principles of drugs most commonly used in the primary care setting. Pharmacologic effects and clinical uses of various drug groups and classifications are discussed. Emphasis is on rational drug therapy for agent selection, monitoring drug therapies, identification and avoidance of adverse drug reactions and interactions, and extensive patient education and counseling.

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

**NU 552a A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses I** 2 CH
This course, the first of a two-semester sequence, prepares the student to assess the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a thorough partial physical examination. Pathophysiological content is designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems.

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

**NU 552b A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses II** 2 CH
This course, the final in a two-semester sequence, further prepares the student to assess the biopsychosocial health status of clients by the mastery of a complete health history and physical examination. The assessment of special populations, such as the infant, child, pregnant woman, and geriatric client is emphasized. Clinical pathology content addresses alterations in major body systems that are commonly found in the primary care setting.

This course assists the student in being effective in the role of advanced practice nurse with the ability to assess clients across the life span.

**NU 560 Family and Primary Care I: The Emerging Family** 6 CH
This course, the first of three clinical courses, enables graduate students to learn those problem-
solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in emerging families. Emphasis is on the educational and counseling role components of the nurse practitioner as well as on the direct provision of primary care.

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

**NU 601 Research Seminar I** 3 CH
This course, the first of two research seminars, reviews nursing research literature according to criteria. Course content focuses on the development of a researchable problem, integrative literature review and research design. Content related to quantitative, qualitative and evaluative methods is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.

**NU 602 Research Seminar II** 3 CH
This course builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative and quantitative methods of data collection and 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.

**NU 610 Role Practicum** 6 CH
Students apply the principles and concepts of previous courses in a designated clinical setting. They use concepts from the fields of management, organizational theory and behavior in a designated administrative role. In this role, they analyze trends and issues affecting a particular nursing service situation, identify problems and use appropriate intervention modalities to develop an appropriate implementation and evaluation plan.

**NU 620 Family and Primary Care II: The Family with Adult Members** 6 CH
The second of three clinical courses, this course enables graduate students to learn those problems-solving skills and clinical strategies necessary to be effective in the role of the family nurse practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in adult families and their members. Emphasis is on the consultation role component of the nurse practitioner as well as on the direct provision of primary care.

**NU 630 Family and Primary Care III: The Contracting Family** 9 CH
This final clinical course enables graduate students to learn those diagnostic and management skills necessary to be effective in the role of family nurse practitioner. Class content emphasizes problems commonly found in aging families and topics especially important to primary care management. Implementation and synthesis of the role is addressed through a focus on types of practice settings, reimbursement mechanisms, marketing strategies, employment opportunities and collaborative relationships. Future trends in advanced nursing practice are explored. The application of advanced nursing practice theory into supervised clinical practice is included and emphasized.

**NU 650 Thesis/Administrative Project** 3 CH
Students complete a substantive project employing either quantitative, qualitative or evaluative methods. Topics are approved in advance by designated faculty who work with the students in the formulation of appropriate scope, methods and the establishment of a timetable for completion.
Physical Therapy (PT)

**PT 410 Functional Anatomy and Kinesiology** 5 CH
Examines human gross and applied anatomy with emphasis on musculoskeletal factors which produce and influence human movement. A problem-based approach is utilized.

**PT 421 Clinical Neuroanatomy/Neurophysiology** 5 CH
Explores human anatomy and physiology of the brain, brainstem, cranial nerves and spinal cord with implications for control of movement. A problem-based approach is utilized.

**PT 500 Professional Practice I** 3 CH
Examines the professional role of the physical therapist. Introduces concepts of disablement, role of scientific inquiry in physical therapy practice and ethical frameworks. Includes mentorship experience.

**PT 501 Professional Practice II** 3 CH
Prerequisite: PT 500. Examines the application and analysis of quantitative and qualitative methods of research employed in expanding the body of physical therapy knowledge. Provides continued exploration of communication issues including the medical interview and clinical documentation. Includes mentorship.

**PT 502 Professional Practice III** 3 CH
Prerequisites: PT 500 and PT 501. Addresses the teaching/learning process and the role of the physical therapist as an educator. Students explore communications issues in clinical practice and psychosocial implications of health and disability. Includes mentorship.

**PT 503 Professional Practice IV** 3 CH
Prerequisite: PT 502. Explores the health delivery system including legal implications of physical therapy practice, reimbursement mechanisms and management methods utilized in health care institutions. Includes mentorship.

**PT 504 Basic Functional Skills I** 1 CH
Focuses on acquisition of basic clinical skills related to problem-based cases, including positioning bed mobility and transfers, basic upper and lower quarter screening of range of motion and strength.

**PT 505 Basic Functional Skills II** 1 CH
Prerequisite: PT 504. Provides continued focus on acquisition of basic clinical skills related to problem-based cases. Includes assessment of vital signs, sensation, reflexes, posture, gait and functional screening.

**PT 512 Musculoskeletal Evaluation and Treatment I** 6 CH
Prerequisites: PT 410 and PT 511. Students develop understanding and skill in the management of patients with musculoskeletal dysfunction through a problem-based approach.

**PT 522 Human Development and Maturation** 3 CH
Prerequisite: PT 421. Explores normal and abnormal human sensory/motor developmental sequence through adulthood, including the childbearing years for women, and the effects of aging.

**PT 523 Neurological Evaluation and Treatment I** 6 CH
Prerequisites: PT 511 and PT 522. Discusses classic and contemporary physical therapy approaches to the evaluation and treatment of adults and children with primary neurological disorders, utilizing a problem-based approach.

**PT 530 Clinical Pathophysiology** 3 CH
Examines human diseases and conditions, including physiological concepts common in disorders managed by physical therapists.

**PT 531 Human Performance Physiology** 3 CH
Prerequisite: PT 530. Explores normal physiological responses to environmental condition
changes, such as physical workload, stress, illness and conditioning, with particular emphasis on the cardiovascular and pulmonary systems. A problem-based approach is utilized.

**PT 540 Clinical Education I** 4 CH
Prerequisites: All first- and second-year physical therapy coursework. An eight-week full-time required clinical education experience in a clinical facility affiliated with the University. This course allows students to apply educational principles in a patient setting. Students are responsible for all travel, housing and incidental expenses associated with clinical education.

**PT 604 Professional Practice V** 3 CH
Prerequisite: PT 503. Examines the role of the physical therapist in the community, including education, interaction with other disciplines, health promotion and wellness. This course addresses community resources, home health, environmental design and disposition planning. Includes mentorship.

**PT 613 Musculoskeletal Evaluation and Treatment II** 3 CH
Prerequisites: PT 510 and PT 512. Students acquire advanced knowledge and skills in the evaluation and management of patients with musculoskeletal pathologies of the head, neck, spine and pelvis. Focus is on the physical therapy differential diagnosis of musculoskeletal disorders. A problem-based approach is utilized.

**PT 624 Neurological Evaluation and Treatment II** 3 CH
Prerequisite: PT 523. Students acquire advanced knowledge and skills in the management of the neurologically impaired patient, with emphasis on management of patients with spinal cord injury, traumatic brain injury, and on rehab of the patient requiring an orthotic or prosthetic device. A problem-based approach is utilized.

**PT 632 Acute Care/ Cardiopulmonary Evaluation and Treatment** 6 CH
Prerequisite: PT 531. Examines physical therapy management of patients with primary and secondary cardiopulmonary disorders, as well as the physical therapy management of a range of acute medical conditions. A problem-based approach is utilized.

**PT 641, 643 645 Clinical Education II, III, and IV** 4 CH each
Prerequisite: All didactic coursework in physical therapy program years one, two and three and PT 540. Students participate in a series of full-time required clinical education experiences designed to prepare them for entry-level physical therapy practice. Affiliated clinical facilities are located throughout the United States. Students are responsible for all travel, housing and incidental expenses associated with clinical education.

**Religious Studies (RS)**

**RS 501 Phenomenology of Religion** 3 CH
Focuses on contemporary methods for the investigation of religion that will prepare the student for graduate-level work.

**RS 510 Introduction to the Gospels** 3 CH
Provides 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.

**RS 511 Introduction to the Hebrew Bible** 3 CH
Examines the development of Hebrew Bible traditions as well as the historical rise of the people of Israel, the distinctive religious awareness that accompanied it, and Israel's understanding of God, humanity and history.
RS 512 Hermeneutical Question 3 CH
Examines the principles governing the interpretation and understanding of texts. Special emphasis is on the dynamic process of interaction between text and interpreter, the final element in the hermeneutical process.

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

RS 514 Introduction to Eastern Religions 3 CH
Explores the religious traditions of Asia, including Hinduism, Buddhism, Taoism, Confucianism and Shinto. Students are introduced to the beliefs and practices of these traditions in their historical context and to manifestations of Eastern religions in the contemporary United States.

RS 515 Biography in World Religions 3 CH
Discusses biographical readings taken from the religious traditions of Christianity, Islam, Hinduism, and Buddhism in order to explore the concept of the sacred life and the definition of the holy person.

RS 516 Religion and Politics 3 CH
Examines the relationship between religion and politics, with a particular focus on the contemporary United States. Various theories of how and why religion influences politics are discussed and two religious movements — the Christian Right and the Nation of Islam — that have been active in contemporary American politics are examined in detail.

RS 517 Introduction to Western Religions 3 CH
Explores the religious traditions of the West, including Judaism, Christianity and Islam. Students are introduced to the beliefs and practices of these traditions in their historical context and to the emergence of fundamentalism as a response to the challenges these traditions face in the modern world.

RS 519 Women in World Religions 3 CH
Examines the role of women in world religions — including Judaism, Christianity, Islam, Hinduism, Buddhism, Native American and African traditions and discusses methodological problems in the study of women.

RS 523 The Legacy of Paul 3 CH
Examines the life and letters of Paul: his understanding of humanity, the world and the reality of God and God's justice.

RS 524 The Gospel of John 3 CH
Provides a critical interpretation of the Gospel of John.

RS 529 Jesus 3 CH
Attempts to recover the words and actions of the historical Jesus through a proper methodological examination of the sources. Special emphasis is given to the parables of Jesus.

RS 530 The Death and Resurrection of Jesus of Nazareth 3 CH
Focuses on the development of the traditions of the death and resurrection of Jesus which now stand in the gospels of Matthew, Mark, Luke and John. Focus is on isolating those factors that influenced the development as well as historical matters.

RS 532 Contemporary Religious Thinkers 3 CH
Examines 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.)

RS 540 Understanding Theology 3 CH
Provides an introduction to the nature and role of theology. This course investigates both academic
or “public” theology and confessional or church-centered theology.

RS 541 History of Christian Ethics 3 CH
A survey of the most important thinkers and documents in the history of Christian ethical reflection.

RS 543 The Development of Christian Thought 3 CH
Traces the course of the Church's historical and dogmatic traditions from the New Testament period through contemporary developments in light of the original Christian dynamic.

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

RS 546 Constructing the Concept of God 3 CH
Explores the development of a concept of God appropriate for modern life. Readings reflect various approaches to the God question and students are asked to critically dialogue with both the lectures and the readings.

RS 548 Contemporary Protestant Thought 3 CH
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 CH
Discusses formative thinkers such as Rosenzweig, Buber and Soloveitchik, and significant theological issues such as the significance of the Holocaust in Jewish thought.

RS 550 Introduction to Judaism 3 CH
This introduction to the Jewish tradition examines the religion’s history, world view and practice.

RS 551 The Psychology of Faith 3 CH
Examines 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 interest in religion are presented: James, Freud, Jung, Fromm, Buber, Tournier, Mowrer and Menninger. Psychology’s contributions to a more informed religious practice, education and training are a special aspect of the course.

RS 555 Counseling and Religion 3 CH
Presents principles fundamental to effective counseling. Explores techniques of various theorists and further consideration of the principles that relate to religious counseling. Examines the interrelationship between the psychological and religious dimension of human experience.

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

RS 558 Issues in Religious Ethics 3 CH
Provides a study of some of the more important issues confronting the contemporary attempt to construct a philosophical and theologically adequate ethical methodology.

RS 561 Symbol, Myth and Ritual 3 CH
Defines the basic categories of symbol, myth and ritual and explores their religious significance. Theoretical analyses of the symbolic imagination are also examined.
RS 563 Summer Institute I 3 CH
Consult Religious Studies Department for course topics.

RS 563 Summer Institute II 3 CH
Consult Religious Studies Department for course topics.

RS 563 Religion in Film 3 CH
An intensive exploration of films that touch on the "religious dimension" of human experience. A number of different notions of religion, as well as various artistic and critical perspectives are employed in attempting to understand the religious implications of each film.

RS 563 Women in Religion 3 CH
Explores the role and experience of women in various world religions. Sacred texts, rituals, artistic expressions, and other dimensions of religion are examined in order to illuminate what religion has meant to women from diverse times and places.

RS 563 Spiritual Exercises, East and West 3 CH
Explores a variety of spiritual practices developed in both Eastern and Western religious traditions, ranging from the practice of yoga and the martial arts to the "Spiritual Exercises" of St. Ignatius of Loyola. The goal of the seminar is threefold: first, to supply a historical and cultural perspective on these practices; second, to present a fresh philosophical account of the nature and meaning of spiritual discipline; third, to assess the contemporary significance of such exercises. What happens when modern Western practitioners disengage these disciplines from their original philosophical/religious contexts and pursue them for purposes of health or recreation?

RS 565 Problems in the Philosophy of Religion 3 CH
Examines 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 CH
Provides 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 and Thomas Merton).

RS 569 Computer Technology, Ethics and Religion 3 CH
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 CH
Addresses the specific challenges arising from modern corporate business technology as viewed within the context of a theology of work and social responsibility.

RS 571 Introduction to Catholic Moral Theology 3 CH
Examines the principles of Catholic moral thought as well as particular thinkers of historical and contemporary significance.

RS 573 Women Writers and the Religious Quest 3 CH
Provides 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 CH
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. This course explores the revelatory dimensions of death. Course taken with the permission of instructor.

RS 589 Religion, War and Peace 3 CH
Examines various religious perspectives on violence, war and the quest for peace.

RS 590 Elementary Hebrew 3 CH

RS 591 Religious Themes in Contemporary Fiction 3 CH
Explores 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 CH
Examines the religious dimensions of a wide range of films. The course considers both subject matter and style/technique.

RS 594 Elementary New Testament Greek 3 CH
An introduction to the nominal and verbal systems of Hellenistic Greek, this course provides a basis for reading the Greek New Testament.

RS 595 Intermediate New Testament Greek 3 CH
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 601 Roman Catholic Views of the Church 3 CH
Investigates Catholic thinking and teaching about the nature of the Church.

RS 602 The Roman Catholic Sacraments 3 CH
Explores the history of the sacraments, the theology behind them, and their role in contemporary Catholic piety.

RS 612 New Testament Christologies 3 CH
Traces the development of Christological reflection through the New Testament period and the relationship of this reflection to the historical Jesus.

RS 613 The Redaction of the Synoptic Gospels 3 CH
Each of the synoptic Gospels is a work of considered literary composition and theological conception. This course studies the individual contributions of Matthew, Mark and Luke to the New Testament tradition.

RS 652 Stages of Religious Development 3 CH
Examines the stages of religious development that people generally pass through. This course charts the religious attitudes and behavior that are regarded as appropriate to different stages of life. Emphasis is on the characteristics of adult or mature faith. Psychological views of the qualities of a mature faith are presented, as well as Biblical conceptions of what it means to be an adult.

RS 669 Religion: Its Social Dimension 3 CH
Applies the insights of sociology to the study of religion. Students are introduced to basic sociological theories and concepts in order to analyze contemporary religious issues such as the debate over women’s roles in the Catholic Church; the emergence of new religious groups; and the impact of fundamentalism on American politics. Attention is given to the role religion plays in maintaining or challenging the existing social structure, religion’s ability to meet individual needs, and the ongoing debate over secularization.
DIRECTORY
DIRECTORY

BOARD OF TRUSTEES

Officers
Most Rev. Edward M. Egan, J.C.D.
Chairman
Robert J. Matura
Vice Chairman
Robert L. Julianelle, J.D.
Secretary
James J. Costello
Treasurer

Active Trustees
Anthony J. Cemera, Ph.D.
President
Sacred Heart University
Fairfield, CT
William J. Conaty
Senior Vice President
Corporate Human Resources
General Electric Company
Fairfield, CT
A. Joan Connor
Community Volunteer
Riverside, CT
James J. Costello
(Ret.) Vice President and
Comptroller
General Electric Company
Wilton, CT
Victor R. Coudert, Jr.
President
Coudert Associates, Inc.
Greenwich, CT
Michael E. Dailey ’75
President, Chief Executive Officer
Triad Capital Management, Inc.
Stamford, CT
Most Rev. Edward M. Egan, J.C.D.
Bishop
Diocese of Bridgeport
Bridgeport, CT
Armand R. Fabbri, Jr.
Superintendent of Schools
Diocese of Bridgeport
Bridgeport, CT
Rev. Msgr. William A. Genuario, J.C.D.
Pastor
St. Catherine of Siena Church
Riverside, CT
Dean P. Gestal
President
Belle Haven Investments, Inc.
Greenwich, CT
Robert W. Huebner
(Ret.) Vice President, Operations
Southern New England Telephone Company
Fairfield, CT
Robert L. Julianelle, J.D.
President
Schine & Julianelle, P.C.
Orange, CT
William J. Kelly
Managing Director
Alexander, Smith & Company, Inc.
Bridgeport, CT
Michael J. Kinney ’72
Senior Vice President
Finance and Systems
Kraft Foods International
Rye Brook, NY
John A. Klein
Executive Vice President
Credit Card Services
People’s Bank
Bridgeport, CT
Robert J. Matura Hon. ’83
President
Treefort Fellows Consultants
Stamford, CT
Christopher K. McLeod
Chief Executive Officer
CUC Software
Stamford, CT
Paul S. Miller
Owner and President
Miller Buick/Ford/Nissan
Fairfield, CT
William V. Roberti ’69
President
Plaid Clothing Group, Inc.
New York, NY
Ralph L. Rossi
(Ret.) Vice Chairman
UST Corporation
Wilton, CT
Joseph D. Roxe
Senior Vice President and
Director
Chief Financial Officer
Johnson & Higgins
New York, NY
Lois G. Schine
President and Executive Director
Westport Chamber of Commerce
Westport, CT
Robert D. Scinto ’71
Chairman
R. D. Scinto, Inc.
Shelton, CT
Doris Smith, SC
Secretary of Congregation
Sisters of Charity
Bronx, NY
Lloyd P. Stauder
President
LS Associates
Trumbull, CT
Rev. Msgr. Kevin W. Wallin
Pastor
St. Peter Church
Danbury, CT
Rev. Msgr. Frank C. Wissel, D.Min., Hon. ’94
Pastor
St. Mary Church
Greenwich, CT

108 DIRECTORY
Alumni Representative
Donna J. Blewitt '76
Vice President
Primerica Financial Services
Southport, CT

Trustees Emeriti
Prescott S. Bush, Jr.
Greenwich, CT
J. Edward Caldwell
Bridgeport, CT
David E. A. Carson
Bridgeport, CT
Robert D. Delaney, J.D.
Easton, CT
Lester J. Dequaine, L.L.B.
Bridgeport, CT
Dr. Richard E. Greene
Holmes Beach, FL
Romelee A. Howard, M.D.
New Canaan, CT
John McGough
Founding Member and Chairman Emeritus
Dover, NJ
Manning Patillo, Ph.D.
Atlanta, GA
Carmen A. Tortora
Fairfield, CT

President Emeritus
Thomas P. Melady, Ph.D.
Former Ambassador
Washington, D.C.

BOARD OF REGENTS
Chair
John W. L. Walshe, Esq. '68

Vice Chair of Scholarships
Mary-Ann Bunting

Vice Chair of Nominations
Elinor U. Biggs

Vice Chair of Programs
William T. Kosturko, Esq.
Carm Adimando
Chairman and President
Carmco Investments
Harvey J. Auger '74
President, Chief Executive Officer
Nexx, Inc.
Raymond J. Bastarache '83
President
Barter Network, Inc.
Barbara Bellinger
Vice President Human Resources
People's Bank
Elinor U. Biggs
Executive Director
International Festival of Arts and Ideas
James A. Browning
Client Support Analyst
Gartner Group
Mary-Ann Bunting, CFP
Senior Financial Advisor
Bunting & Somma
Elena de Murias
President
The Discovery Museum
Jacquelyn C. Durrell
Community Volunteer
Vito T. Fabiano
Vice President
Finance, Administration and Supply Operation
Pitney Bowes Copier Systems
Isabelle T. Farrington
Community Volunteer
Victoria T. Ferrara, Esq.
Siberwood, Garlick, Cowell, Diviney & Atwood, P.C.

Richard P. Fohrenbach, Sr. '83
Messaging Specialist
CBS Information Systems
Carol A. Forest, M.B.A. '82
Vice President of Finance, Chief Financial Officer and Treasurer
Southern Connecticut Gas Company
Clare M. Hampford
Community Volunteer
Paul M. Hughes
Director
Cox Radio, Inc.
Sharon K. Kells
Managing Director
Wheat First Butcher & Singer
William T. Kosturko, Esq.
Executive Vice President and General Counsel
People's Bank
Sally S. Kreitler
Community Volunteer
Coleman B. Levy, Esq.
Levy & Dromey, P.C.
Beverly K. Lieberman '86
President
The Lieberman Group
Rev. Thomas F. Lynch
Pastor
St. James Church
Robert R. Mantiha
Vice President
Chase Manhattan Bank
Stanley I. Mason
President
SIMCO, Inc.
Frank A. Morse
President
Carter & Company
Gloria Paul '79, M.B.A. '85
Community Volunteer
Peter H. Roberge
Vice President
The Putnam Trust Company
H. Jim Salahshourian
President
Cyrus Realty, Inc.
Judy Ann Stevens, Esq. ’80
Deputy Assistant State’s Attorney
State of Connecticut
Paul S. Timpanelli ’69
President and Chief Executive Officer
Bridgeport Regional Business Council
Carmen Tortora, Jr.
Director of Operations
Carolton Convalescent Hospital
Joseph M. Visconti
President
Nantucket Industries
John W. L. Wal she, Esq. ’68
John Wal she & Associates
Dennis Weatherstone
(Ret.) Chairman and Chief Executive Officer
J. P. Morgan

ADMINISTRATION
President’s Cabinet
President
Anthony J. Cernera, Ph.D.
Vice President for Enrollment Planning and Student Affairs
James M. Barquinero, M.A.
Vice President for Mission and Planning
Donna M. Dodge, SC, Ed.D.
Provost and Vice President for Academic Affairs
David A. Harnett, Ph.D.
Vice President for Institutional Advancement
Vacant
Vice President for Finance and Administration
Paul K. Madonna, Ed.D., J.D.
Executive Assistant to the President
Thomas V. Forget, Ph.D.
Office of the President
Anthony J. Cernera, Ph.D.
President
Thomas V. Forget, Ph.D.
Executive Assistant to the President
Michelle Quinn, M.A., M.S.Ed.
Office Manager
Guillane M. Dale, M.A.
Administrative Aide to President
Center for Christian-Jewish Understanding
Rabbi Joseph H. Ehrenkranz
Director
Office of Mission and Planning
Donna M. Dodge, SC, Ed.D.
Vice President for Mission and Planning
Heather Kim, Ed.D.
Director of Institutional Research
Phyllis C. Machledt, B.A.
Director of Service-Learning and Volunteer Programs
Margaret A. Palliser, OP,
M.Mus., S.T.D.
Director of Mission Effectiveness
Institute for Religious Education and Pastoral Studies
Donna Dodge, SC, Ed.D.
Acting Director
Office of Campus Ministry
Rev. Thomas Michael McLernon,
M.Ed., C.A.S.
Director of Pastoral Ministry
Patricia A. Leonard-Pasley, M.A.
Campus Minister
Office of Academic Affairs
David A. Harnett, Ph.D.
Provost and Vice President for Academic Affairs
Bonnie D. Douglas, A.A.
Assistant to Provost and Vice President for Academic Affairs
Eileen C. Bertsch, M.A.
Assistant Vice President for Academic Affairs
Academic Incentive Program
Sylvia A. Watts, Ed.D.
Director
Nina Clark, Ph.D.
Director of G.E. Scholars
Coordinator of the Women’s Studies Program
Office of Academic Support Services
Frances Collazo, M.A.
Coordinator Academic Advisement

110 DIRECTORY
Office of the Dean of Freshmen
Michael Bozzone, M.A.
Dean

English as a Foreign Language (EFL) Program
Pauline Yatrakis, M.A.
Director
Ana M. Yepes, M.A.T.
Coordinator of Language Lab

Hersher Institute for Applied Ethics
Vacant
Director

Media Services
Monica Roberts
Coordinator

Office of Multicultural and Community Affairs
Vacant
Special Assistant

Jandrisevits Learning Center
Jacqueline B. Rinaldi, M.A.
Director
Jill E. Angotta, M.S.
Director Special Services
Rose Marie Kinik, M.A.
Coordinator of Mathematics and Science Lab

Upward Bound Program
Caryl-Anne Rice-Ehalt, M.Ed.
Director
Dana M. Bauro, B.A.
Student Coordinator

Office of Freshman Communications
Marion S. Calabrese, Ph.D.
Acting Director

Criminal Justice Program
Pearl Jacobs, Ph.D.
Director

Honors Program
Carol H. Batt, Ph.D.
Director

Legal Assistant Program
Sara M. Donohue, M.B.A..
Director

Nursing Program
Constance E. Young
Acting Director, Nursing Program

Respiratory Care Program
Cecelia K. Szakolczay, B.S.
Director
Frank Salvatore
Director of Clinical Education

Physical Therapy
Michael Emery, Ed.D.
Director
Beverly D. Fein, M.S.
Academic Coordinator of Clinical Education

Project SMARTNET
Babu George, Ph.D.
Codirector

Social Work Program
Elaine B. Davis, M.S.W.
Director

Women's Studies
Nina Clark, Ph.D.
Director

Ryan-Matura Library
Dorothy M. Kijanka, M.L.S.
University Librarian
Mary E. Rogers, M.A.
Assistant University Librarian
Susan Broadstone, M.L.S.
Head Reference Librarian
Tilly Dutta, M.L.S.
Reference Librarian
Robert M. Knapik, M.L.S.
Reference Librarian

Florence M. Hudak, M.S.
Reference Librarian

John W. O'Donnell, M.L.S.
Reference Librarian
Carolyn J. Boulay, M.L.S.
Reference Librarian

OFFICE OF THE REGISTRAR
Douglas J. Bohn, M.S.
Assistant Vice President for Academic Affairs and University Registrar
Matthew Bielawa, M.A.
Assistant Registrar

Theatre
Fred W. Sailer, B.A.
Director

College of Arts and Sciences
Claire J. Paolini, Ph.D.
Dean
Theodore Gutswa, M.F.A.
Chairperson, Art and Music
Carol Schofield, Ph.D.
Chairperson, Biology
Donald Brodeur, Ph.D.
Chairperson, Psychology
Rose Marie Kinik, M.A.
Chairperson, Mathematics
Gary Rose, Ph.D.
Chairperson, History and Political Science
Domenick Pinto, M.A., M.S.
Chairperson, Computer Science
Vacant
Chairperson, Chemistry and Physics
Pearl Jacobs, Ph.D.
Chairperson, Social Sciences
David Curtis, Ph.D.
Chairperson, Language, Literature and Media Studies
Edward Bordeau, Ph.D.
Chairperson, Philosophy and Religious Studies

Venu Dasigi, Ph.D.
Director, Master of Computer and Information Science Program

Dhia A. Habboush, Ph.D.
Director, Master of Science in Chemistry Program

Richard M. Grigg, Ph.D.
Director, Master of Arts in Religious Studies Program

Donna Dodge, SC, Ed.D.
Director, Institute for Religious Education and Pastoral Studies

College of Business
Benoit Boyer, C.A., Ph.D.
Dean

Scott Colvin, M.B.A.
Director, M.B.A. Program

Theresa I. Gonzales, Sc.D.
Director, M.S. Health Care Administration Program

Thomas D. Corrigan, Ph.D.
Chairperson, Economics and Finance

Michael D. Larobina, J.D.
Chairperson, Management

Vacant
Chairperson, Accounting

College of Education and Health Professions
Patricia Wade Walker, Ed.D.
Dean

A. Harris Stone, Ed.D.
Chairperson, Education Programs

Lois A. Libby, Ph.D.
Supervisor, 5th Year Education Program

Beverlea Tallant, Ph.D.
Director, Occupational Therapy Program

Barbara S. Tulley, M.A.T.
Supervisor of Teacher Certification Programs

Constance E. Young, Ed.D.
Acting Director, Nursing

Michael Emery, Ed.D.
Director of Physical Therapy Program

Karen Christensen, Ph.D.
Director, Lisbon Programs

University College
Stephen M. Brown, Ed.D.
Dean

Edward G. Donato, M.A.
Associate Dean

Patricia Aquila Klauser, M.S. candidate
Director, Admissions

Charles W. Munster, Ed.D. candidate
Director, Marketing

Dorothy L. Sayers, B.A.
Director, LifeLong Learning Vacant

Director of Luxembourg
Charles Reed, M.B.A.
Director, Stamford and Danbury Programs

Nancy Sidoti, M.A.T.
Admissions Coordinator for Stamford and Danbury

Barbara Zuffa, Ed.D.
Director, Valley Programs

Pamela Yardis, M.A., M.Ed., F.C.M.C.
Director, Center for Corporate Education

OFFICE OF ENROLLMENT PLANNING AND STUDENT AFFAIRS

James M. Barquinero, M.A.
Vice President for Enrollment Planning and Student Affairs

Francis E. Hutvagner, M.B.A.
Director of Divisional Budgets

Cathleen D. Donahue, B.A.
Assistant to the Vice President for Enrollment Planning and Student Affairs

Office of Athletics
C. Donald Cook, M.A.
Director of Athletics

Elizabeth G. Luckie, B.A.
Associate Director of Athletics, Head Coach Softball

David A. Bike, B.A.
Head Coach Men's Basketball

Bob Burlone
Head Coach Men's Bowling

Tom Radulski, M.P.A.
Head Coach Football

Mark Nofri, M.A.T.
Assistant Coach Football

George Heslin
Head Coach Men's Golf

Nicholas A. Giaquinto, M.S.
Head Coach Baseball

Mike Guastelle, M.Ed.
Head Coach Men's and Women's Tennis

Becky Kregling
Head Coach Women's Bowling

Maureen Lutz
Advisor, Equestrian Team

James Magnan
Head Coach Women's and Men's Crew

Joe McGuigan, B.S.
Head Coach Men's Soccer

Lyndon F. Johnson, M.S.
Assistant Coach Football, Head Coach Wrestling

Christian Morrison, J.D.
Head Coach Men's and Women's Track and Field/Cross Country

Julie A. Glode, M.S.
Head Athletic Trainer
Office of Residential Life  
Cathleen M. Raynis, M.S.  
Director  
Katrina G. Coakley, B.A.  
Assistant Director  

Office of Student Activities  
Denise M. Sutphin, M.A.T.  
Director  

Office of Student Union  
Kim Sousa-Peoples, M.Ed.  
Assistant Dean  
Albert P. Precourt, M.A.T.  
Assistant Director, Campus Life  

Office of Finance and Administration  
Paul K. Madonna, Ed.D., J.D.  
Vice President for Finance and Administration  
John R. Young, M.B.A.  
Assistant Vice President, Financial Development  
James P. Sheehan, M.B.A.  
Assistant Vice President, Finance  
James G. Westgate, B.S.  
Financial Analyst  
Joseph J. Balocca, M.B.A.  
Purchasing Manager  
Lisa A. Boland, B.S.  
Controller  
Martha D. Frantin, B.S.  
Chief Accountant  
Julie A. Bastarache, B.S.  
Staff Accountant  
Kimberley D. Cain, B.S.  
Staff Accountant  
Steven P. Munzner, B.S.  
Staff Accountant  
Michelle R. Kansky, B.S.  
Bursar  
Keith L. Tucker, A.S.  
Credit and Collections Manager  
Rosemary Dobosz, B.S.  
Student Financial Relations Manager  
Michael J. Giaquinto, A.S.  
Director, Facilities Management  
Barbara Randall, M.B.A.  
Assistant to the Director  
Larry A. Williams, B.A.  
Director, Buildings and Grounds  
Timothy M. Mantz  
Construction Contract Administrator  
Janet L. Windsor, A.S.  
Special Projects Coordinator  
Edward J. Dobransky, B.A.  
Manager, Campus Cleaning  
Carol A. Haines  
Supervisor, Buildings and Grounds Residential Facilities  
Ronald L. McMaster  
Coordinator, Evening Support Services  
Kathleen M. Di Maio  
Administrative Coordinator  

Gallery of Contemporary Art  
Sophia J. Gevas, B.F.A.  
Director  
Jeffery A. Smith, B.F.A.  
Assistant to Director  

Office of Human Resources and Administrative Services  
Edmund J. Garrick, B.S.  
Director  
Sofi H. Kapadia, M.S.  
Benefits Manager  
Jane Galgano-Landry, M.S.  
Manager, Human Resources  
Marion P. Warne, B.S.  
Systems and Support Manager  

Office of Public Safety  
William H. O'Connell, M.S.  
Director  
Muhammad Shabazz  
Information Specialist  

Office of Management Information and Technology Systems  
Vacant  
Chief Information Officer  
Jurij Kryutschenko  
Director, Networking/Telecommunications  
Denise Richardson, B.A.  
Director of Operations  
Philip J. Krebs, Ph.D.  
Director, Academic Computing  
Shirley Canaan, M.B.A.  
Manager, Administrative Systems  
Deborah C. Samilenko, B.S.  
Systems Integration Analyst  
Chaiyot Chanyarakskul, M.B.A.  
Programmer/Analyst  
Lori-Jo McEwan, M.B.A.  
Programmer/Analyst  
Shoba Thamma, M.S.  
Programmer/Analyst  
Linda A. Murphy, B.S.  
Sequitur Data Administrator  
Donna Chillari  
Supervisor Technical Support Help Desk  
Li T. Poeng, B.S.  
Network Technician  
Ben Huynh, B.S.  
Technician  
Brian P. Ordway, B.S.  
Technician
Daniel K. Jopp, A.S.  
Senior Technician
La T. Quach, B.S.  
Junior Technician
Robert C. Tullonge, B.S.  
Junior Technician
Susan M. Finley  
Junior Technician
Philip M. Mondo  
Junior Technician
Tho D. Ngo, B.S.  
Junior Technician
Ting K. Chan, B.A.  
Junior Technician
James V. Faggella, B.S.  
Lab Coordinator
Mary E. Gray  
Coordinator, University Telecommunications
Josias Mason Cobb, B.S.  
Manager

Institutional Advancement
Vacant  
Vice President for Institutional Advancement

Vacant  
Director, Planned Giving
Laurie A. Bellico, M.A.
Director, Corporate Relations
Virginia M. Harris, Ed.D.
Director, Office of Grants
George H. Schneider, Ph.D.
Director, Foundation Grants and Corporate Events
James L. Meeker, B.A.
Director, Development Communications and Special Projects
Alan S. Hejnal, M.A.
Director, Development Services
Patricia A. Young, B.A.
Manager, Prospect Research
Carol J. Way, B.A.
Director of Alumni Relations and Annual Fund
Virginia A. Gardner, A.S.
Coordinator, Data Support Services

Public Relations
Dean J. Golembeski, M.A.
Director
Martha Miller Byrnes, B.A.
Manager of Publications

Donald F. Harrison  
Manager of News Bureau
Vacant  
Manager of Graphics Services

National Public Radio WSHU-FM
George J. Lombardi, B.S.  
General Manager
Gillian E. Anderson, B.S.  
Corporate Underwriting Director
Cecile Bardinelli  
News Host
Christopher D. Wienk, B.A.  
Program Director
Thomas G. Kuser, B.S.  
News Director
Geraldine A. Diorio, B.S.  
Production Manager
Paul Litwinovich, A.S.  
Chief Engineer
Lori M. Miller, B.S.  
Corporate Underwriting Manager
Pamela G. Mittendorf, B.S.  
Music Director
Lynn Southard, A.S.  
Business Manager
FULL-TIME FACULTY

Rebecca L. Abbott
Associate Professor
Media Studies
B.A., Dartmouth College;
M.F.A., The School of the Art
Institute of Chicago

Bid A. Alkhatib
Assistant Professor
Chemistry
B.S., Kuwait University;
M.S., State University of New York
at Buffalo;
Ph.D., University Rhode Island

Madan Annavarjula
Assistant Professor
Management
B.S., Gulbarga University;
M.B.A., Karnataka University;
Ph.D., Temple University

Darryl C. Aubrey
Assistant Professor
Management
B.Ch.E., Georgia Technical
Institute;
M.B.A., Adelphi University;
Sc.D., University of New Haven

Gary P. Austin
Assistant Professor
Physical Therapy
B.S., M.A., Ph.D. Candidate,
University of Connecticut

Anne M. Barker
Associate Professor
Nursing
B.S.N., University of Virginia;
M.S.N., Catholic University of
America;
Ed.D., Teachers College, Columbia
University

Carol M. Batt
Director, Honors Program
Assistant Professor
Psychology
B.A., Eastern Washington
University;
M.S., Ph.D., Washington State
University

Ruth E. Baxter
Instructor
Art
A.B., Mt. Holyoke College;
B.F.A., Rhode Island School of
Design;
M.A., New York University;
M.F.A. Candidate, Kent State
University

Douglas J. Bohn
Assistant Vice President for
Academic Affairs and
University Registrar
Assistant Professor
Mathematics
B.S., M.S., Marquette University

Edward J. Bordeau
Chairperson, Philosophy and
Religious Studies
Associate Professor
Philosophy
Ph.B., University of Montreal;
M.A., Ph.D., Fordham University

Donna M. Bowers
Instructor
Physical Therapy
B.S., Northeastern University

Benoit Boyer
Dean, College of Business
B.B.A., University of Montreal;
Ph.D., University of California, Los
Angeles (UCLA);
Chartered Accountant

Shannon E. Brightman
Assistant Professor
Biology
A.B., University of California;
M.D., University of Massachusetts,
Amherst;
Ph.D., Harvard University

Donald W. Brodeur
Chairperson, Psychology
Professor
Psychology
B.S., M.S., Ph.D., Fordham
University

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

Stephen M. Brown
Dean, University College
Professor
Adult Education
B.A., University of Massachusetts;
M.A., University of Rhode Island;
Ed.D., Boston University

Marian S. Calabrese
Acting Director, Office of
Freshman Communications
Associate Professor
English
B.A., M.A., State University of New
York at Albany;
Ph.D., University of Connecticut

David Cameron
Assistant Professor
Physical Therapy
B.S., Central Connecticut State
University;
B.S., M.A., University of Connecticut
Patricia Carl-Stannard
Coordinator of Field Education
Assistant Professor
Social Work
B.S., Southern Connecticut State University;
M.S.W., Ohio State University
Karen T. Cascini
Professor
Accounting
B.S., M.S., University of New Haven;
Ph.D., University of Connecticut
Nicole Xavier Cauvin
Professor
Sociology
B.A., M.A., Ph.D., New York University
Anthony J. Cernera
President
Religious Studies
B.A., M.A., Ph.D., Fordham University
Karen Christensen
Director, Lisbon Programs
Assistant Professor
Education
B.S., M.S., 6th Year, Southern Connecticut State University;
Ph.D., Union Institute
Daniel S. Christianson
Assistant Professor
Education
A.B., Oberlin College;
M.A.T., Yale University;
Ed.D., Teachers College, Columbia University
Scott R. Colvin
Director, M.B.A. Program
Assistant Professor
Accounting
B.A., Westminster College;
M.B.A., Case Western Reserve University
Maureen A. Conard
Assistant Professor
Psychology
B.A., Providence College;
M.A., Ph.D., University of Connecticut
Ralph L. Corrigan, Jr.
Professor
English
B.A., Iona College;
M.A., Ph.D., Fordham University
Thomas D. Corrigan
Chairperson, Economics and Finance
Associate Professor
Finance
B.S., M.S., Rutgers University;
Ph.D., University of Maryland
Xianghao Cui
Instructor
Mathematics
B.S., Yanbian University;
M.S., Ph.D., University of Connecticut
Thomas D. Curran
Associate Professor
History
B.A., University of Delaware;
M.A., M.Phil., Ph.D., Columbia University
David Curtis
Chairperson, Language, Literature and Media Studies
Professor
English
B.A., Rhode Island College;
Ph.D., Brown University
Venu R. Dasigi
Director, Master of Computer and Information Science Program
Associate Professor
Computer Science
B.E., Andhra University;
M.E.E., Phillips International Institute;
M.S., Ph.D., University of Maryland
Raghunath Shashi V. Daté
Professor
Management
B.Ch.E., Bombay University;
M.Ch.E., University of Oklahoma;
M.S., M.Phil., Ph.D., Yale University;
M.B.A., Sacred Heart University
Elaine B. Davis
Director, Social Work Program
Associate Professor
Social Work
B.A., Connecticut College;
M.S.W., University of Connecticut;
D.S.W., City University of New York
John S. deGraffenried
Assistant Professor
Art
B.A., University of Miami;
M.F.A., Vermont College of Norwich University
Marcia A. B. Delcourt
Associate Professor
Education
B.S., Bloomsburg State University;
M.A., Ph.D., University of Connecticut
Angela DiPace
Associate Professor
English
B.A., Quinnipiac College;
M.A., State University of New York at Binghamton;
Ph.D., Washington State University
Balasubramanian Elango
Assistant Professor
Management
B.M.E., P.S.G., College of Technology;
M.B.A., Anna University, India;
M.B.A., Oklahoma State University;
M.Phil., Ph.D., City University of New York
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emmanuel Emenyonu</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td>B.S.C., M.B.A., University of Nigeria; Ph.D., University of Glasgow</td>
</tr>
<tr>
<td>Michael J. Emery</td>
<td>Director, Master of Science in Physical Therapy Program</td>
<td>Associate Professor Physical Therapy</td>
<td>B.S., M.Ed., Ed.D., University of Vermont</td>
</tr>
<tr>
<td>Rawlin A. Fairbaugh</td>
<td>Associate Professor Management</td>
<td></td>
<td>B.A., Washington and Jefferson University; M.B.A., New York University; Ed.D., University of Bridgeport</td>
</tr>
<tr>
<td>Linda Farber</td>
<td>Assistant Professor Chemistry</td>
<td></td>
<td>B.S., Dickinson College; M.S., Ph.D., Rensselaer Polytechnic Institute</td>
</tr>
<tr>
<td>Beverly Fein</td>
<td>Academic Coordinator of Clinical Education</td>
<td>Assistant Professor Physical Therapy</td>
<td>B.S., University of Pennsylvania; M.S., Temple University</td>
</tr>
<tr>
<td>Ann Marie Fleissner</td>
<td>Instructor</td>
<td>English</td>
<td>B.A., Marquette University; M.A., University of Wisconsin</td>
</tr>
<tr>
<td>Ramzi N. Frangul</td>
<td>Associate Professor Economics and Finance</td>
<td></td>
<td>B.A., University of Baghdad, Iraq; M.S., Loyola University of Chicago; Ph.D., New York University</td>
</tr>
<tr>
<td>Kathleen Fries</td>
<td>Instructor Nursing</td>
<td></td>
<td>B.S.N., Seton Hall University; M.S.N., Sacred Heart University</td>
</tr>
<tr>
<td>Nancy S. Frydman</td>
<td>Associate Professor Management</td>
<td></td>
<td>B.S., University of Florida; M.A., Southern Connecticut State College; Ed.D., Columbia University</td>
</tr>
<tr>
<td>Jane Gangi</td>
<td>Assistant Professor Education</td>
<td></td>
<td>B.A., Colorado College; M.A., Northwestern University; Ph.D., New York University</td>
</tr>
<tr>
<td>Babu George</td>
<td>Co-director, Project SMARTNET Professor</td>
<td></td>
<td>B.S., M.Sc., University of Kerala, India; M.S., Niagara University; Ph.D., University of New Mexico</td>
</tr>
<tr>
<td>John Gerlach</td>
<td>Senior Business Executive in Residence</td>
<td></td>
<td>Associate Professor of Finance B.S., Drexel University; M.B.A., University of Pennsylvania</td>
</tr>
<tr>
<td>William T. Gnewuch</td>
<td>Associate Professor Biology</td>
<td></td>
<td>B.S., Marquette University; M.A., Duke University; Ph.D., University of New Hampshire</td>
</tr>
<tr>
<td>Theresa I. Gonzales</td>
<td>Instructor Nursing</td>
<td></td>
<td>B.A., Ohio Dominican College; M.S., M.B.A. &amp; Sc.D., University of New Haven</td>
</tr>
<tr>
<td>Edward W. Gore</td>
<td>Assistant Professor Management</td>
<td></td>
<td>B.S., Massachusetts Institute of Technology; M.S., Columbia University; D.P.S., Pace University</td>
</tr>
<tr>
<td>Sidney P. Gottlieb</td>
<td>Professor English</td>
<td></td>
<td>A.B., Bates College; M.A., M.Phil., Ph.D., Rutgers University</td>
</tr>
<tr>
<td>Charlotte M. Gradie</td>
<td>Associate Professor History</td>
<td></td>
<td>B.A., M.A., Ph.D., University of Connecticut</td>
</tr>
<tr>
<td>Rosemary Green</td>
<td>Interim Director, Honors Program</td>
<td></td>
<td>Associate Professor Biology B.A., Trinity College; Ph.D., Brown University</td>
</tr>
<tr>
<td>John Griffin</td>
<td>Assistant Professor Biology</td>
<td></td>
<td>B.S., University of North Carolina; M.S., Ph.D., Ohio State University</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Department</td>
<td>Education Details</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Richard M. Grigg</td>
<td>Director, Master of Arts in Religious Studies Program Associate Professor Religious Studies</td>
<td>B.A., University of Iowa; M.Div., Drew University; Ph.D., University of Iowa</td>
<td></td>
</tr>
<tr>
<td>Frances S. Grodzinsky</td>
<td>Professor Computer Science</td>
<td>A.B., University of Rochester; M.A., Ph.D., University of Illinois</td>
<td></td>
</tr>
<tr>
<td>Theodore Gutswa</td>
<td>Chairperson, Art and Music Associate Professor Art</td>
<td>B.A., Jersey City State College; M.F.A., Pratt Institute</td>
<td></td>
</tr>
<tr>
<td>Dhia A. Habboush</td>
<td>Director, Master of Science in Chemistry Program Professor Chemistry</td>
<td>B.Sc., University of Baghdad, Iraq; Ph.D., University of Southampton, England</td>
<td></td>
</tr>
<tr>
<td>David A. Harnett</td>
<td>Provost and Vice President, Academic Affairs Professor History</td>
<td>B.A., Georgetown University; M.A., Ph.D., Harvard University</td>
<td></td>
</tr>
<tr>
<td>Claudia Henderson</td>
<td>Assistant Professor Criminal Justice</td>
<td>B.S., Western Connecticut State University; J.D., Pace University</td>
<td></td>
</tr>
<tr>
<td>Thomas H. Hicks</td>
<td>Associate Professor Psychology</td>
<td>B.A., Cathedral College; S.T.B., The Catholic University of America; M.S.Ed., Iona College; Ph.D., St. John's University</td>
<td></td>
</tr>
<tr>
<td>Dean A. Hinnen</td>
<td>Assistant Professor English</td>
<td>B.A., M.A., Southwest Missouri State University; Ph.D. Candidate, Texas Christian University</td>
<td></td>
</tr>
<tr>
<td>Sandra S. Honda-Adams</td>
<td>Associate Professor Computer Science</td>
<td>B.A., C.P.C., M.S., University of Hawaii</td>
<td></td>
</tr>
<tr>
<td>Pearl Jacobs</td>
<td>Director, Criminal Justice Program Chairperson of Social Sciences Associate Professor Criminal Justice</td>
<td>B.A., Hunter College; M.P.A., Long Island University; Ph.D., Fordham University</td>
<td></td>
</tr>
<tr>
<td>John E. Jalbert</td>
<td>Professor Philosophy</td>
<td>B.A., University of San Francisco; M.A., Ph.D., Duquesne University</td>
<td></td>
</tr>
<tr>
<td>John H. Jaroma</td>
<td>Assistant Professor Mathematics</td>
<td>B.S., Providence College; M.S., Ph.D., University of Rhode Island</td>
<td></td>
</tr>
<tr>
<td>Lauren Kempton</td>
<td>Assistant Professor Education</td>
<td>B.A., West Virginia Wesleyan College; M.A., Southern Connecticut State College; Ed.D., University of Hartford</td>
<td></td>
</tr>
<tr>
<td>Dorothy Kijanka</td>
<td>University Librarian Associate Professor Library</td>
<td>A.B., University of Illinois; M.L.S., Rutgers University</td>
<td></td>
</tr>
<tr>
<td>John F. Kikoski</td>
<td>Professor Political Science</td>
<td>B.A., Wesleyan University; M.A., Ph.D., University of Massachusetts</td>
<td></td>
</tr>
<tr>
<td>Efim Kinber</td>
<td>Assistant Professor Computer Science</td>
<td>Ph.D., Steklov Institute of Math; Ph.D., Latvia University</td>
<td></td>
</tr>
<tr>
<td>Kathleen O. Kingston</td>
<td>Assistant Professor Mathematics</td>
<td>B.S., M.S., Fairleigh Dickinson University; Ph.D., Stevens Institute of Technology</td>
<td></td>
</tr>
<tr>
<td>Rose Marie B. Kinkin</td>
<td>Chairperson, Mathematics Coordinator, Mathematics and Science Lab Assistant Professor Mathematics</td>
<td>B.A., Molloy College; M.A., St. John's University</td>
<td></td>
</tr>
<tr>
<td>Nancy Klein</td>
<td>Assistant Professor Education</td>
<td>B.A., Case Western Reserve; M.S., Bank Street College; Ed.D., Columbia University</td>
<td></td>
</tr>
</tbody>
</table>
Carol Kravitz
Instructor
Nursing
B.S., Regents College; M.S., State University of New York at Binghamton

Philip James Krebs
Director, Academic Computing
Chief Pre-Health Professions
Advisor
Assistant Professor
Chemistry
B.S., University of Pennsylvania; Ph.D., Duke University

Kathryn M. LaFontana
Assistant Professor
Psychology
B.S., University of Toronto; M.A., Ph.D., University of Connecticut

Michael D. Larobina
Chairperson, Management
Assistant Professor
Management
B.A., Pace University; J.D., University of Bridgeport

Pamela K. Levangie
Associate Professor
Physical Therapy
B.S., Northeastern University; M.S., Boston University

Lois A. Libby
Supervisor, 5th Year Education Program
Associate Professor
Education
B.A., M.Ed., C.A.S., University of Maine; Ph.D., University of Connecticut

Stephen J. Lilley
Assistant Professor
Sociology
B.A., College of the Holy Cross; M.A., Ph.D., University of Massachusetts, Amherst

Ralph Lim
Associate Professor
Finance
B.S.E., Princeton University; M.B.A., Wharton School, University of Pennsylvania

Karl M. Lorenz
Assistant Professor
Education
B.S., Illinois Benedictine College; M.A., Ed.D., Columbia University

Michelle Carbone Loris
Professor
English
B.A., Sacred Heart University; M.A., University of Bridgeport; Ph.D., Fordham University; Ph.D., Antioch New England

James P. Louey
Assistant Professor
Chemistry
B.S., Shippensburg University; M.A., Ph.D., University of Delaware

Michelle Lusardi
Associate Professor
Physical Therapy
B.S., State University of New York Downstate Medical Center; M.S., Ph.D., University of Connecticut

Judith A. Lynch
Assistant Professor
Nursing
B.S.N., Boston College; M.S., M.A., State University of New York at Binghamton

Antonio Magliaro
Associate Professor
Mathematics
B.S., Yale University; M.S., Michigan State University; Ph.D., Boston University

Edward W. Malin
Associate Professor
Psychology
B.A., University of Notre Dame; M.A., Ph.D., Fordham University

Susan Mangiero
Assistant Professor
Finance
B.A., George Mason University; M.A., The George Washington University; M.B.A., New York University; Ph.D., University of Connecticut

Christel Manning
Assistant Professor
Religious Studies
B.A., Tufts University; M.A., Ph.D., University of California

Claire Marrone
Assistant Professor
Modern Languages
B.A., University of Delaware; M.A., Ph.D., University of Pennsylvania

Jonathan D. Matte
Instructor
Mathematics
B.S., St. Michaels College; M.A., State University of New York at Buffalo

Jennifer Mattel
Assistant Professor
Biology
B.S., University of Maryland; M.F.S., Yale University; Ph.D., State University of New York at Stony Brook

Robin L. McAllister
Associate Professor
English
B.A., Wesleyan University; M.A., Ph.D., Princeton University
Richard McKinnon
Assistant Professor
English
A.A., Yakima Valley College;
B.F.A., Eastern Washington University;
M.E.A., University of Idaho

Sondra Melzer
Assistant Professor
Education
B.A., University of Connecticut;
M.A., Fairfield University;
Ph.D., New York University

George F. R. Miller
Professor
Management
B.I.D., M.B.A., Syracuse University

Judith Davis Miller
Associate Professor
English
B.A., Tufts University;
M.A., Western Connecticut State College;
Ph.D., University of Connecticut

Barry Mittag
Assistant Professor
Mathematics
B.A., M.A., Brooklyn College;
Ph.D., Polytechnic University

Max Mittendorff
Assistant Professor
Economics
B.A., Roanoke College;
M.B.A., University of New Haven

Diana D. Mrotek
Associate Professor
Management
B.A., M.A., University of Wisconsin;
Ph.D., Northwestern University

Pilar Munday
Instructor
Modern Foreign Languages
A.S., B.A., University of Granada, Spain;
M.A., New York University

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

Terry Neu
Assistant Professor
Education
B.A., Harding University;
M.S., University of Central Arkansas;
Ph.D., University of Connecticut

Lucjan T. Orlowski
Professor
Economics
M.A., Ph.D., Academy of Economy, Katowice, Poland

Danny A. Pannese
Associate Professor
Accounting
B.S., Sacred Heart University;
M.S., University of New Haven;
C.P.A., State of Connecticut

Claire J. Paolini
Dean, College of Arts and Sciences
Professor
Modern Foreign Languages and Literature
B.A., Boston University;
M.A., Middlebury College;
Ph.D., Tulane University

Edward A. Papa
Assistant Professor
Philosophy
A.B., Georgetown University;
Ph.D., State University of New York at Stony Brook

Brian Perkins
Assistant Professor
Education
B.S., Grambling State University;
M.P.H., Yale University;
Ed.D., Columbia University

Domenick Pinto
Chairperson, Computer Science Department
Associate Professor
Computer Science
B.S., Fairfield University;
M.A., Fordham University;
M.A., Southern Connecticut State University;
M.S., Polytechnic Institute of New York

Camille P. Reale
Professor
Management and Graduate Education
B.S., Central Connecticut State College;
M.S., Fairfield University

Gerald F. Reid
Director, Center for Ethnic Studies
Associate Professor
Sociology/Anthropology
B.A., M.A., Ph.D., University of Massachusetts;
M.A., University of Chicago

Leland R. Roberts
Director, Music Program
Professor
Music

Mary E. Rogers
Assistant University Librarian
Assistant Professor
Library
B.A., Doane College;
M.A., University of Denver

John B. Roney
Associate Professor
History
B.A., King's College, New York;
M.A., Wheaton Graduate School;
Ph.D., University of Toronto
Gary L. Rose
Chairperson, History and Political Science
Professor
Political Science
B.A., University of New Haven;
M.A., Kansas State University;
Ph.D., Miami University of Ohio

John J. Rouse
Assistant Professor
Criminal Justice
B.A., State University of New York at Binghamton;
M.A., New School for Social Research;
M.Ph., Ph.D., City University of New York

Stephen Rubin
Visiting Assistant Professor
Education
B.A., Brooklyn College;
M.A., M.S.Ed., City University of New York;
Ph.D., New York University

Carol D. Schofield
Chairperson, Biology
Associate Professor
Biology
B.S., College of Mount St. Vincent;
M.S., Fordham University;
Ph.D., University of Connecticut

Gad Selig
Assistant Professor
Management
B.A., M.B.A., City University of New York;
F.I.E., Columbia University;
D.P.S., Pace University

Jean T. Sells
Associate Professor
Mathematics
B.A., Nebraska Wesleyan University;
M.A., Ph.D., University of Minnesota

Eun Sup Shim
Associate Professor
Accounting
B.S., Dong-Guk University, Seoul;
M.B.A., Ph.D., Rutgers University

Paul Siff
Associate Professor
History
B.A., Brooklyn College;
Ph.D., University of Rochester

Marlina Slamet
Assistant Professor
Physics
B.S., University of Indonesia;
M.A., Ph.D., City University of New York

Penny A. Snetsinger
Assistant Professor
Chemistry
A.B., Brandeis University;
M.S., University of Illinois;
Ph.D., University of New Hampshire

Melinda Sorensson
Assistant Professor
Chemistry
B.S., University of Philippines;
M.S., Ph.D., University of Hawaii

Louise Spence
Assistant Professor
Media Studies
B.A., Drew University;
M.A., Ph.D., New York University

Roberta Lynne Staples
Professor
English
B.A., Russell Sage College;
M.A., University of Virginia;
Ph.D., University of Massachusetts

A. Harris Stone
Chairperson, Education Programs
Professor
Education
B.S., West Chester College;
M.S., Ed.D., University of Pennsylvania

Linda L. Strong
Assistant Professor
Nursing
B.S.N., University of Bridgeport;
M.S.N., The Catholic University of America;
Ed.D., Columbia University

Michael Sweeney
Instructor
English
B.A., Salem State College;
M.A., University of Bridgeport;
M.F.A., Brooklyn College

Beverlea Tallant
Director, Occupational Therapy Program
Associate Professor
Occupational Therapy
B.S., McGill University;
M.A., Ph.D., Concordia University

Christina J. Taylor
Associate Professor
Psychology
B.A., Sacred Heart University;
M.A., University of Missouri;
M.Phil., Ph.D., City University of New York

Barbara S. Tulley
Supervisor of Teacher Certification Programs
Assistant Professor
Education
B.A., State University of New York College at Potsdam;
M.A.T., Sacred Heart University
Kathleen VanCleef  
Instructor  
Biology  
B.S., Adelphi;  
M.S., New York University

Christ J. Verses  
Associate Professor  
Biology  
B.S., Valparaiso University;  
Ph.D., University of Connecticut

Glee I. Wahlquist  
Professor  
Nursing  
B.S.N., University of Bridgeport;  
M.S.N., Ph.D., University of Pittsburgh

Grant Walker  
Associate Professor  
Sociology  
B.A., M.A., Ph.D., Fordham University

Patricia Wade Walker  
Dean, College of Education and Health Professions  
Professor  
Medical Technology  
B.S., University of Illinois;  
M.A., Central Michigan University;  
Ed.D., Loyola University

Laurence M. Weinstein  
Professor  
Management  
A.B., Bowdoin College;  
M.B.A., Ed.D., Columbia University

Pan G. Yatrakis  
Director, English as a Foreign Language (EFL) Program  
Associate Professor  
Economics  
Ph.D., New York University

Constance E. Young  
Acting Director, Nursing Program  
Associate Professor  
Nursing  
B.S., Burbank Hospital School of Nursing and State College, Fitchburg;  
M.A. and Ed.D., Teachers College, Columbia University

Virginia F. Ziec  
Professor  
Art  
Ph.B., DePaul University;  
M.A., Villa Schiffanoia Graduate School of Fine Arts, Italy;  
M.E.A., Syracuse University

Barbara S. Zuffa  
Director, Valley Programs  
Associate Professor  
Management  
B.S., M.S., University of Bridgeport;  
M.L.S., Southern Connecticut State College;  
Ed.D., University of Bridgeport

Michael A. Allocca  
Adjunct Assistant Professor  
Management  
B.S.E.E., Pratt Institute;  
M.S.E.E., New York University;  
M.B.A., University of Connecticut

Rochelle J. Almeida  
Adjunct Assistant Professor  
English  
B.A., M.A., Ph.D., University of Bombay;  
M.Phil., Elphinstone College

Raymond J. Altieri  
Adjunct Instructor  
Mathematics  
B.A., Sacred Heart University;  
M.A., Fairfield University

Stanley Anderman  
Adjunct Associate Professor  
Social Work  
B.A., Rutgers University;  
M.A., Washington University;  
M.S.W., Ph.D., St. Louis University

Stephen Anderson  
Adjunct Instructor  
Education  
B.A., St. Anselm College;  
M.B.A., Adelphi University;  
M.S., Western Connecticut State University

Cassandra Andreas  
Adjunct Instructor  
Music  
B.M., Eastman School of Music

John Andrulatis  
Adjunct Instructor  
Sociology  
A.S., South Central Community College;  
B.S., University of New Haven;  
M.S., Southern Connecticut State University
Jill Angotta  
Director, Special Services  
Adjunct Assistant Professor  
English  
B.A., Keene State College;  
M.S., University of Bridgeport

Andrzej Anweiler  
Adjunct Assistant Professor  
Music  
B.Mus., University of Hartford;  
M.Mus., Manhattan School of Music

Joan V. Aubrey  
Adjunct Assistant Professor  
Management  
B.A., University of Houston;  
M.A., Louisiana St. University;  
6th Year, Ed.D., University of Bridgeport

Robert Austin  
Adjunct Instructor  
Education  
B.S., Eastern Connecticut State University;  
M.A., Fairfield University;  
6th Year, University of Bridgeport

Anne T. Avallone  
Adjunct Professor  
Nursing  
Diploma, St. Vincent's School of Nursing, New York;  
B.A., Mercy College;  
B.S., Seton Hall University;  
M.S., St. John's University

Philip Bangle  
Adjunct Instructor  
Philosophy  
B.A., Hampden-Sydney College

Lucille Barrett  
Adjunct Instructor  
English  
B.A., Goddard College;  
M.S., Bank Street College of Education;  
M.A., Teachers College, Columbia University

Claude Bartel  
Adjunct Associate Professor  
Finance  
B.S., M.B.A., New York University

Lisa Bartone  
Adjunct Instructor  
Legal Assistant Program  
B.S., Sacred Heart University;  
J.D., Western New England College

John Battista  
Adjunct Instructor  
Education  
B.S., M.S., Southern Connecticut State University;  
C.A.S., Fairfield University

Leon Battista  
Adjunct Instructor  
Economics  
B.A., State University of New York;  
M.A., New School for Social Research

Lucille Becker  
Adjunct Associate Professor  
Legal Assistant Program  
B.A., Newton College of the Sacred Heart;  
J.D., Fordham University;  
M.A.L., Georgetown University

Margaret Benedict  
Adjunct Assistant Professor  
English  
B.A., Lindenwood College;  
M.A., Ph.D., Lehigh University

Barbara Benjamini Poli  
Adjunct Associate Professor  
English  
B.A., M.A., University of Bridgeport

Robert H. Bernstein  
Adjunct Instructor  
Education  
B.A., M.A., Brooklyn College

John Berryman  
Adjunct Instructor  
Biology  
B.S., University of Massachusetts

Alberina M. Bevacqua  
Adjunct Assistant Professor  
English  
B.A., Sacred Heart University;  
M.A., University of Bridgeport

Janette L. Biehn-Araya  
Adjunct Instructor  
Modern Foreign Languages  
B.A., The King's College;  
M.A., Southern Connecticut State University

David A. Bike  
Head Coach, Men's Basketball  
Adjunct Assistant Professor  
Mathematics  
B.S., Sacred Heart University

Arthur Bleemer  
Adjunct Instructor  
Education  
B.S., Rutgers University;  
M.A., Columbia University

Sandra Billings  
Adjunct Instructor  
Education  
B.S., Boston College;  
M.S., Central Connecticut State University;  
6th Year, Southern Connecticut State University

Joel W. Block  
Adjunct Assistant Professor  
Chemistry  
B.S., The Citadel;  
M.S., Southern Connecticut State University;  
C.A.S., Wesleyan University

Mary-Anne Blount  
Adjunct Instructor  
Accounting  
B.A., University of Rhode Island;  
M.B.A., Bryant College
Esther P. Bobowick  
*Adjunct Instructor*  
*Education*  
B.S., Southern Connecticut State University;  
M.A., Fairfield University

Lucia Bozzola  
*Adjunct Instructor*  
*Media Studies*  
B.A., Columbia University;  
M.A., New York University

Michael Bozzone  
*Dean of Freshmen*  
*Adjunct Associate Professor*  
*English*  
B.A., M.A., Fordham University

Alfred D. Bradshaw  
*Adjunct Assistant Professor*  
*Sociology*  
A.B., Ph.D., Syracuse University

Andrew J. Bramante  
*Adjunct Instructor*  
*Chemistry*  
B.S., M.S., Fordham University

Danny Brass  
*Adjunct Assistant Professor*  
*Biology*  
B.S., Cornell University;  
M.S., Rutgers University;  
D.V.M., Iowa State University

Gregory E. Brodginski  
*Adjunct Assistant Professor*  
*Management*  
B.S., University of Pennsylvania

Robert B. Brown  
*Adjunct Instructor*  
*Respiratory Care*  
B.A., New York University;  
M.D., State University of New York

Diana Brownell  
*Adjunct Assistant Professor*  
*Art*  
B.A., Smith College;  
M.F.A., Maryland Institute

Eleanor Brownell  
*Adjunct Instructor*  
*Religious Studies*  
B.A., M.R.E., University of St. Thomas;  
M.Ed. University of Houston;  
D.Min., Southern Methodist University

Fred R. Bruch  
*Adjunct Instructor*  
*Education*  
A.S., Middlesex Community College;  
B.S., M.S., 6th Year, Southern Connecticut State University

Martha Brugger  
*Adjunct Instructor*  
*Modern Foreign Languages*  
B.A., M.A., National University of Mexico;  
B.A., University of Lausanne

Stefan Buda  
*Adjunct Instructor*  
*Art*  
B.A., University of Bridgeport

Clarence Butler  
*Adjunct Assistant Professor*  
*Education*  
B.A., M.Ed., University of Maine;  
M.A., Bowdoin College

M. Rejeanne Caggiiano  
*Adjunct Instructor*  
*English*  
B.S., M.S., University of Bridgeport

Ross J. Calabro  
*Adjunct Instructor*  
*Education*  
B.A., M.A., C.A.S., Fairfield University

Alice Caldwell  
*Adjunct Assistant Professor*  
*Music*  
B.Mus., Oberlin College;  
M.A., Ph.D., New York University

John H. Caldwell  
*Adjunct Assistant Professor*  
*Management*  
B.A., University of Connecticut;  
M.S., Southern Connecticut State University

Donald Cameron  
*Adjunct Assistant Professor*  
*Economics*  
B.A., City College of New York;  
M.A., Trinity College

Shirley Canaan  
*Manager, Administrative Systems*  
*Adjunct Instructor*  
*Computer Science*  
B.A., M.B.A., Sacred Heart University

Frances Capella  
*Adjunct Instructor*  
*Modern Languages*  
B.A., M.A.T., Sacred Heart University

Dominick Cardillo  
*Adjunct Instructor*  
*Mathematics*  
B.S., M.S., University of Connecticut;  
6th Year, University of Bridgeport

Brooke L. Carlson  
*Adjunct Instructor*  
*Management*  
B.S., M.B.A., Sacred Heart University

Joseph G. Carter  
*Adjunct Instructor*  
*Music*  
B.A., University of Bridgeport;  
M.A., New York University

James Cashavelly  
*Adjunct Assistant Professor*  
*Education*  
B.S., Southern Connecticut State University;  
M.S., 6th Year, University of Bridgeport
Maria Castillo  
*Adjunct Instructor*  
**Social Work**  
B.A., Montclair State;  
M.S.W., Hunter College

David Cattanach  
*Adjunct Associate Professor*  
**Education**  
B.S., University of Houston;  
M.Ed., University of Hartford;  
Ph.D., University of Connecticut

Kon Swee Chen  
*Adjunct Associate*  
**Chemistry**  
B.A., Illinois Wesleyan;  
Ph.D., University of Kansas

Val Chevron  
*Adjunct Professor*  
**English**  
B.S., M.A., New York University

Edward T. Chute  
*Adjunct Instructor*  
**Accounting**  
B.A., University of Notre Dame;  
M.B.A., Pace University

Joseph Cincotta  
*Adjunct Associate*  
**Chemistry**  
B.S., Brooklyn College;  
Ph.D., City University of New York

Nina Clark  
*Director, G.E. Scholars and Coordinator of the Women's Studies Program*  
*Adjunct Assistant Professor*  
**Political Science**  
B.A., M.A., Ph.D., University of Southern California

Moshe Cohen  
*Adjunct Associate Professor*  
**Computer Science**  
B.S., M.S., University of New Haven

Jayne A. Collins  
*Adjunct Instructor*  
**History**  
B.A., Notre Dame College;  
M.A., Fairfield University

Suzanne Conlon  
*Adjunct Instructor*  
**Nursing**  
B.S.N., University of Bridgeport;  
M.S.N., Sacred Heart University

Patricia Conti  
*Adjunct Instructor*  
**English-Communication Studies**  
B.A., San Jose State University;  
M.S., Boston University

Christopher Contos  
*Adjunct Instructor*  
**Education**  
B.A., University of Connecticut;  
M.S., Eastern Illinois University;  
6th Year, Sacred Heart University

C. Donald Cook  
*Director of Athletics*  
*Adjunct Assistant Professor*  
**Management**  
B.S.S., M.A., Fairfield University

Agnes Corigliano  
*Adjunct Assistant Professor*  
**Legal Assistant Program**  
B.A., Wheaton College;  
J.D., Suffolk University Law School

Charles E. Corey  
*Adjunct Assistant Professor*  
**Computer Science**  
B.S., Clarion State College;  
M.S.I.S., University of Pittsburgh

James Cosgrove  
*Adjunct Instructor*  
**Financial Studies**  
B.A., University of Maryland;  
M.S., Pace University

William Costello  
*Adjunct Assistant Professor*  
**Accounting**  
B.S., University of Connecticut;  
M.S., University of New Haven

Rev. George Couturier  
*Adjunct Instructor*  
**Education**  
B.A., University of Hartford;  
M.Div., St. Mary Seminary;  
M.Ed., University of Hartford

Priscilla Crossin  
*Adjunct Assistant Professor*  
B.S., Southern Connecticut State University;  
M.S., University of Bridgeport;  
Ed.M., Ed.D., Teachers College, Columbia University

Karen Crouse  
*Adjunct Instructor*  
**Nursing**  
B.S.N., St. Anselm College;  
M.S.N., Sacred Heart University

Sherri L. Daley  
*Adjunct Instructor*  
**English**  
B.S., Central Michigan University;  
M.A., New York University

Enrico D'Amore  
*Adjunct Instructor*  
**Education**  
B.A., Fairfield University;  
M.A., Western Connecticut;  
6th Year, Fairfield University

Cristina D'Amoto-Arvoy  
*Adjunct Assistant Professor*  
**Sociology**  
B.A., H.A., New York University;  
J.D., Yeshiva University

Bernard D'Esposito  
*Adjunct Instructor*  
**Criminal Justice**  
B.A., Saint Leo College;  
M.S., Long Island University

Debbie Danowski  
*Adjunct Instructor*  
**English**  
B.S., Sacred Heart University;  
M.S., Syracuse University
David L. Dauplaise
Adjunct Professor
Chemistry
B.S., University of Rhode Island;
M.S., Ph.D., Cornell University
Denise C. Davis-Resonina
Adjunct Instructor
Education
B.S., Keene State College;
M.A., University of Connecticut;
6th Year, Sacred Heart University
Adrienne Defendi
Adjunct Assistant Professor
Modern Foreign Languages
B.A., New York University;
Ph.D., Yale University
David DeGrood
Adjunct Professor
Philosophy
B.A., M.A., University of Buffalo;
Ph.D., State University of New York
Susan Dilibene
Adjunct Assistant Professor
Nursing
B.S.N., University of Bridgeport;
M.S.N., Hunter College;
Ph.D., City University of New York
Kathleen Delmonico
Adjunct Instructor
English
B.S., Sacred Heart University;
M.A.L.S., Wesleyan University;
Ed.D., Columbia University
Vincent DeLucia
Adjunct Instructor
Philosophy
B.S., Iona College;
M.A., Fordham University
Adaline DeMarrais
Adjunct Instructor
Psychology
B.S., Sacred Heart University;
M.A., Southern Connecticut State University
Robert DeNardis
Adjunct Instructor
Psychology
B.S., Southern Connecticut State University;
M.S., University of Connecticut;
M.A., State University of New York;
M.P.S., Quinnipiac College
Mark Dennis
Director, Jazz Band
Adjunct Instructor
Music
B.S., University of Bridgeport;
M.M., University of Hartford
Laurie Ann Desmet
Adjunct Instructor
Finance
B.A., Michigan State University
Bernard J. D’Esposito
Adjunct Instructor
Criminal Justice
B.A., Saint Leo College;
M.S., Long Island University
Anke van dijk Dew
Adjunct Assistant Professor
Global Studies
B.S., M.S., Rijkskweekschool te Leeuwarden;
B.A., Southern Connecticut State University;
M.P.H., Yale University
Anna Aporale DiCenso
Adjunct Instructor
Mathematics
B.S., Sacred Heart University;
M.A., Fairfield University
John M. DiFrancesca
Adjunct Associate Professor
Education
B.S., Eastern Connecticut State University;
M.S., 6th Year, University of Connecticut;
M.S., Rensselaer Polytechnic Institute
Steven R. DiGiovanni
Adjunct Assistant Professor
Art and Design
B.A., University of South Carolina;
M.F.A., Maryland Institute College of Art
Joseph DiMenno
Adjunct Instructor
Biology
B.S., Fairfield University;
M.A., University of Connecticut
Anne Dino
Adjunct Instructor
Physical Therapy
B.S., Rutgers University;
M.S., Beaver College
Peter DiTomaso
Adjunct Instructor
Accounting
B.S., M.B.A., Sacred Heart University
Patrick Dizney
Adjunct Assistant Professor
Computer Science
B.S., Central Connecticut State College;
M.A., C.A.S., Fairfield University
Edward Donahue
Adjunct Assistant Professor
Psychology
B.S., Sacred Heart University;
M.A., Fordham University
Edward Donato
Associate Dean, University College
Adjunct Assistant Professor
History
B.A., M.A., Providence College
Sara M. Donohue
Director, Legal Assistant Program
Adjunct Assistant Professor
Legal Assistant
A.S., B.S., M.B.A., Sacred Heart University
Jeffrey Downing
Adjunct Instructor
Religious Studies
B.A., Trinity College;
M.A.R., Yale Divinity School

Maureen B. Doyle
Adjunct Assistant Professor
Nursing
B.S., Hunter College, City University
of New York;
M.Ed., Teachers College, Columbia
University;
Ph.D., New York University

William C. Duignan
Adjunct Assistant Professor
Criminal Justice
B.S., Eastern Connecticut State
University;
M.S., University of New Haven

Catherine Duman
Adjunct Assistant Professor
Biology
B.S., M.S., University of
Connecticut;
Ph.D., Wesleyan University

Steven Durham
Adjunct Assistant Professor
Education
B.S., M.A., 6th Year, University of
Connecticut

James Durso
Adjunct Assistant Professor
Philosophy
B.A., University of New Haven;
M.A., Trinity College

Therese Dykeman
Adjunct Assistant Professor
Philosophy
B.S., Creighton University;
M.A., Loyola University;
Ph.D., The Union Institute

Ann Edwards
Adjunct Instructor
Education
B.A., M.S., Queens College;
C.A.S., Sacred Heart University;
Ed.D., Columbia University

Mark Edwards
Adjunct Instructor
English
B.S., Sacred Heart University;
M.A., New York University

Cassandra Ellis
Adjunct Instructor
English
A.B., Syracuse University;
M.A., Ph.D., Columbia University

Kristin H. Elwell
Adjunct Instructor
Marketing
B.S., B.A., Bucknell University;
M.B.A., Loyola College

Joseph A. Equale
Adjunct Assistant Professor
Accounting
B.B.A., St. John’s University;
M.B.A., University of Bridgeport

Karen Ernst
Adjunct Assistant Professor
Education
B.A., Michigan State University;
M.S., University of Bridgeport;
6th Year and 7th Year Eq., Fairfield
University;
Ph.D., The Union Institute

David Erwin
Adjunct Instructor
Education
B.S., University of Connecticut;
M.S., Southern Connecticut State
College

Donna Esposito
Adjunct Instructor
Nursing
R.S.N., Mt. St. Mary College;
M.S.N., Sacred Heart University

Ann Estrada
Adjunct Instructor
Religious Studies
B.A., St. Joseph College;
M.A., Sacred Heart University

Sandra Benson Fedeli
Adjunct Instructor
Education
B.A., Keene State College;
M.S., Eastern Connecticut State
College

Alexander Fekete
Adjunct Assistant Professor
Chemistry
B.S., Fairfield University;
M.S., Boston College;
Ph.D., University of Connecticut

Lawrence Fenn
Adjunct Associate Professor
Education
B.A., University of Connecticut;
M.S., 6th Year, University of
Bridgeport;
Ph.D., University of Connecticut

Oswaldo Fernandez
Adjunct Instructor
Mathematics
B.S., University of San Marcus

Pat Field
Adjunct Instructor
Education
B.S., Springfield College;
M.Ed., University of Pennsylvania

Mitchell Fingerman
Adjunct Instructor
Physical Therapy
B.S., M.S., Ithaca College

Emily Firluk
Adjunct Instructor
Education
B.S., State College of Buffalo;
M.Ed., State University of New
York, Buffalo
Russell J. Firlik
Adjunct Professor
Education
B.A., M.Ed., Ed.D., State University of New York, Buffalo;
C.A., Oxford University Institute, England
Therese Fishman
Adjunct Instructor
Education
B.A., Salve Regina College;
M.Ed., Ed.D., Boston University
Janet Flament
Adjunct Instructor
Mathematics
B.A., Albertus Magnus College;
M.A., University of Massachusetts
Lynn Flint
Adjunct Instructor
Anthropology
B.A., Queens College;
Ph.D., Columbia University
Paul F. Flinter
Adjunct Assistant Professor
Education
B.S., Southern Connecticut State University;
M.A., Ph.D., University of Connecticut
Wilfred Fournier
Adjunct Instructor
Education
B.S., M.S., Southern Connecticut State College
Jennifer M. Fox
Adjunct Instructor
Physical Therapy
B.S., M.S., Simmons College
Bernice Stochek Friedson
Adjunct Instructor
Music
B.S., University of Bridgeport;
M.A.T., Sacred Heart University
Jane Galgano-Landry
Manager, Human Resources
Adjunct Instructor
Management
B.A., Sacred Heart University;
M.S., University of Bridgeport
Joan Galla
Adjunct Assistant Professor
Art
A.B., College of St. Elizabeth;
B.S., Danbury State Teachers College;
M.A., 6th Year, Fairfield University
Gary L. Gelmini
Adjunct Instructor
Education
B.S., Castleton State College;
M.S., Eastern Connecticut State College;
6th Year, University of Connecticut
Rev. Matthew George
Adjunct Assistant Professor
Education
B.A., Boston State College;
M.Div., St. Vladimir's Theology Seminary
Roger J. Geronimo
Adjunct Associate Professor
Economics
B.S., Central Connecticut State University;
M.B.A., University of New Haven;
D.B.A., Columbia Pacific University
Cally Ginolfi
Adjunct Instructor
English
B.A., Sacred Heart University;
M.A., Fairfield University
James Giordano
Adjunct Instructor
Education
B.S., M.S., 6th Year, University of Connecticut
Julie A. Glode
Adjunct Instructor
Athletic Training
B.A., Eastern Connecticut State University;
M.S., Old Dominion University
Christopher Godials
Adjunct Assistant Professor
Criminal Justice
A.S., Sacred Heart University;
B.S., New York Institute of Technology;
J.D., University of Bridgeport
Anne Granfield
Adjunct Instructor
Accounting
B.S., Central Connecticut State University;
M.B.A., University of New Haven
Ruth Grant
Adjunct Instructor
Psychology
B.A., M.A., University of Bridgeport;
Ph.D., Columbia University
Linda Gray
Adjunct Instructor
Physical Therapy
B.A., Pacific Lutheran University;
M.S., Duke University;
Ph.D., New York University
Tammy Gray
Adjunct Assistant Professor
Management
B.S., University of Texas;
M.B.A., University of Houston
Susan Greb
Adjunct Instructor
Nursing
B.A., University of Washington;
B.S.N., Emory University;
M.S., Georgia State University
June-Ann Greeley  
Adjunct Instructor  
Religious Studies  
B.A., Connecticut College;  
M.A., University of Connecticut;  
M.A., Fordham University

Glady's F. Gress  
Adjunct Associate Professor  
Management  
B.A., Marymount College;  
M.B.A., Fordham University

Jennifer Grifths  
Adjunct Instructor  
English  
B.A., Fairfield University;  
M.A., University of Connecticut

Elaine Guglielmo  
Adjunct Assistant Professor  
Management  
B.S., Fordham University;  
M.A., Long Island University

Michael Guglielmo  
Adjunct Instructor  
Social Work  
B.S.S., Fairfield University;  
M.S.W., Fordham University

Helga Gutschow  
Adjunct Instructor  
English  
B.A., Northeastern Illinois University;  
M.A., Manhattanville College

John Halapin  
Adjunct Instructor  
Education  
B.S., Western Connecticut State University;  
M.S., 6th Year, University of Bridgeport

Christopher Hale  
Adjunct Assistant Professor  
Criminal Justice  
B.S., Sacred Heart University;  
B.A., Charter Oak State College;  
M.S., University of New Haven;  
M.S., Southern Connecticut State University

Mary Ann Haley  
Adjunct Instructor  
Finance  
B.A., University of Notre Dame;  
M.A., New York University

Ronald Hamel  
Adjunct Assistant Professor  
Computer Science  
B.S., Post College;  
M.A., Southern Connecticut State University

Robert M. Hardy  
Adjunct Instructor  
Communications  
B.A., Central Connecticut State University;  
M.A., Fairfield University

Keith Harris  
Adjunct Instructor  
Media Studies  
B.A., Hampton University;  
M.S., M.A., University of California;  
Ph.D., New York University

Virginia M. Harris  
Director, Office of Grants  
Adjunct Associate Professor  
Biology  
B.A., Wheaton College;  
M.A., Ed.D., Teachers College, Columbia University

David L. Harvey  
Adjunct Instructor  
Religion  
B.A., College of the Holy Cross;  
M.A.T., Sacred Heart University

Mary Harvey  
Adjunct Instructor  
Nursing  
B.S.N., Pace University;  
M.A., Teachers College, Columbia University

Charles Haynes  
Adjunct Instructor  
Music  
B.A., M.A., California State University

Catherine Heer  
Adjunct Instructor  
Nursing  
B.A., University of Connecticut;  
M.S.N., M.P.H., Yale University

Barry Herman  
Adjunct Associate Professor  
Education  
B.S., Southern Connecticut State College;  
M.A., 6th Year, Ph.D., University of Connecticut

Malcolm Hill  
Adjunct Assistant Professor  
Biology  
B.A., Colby College;  
Ph.D., University of Houston

Karen Hills  
Adjunct Assistant Professor  
Mathematics  
B.S., New Jersey Institute of Technology;  
M.S., Ph.D., New York University

Seymour Hirsch  
Adjunct Assistant Professor  
Computer Science  
A.S., Housatonic Community College;  
B.S., M.B.A., Sacred Heart University

Charles Haynes
Adjunct Instructor
Music
B.A., M.A., California State University

Catherine Heer
Adjunct Instructor
Nursing
B.A., University of Connecticut; M.S.N., M.P.H., Yale University

Barry Herman
Adjunct Associate Professor
Education
B.S., Southern Connecticut State College; M.A., 6th Year, Ph.D., University of Connecticut

Malcolm Hill
Adjunct Assistant Professor
Biology
B.A., Colby College; Ph.D., University of Houston

Karen Hills
Adjunct Assistant Professor
Mathematics
B.S., New Jersey Institute of Technology; M.S., Ph.D., New York University

Seymour Hirsch
Adjunct Assistant Professor
Computer Science
A.S., Housatonic Community College; B.S., M.B.A., Sacred Heart University

130 DIRECTORY
Donald Holder  
**Adjunct Instructor**  
**Education**  
B.A., University of Dayton;  
M.A., St. Joseph College;  
C.A.G.S., Central Connecticut State University;  
Ed.D., Vanderbilt University

Mitchell J. Holmes  
**Adjunct Assistant Professor**  
**Business Administration**  
B.A., University of Utah;  
M.B.A., Sacred Heart University

Stuart Hulbert  
**Adjunct Assistant Professor**  
**Economics**  
B.A., Parson’s College;  
M.A., 6th Year, Fairfield University;  
M.B.A., New York University

Mary Susan Hungerford  
**Adjunct Instructor**  
**Nursing**  
B.S.N., University of Bridgeport;  
M.S.N., Sacred Heart University

Alka Jauhari  
**Adjunct Assistant Professor**  
**Political Science**  
B.A., Isabella Thoburn College;  
M.A., Ph.D., Lucknow University

Joan K. Johnson  
**Adjunct Associate Professor**  
**English**  
B.A., University of Connecticut;  
M.A., Fairfield University

Francine Jones  
**Adjunct Instructor**  
**English**  
B.A., Hunter College;  
M.A., Columbia University

Suzanne M. Kachmar  
**Adjunct Instructor**  
**Art**  
B.A., Fairfield University;  
M.F.A., New York Academy of Art

Armen Kaladjian  
**Adjunct Instructor**  
**Sociology**  
B.A., Queens College;  
M.A., New School for Social Research;  
M.S.W., New York University

Joy H. Karcher  
**Adjunct Instructor**  
**English**  
B.A., Georgetown University;  
M.A., Miami University;  
6th Year, University of Bridgeport

Thomas R. Kascak  
**Adjunct Instructor**  
**Physical Therapy**  
B.A., University of Connecticut;  
M.B.A., University of New Haven

Kim Kelly  
**Adjunct Instructor**  
**Psychology**  
B.A., Hofstra University;  
M.A., Marist College

Thomas Kennedy  
**Adjunct Instructor**  
**Mathematics**  
B.A., Wilkes University

Diane L. Kichar  
**Adjunct Instructor**  
**Biology**  
B.S., Stetson University;  
M.S., Pennsylvania State University

Thomas Kirmayer  
**Adjunct Assistant Professor**  
**Management**  
A.B., Harvard University;  
M.B.A., Columbia University

Donald Koneff  
**Adjunct Assistant Professor**  
**Education**  
B.S., Lycoming College;  
6th Year, Rutgers University

Ileana C. Kotulich  
**Adjunct Assistant Professor**  
**Psychology**  
B.S., Sacred Heart University;  
M.A., C.A.S., Fairfield University;  
Ph.D., Yeshiva University

Rosemarie Kovac  
**Adjunct Instructor**  
**Nursing**  
R.N., St. Vincent’s College;  
B.S.N., Regent’s College;  
M.S.N., Sacred Heart University

Richard Kozloski  
**Adjunct Instructor**  
**Biology**  
B.S., M.S., University of Bridgeport

Kathryn Kruser  
**Adjunct Instructor**  
**Nursing**  
B.S., Russell Sage College;  
M.S.N., Sacred Heart University

Warren Kunz  
**Adjunct Assistant Professor**  
**Management**  
B.A., Queens College;  
M.B.A., St. John’s University

Franciszek Lachowicz  
**Adjunct Associate Professor**  
**Modern Foreign Languages**  
M.A., University of Warsaw;  
M.S., University of Bridgeport

Rosemary G. Lague  
**Adjunct Associate Professor**  
**English**  
B.A., Diocesan Teachers College;  
M.A., Boston College;  
C.A.S., Trinity College

John J. Lanczycki, Jr.  
**Adjunct Assistant Professor**  
**Management**  
A.B., St. Anselm College;  
M.B.A., Rivier College
Thomas Brent Landquist  
Adjunct Assistant Professor  
Accounting  
A.S., Mattatuck Community College;  
B.S., Post College;  
M.B.A., University of Connecticut

Arthur J. Landry  
Adjunct Instructor  
Computer Science  
B.S., University of Connecticut;  
M.B.A., University of New Haven

Richard R. LaTorre  
Adjunct Assistant Professor  
Mathematics  
B.A., Sacred Heart University;  
M.A., Fairfield University

Marian Leal  
Adjunct Instructor  
Biology  
B.S., M.S., St. John's University

Joseph A. Levanto  
Adjunct Assistant Professor  
Education  
B.A., American International College;  
M.A., Ph.D., University of Connecticut

Paul Levitsky  
Adjunct Assistant Professor  
Management  
B.B.A., Iona College;  
J.D., University of Bridgeport;  
M.B.A., Sacred Heart University

Lawrence D. Mammone  
Adjunct Assistant Professor  
Accounting  
B.A., Sacred Heart University;  
M.B.A., University of Bridgeport

Lisa Manyl  
Adjunct Instructor  
Media-Communications  
B.F.A., Ohio State University;  
M.F.A., Yale University

Peter Maresco  
Adjunct Assistant Professor  
Management  
B.A., University of Charleston;  
M.A., Fairfield University
Carole Martin
Adjunct Assistant Professor
Legal Assistant Program
A.A., Canandaigua Community College;
B.A., Ramapo College;
M.S., Rutgers University;
J.D., City University of New York Law School
Alfred Martinelli
Adjunct Instructor
Education
B.A., Hawthorne College;
B.A., Eastern Connecticut State University;
M.A., Sacred Heart University
Jocelyn L. Master
Adjunct Assistant Professor
English
B.A., St. John's University;
M.A., Sacred Heart University
John F. Mastroianni
Adjunct Instructor
Music
B.S., B.M., University of Bridgeport;
M.A., New York University
Anna M. Mastrolillo
Adjunct Instructor
Computer Science
B.S., Sacred Heart University
Mary Ann Matthews
Adjunct Assistant Professor
English
B.A., Emmanuel College;
M.A., Fairfield University;
6th Year, Sacred Heart University
Elaine Matto
Adjunct Instructor
Nursing
B.A., University of Vermont;
B.S., Southeastern Massachusetts University;
M.S., University of Connecticut
Gary C. Maynard
Adjunct Instructor
Film-Communications
B.A., University of Southern California
Flora Mazzucco
Adjunct Instructor
Modern Languages
B.A., State University of New York;
M.A., Fairfield University
Daniel McCabe
Adjunct Assistant Professor
Management
B.A., University of Bridgeport;
J.D., St. John's University
Joyce McClure
Adjunct Instructor
Religious Studies
A.B., College of the Holy Cross;
M.A., Yale University
Michael McClure
Adjunct Instructor
Religious Studies
A.A., Pensacola Jr. College;
B.A., University of Florida;
M.Div., Yale Divinity School
Ginny Rogers McCormick
Adjunct Instructor
Art
Susan Mcginnis
Adjunct Instructor
Nursing
B.S., State University Teachers College;
M.S., University of Bridgeport
Thomas Michael McLennon
Director of Pastoral Ministry
Adjunct Assistant Professor
Psychology
A.B., Mount St. Mary's College;
M.Ed., C.A.S., Johns Hopkins University
Mary Jean Michel-Marchitto
Adjunct Instructor
Nursing
A.S., University of Bridgeport;
M.Ed., Cambridge College
Sally Ann Michlin
Adjunct Instructor
English
B.A., Hofstra University;
M.A., Fairfield University
Izhar Mikolic
Adjunct Assistant Professor
Spanish - MFL
B.A., M.A., Sacred Heart University;
J.D., Georgetown University Law Center
Diana D. Mille
Adjunct Assistant Professor
Art History - Humanistic Studies
B.A., Rutgers College;
M.A., Hunter College;
Ph.D., City University of New York
Frederick Miller
Adjunct Instructor
History
B.S.S., Fairfield University;
M.A., Boston University;
J.D., Fordham University
Patricia J. Miller
Adjunct Assistant Professor
Legal Assistant Program
B.S., Sacred Heart University;
J.D., University of Bridgeport
Robert J. Montagna
Adjunct Assistant Professor
Management
B.S., M.B.A., Sacred Heart University
Patricia Ann Morrissey
Adjunct Assistant Professor
Business Administration
B.S., University of New Haven;
J.D., University of Bridgeport
Shane Murphy  
Adjunct Associate Professor  
Psychology  
B.S., University of New Kensington;  
M.A., Ph.D., Rutgers University  

Kenneth Mysogland  
Adjunct Instructor  
Social Work  
B.A., University of Connecticut;  
M.S.W., Columbia University  

Anne-Louise Nadeau, S.N.D.  
Director, Office of Counseling Services  
Adjunct Instructor  
Religious Studies  
B.A., Annhurst College;  
M.A., Emmanuel College  

Misao Naito  
Adjunct Instructor  
Modern Languages  
Tsuda School of Business  

Vinicius Navarro  
Adjunct Instructor  
Media Studies  
B.A., Universidade Federal Da Paraiba;  
M.A., New York University  

Stephanie J. Neborsky  
Adjunct Instructor  
Education  
A.S., Manchester Community College;  
B.S., M.S., 6th Year, Eastern Connecticut State University  

Gerald Neipp  
Adjunct Instructor  
Education  
B.S., Boston University;  
M.S., Central Connecticut State University;  
6th Year, Southern Connecticut State University;  
Ed.D., Nova Southeastern University  

Elena C. Niell  
Adjunct Instructor  
Modern Languages  
A.S., Norwalk Community College;  
B.A., M.A., Catholic University, Argentina  

Jacqueline J. Norcel  
Adjunct Instructor  
Education  
B.S., Fordham University;  
M.S., Brooklyn College;  
6th Year, Southern Connecticut State University  

Robert A. Novotny  
Adjunct Assistant Professor  
English  
B.A., Sacred Heart University;  
M.A., Western Connecticut State University  

Suzanna Nyberg  
Adjunct Instructor  
English  
B.A., Barnard College;  
M.A., Columbia University;  
M.S., University of Bridgeport;  
Ph.D., New York University  

Anthony O. Obilade  
Adjunct Associate Professor  
English  
B.A., University of Ile;  
M.A., Southern Illinois University;  
Ph.D., Northwestern University  

Sandra Obilade  
Adjunct Assistant Professor  
Management  
B.A., University of Ile;  
B.S., M.S., Ph.D., Southern Illinois University  

Jill Ann O’Connor  
Adjunct Assistant Professor  
Legal Assistant Program  
B.S., Sacred Heart University;  
J.D., University of Bridgeport  

Karen O’Connor  
Adjunct Instructor  
English  
B.A., Merrimack College;  
M.A., Fairfield University  

Eugene F. O’Hara  
Adjunct Instructor  
Mathematics  
B.S., M.A., 6th Year, Fairfield University  

Maria Michelle Oliver  
Adjunct Instructor  
Mathematics  
A.S., Norwalk State Technical College;  
B.S., Sacred Heart University;  
M.S., Southern Connecticut State University  

Eleanor Osborne  
Adjunct Instructor  
Education  
B.S., Southern Connecticut State University;  
M.S., Western Connecticut State University;  
6th Year, Fairfield University  

Troy R.E. Paddock  
Adjunct Instructor  
History  
B.A., Pepperdine University;  
M.A., Ph.D., University of California at Berkeley  

Margaret Palliser, OP  
Director of Mission Effectiveness  
Adjunct Assistant Professor  
Religious Studies  
B.S., St. Thomas Aquinas;  
M.Mus., Boston University;  

Ralph Palmes  
Adjunct Assistant Professor  
Legal Assistant Program  
B.A., University of Connecticut;  
J.D., Georgetown University
Phani C. Papachristos  
*Adjunct Assistant Professor*  
**Mathematics**  
B.S., M.S., Southern Connecticut State University

Rita Papazian  
*Adjunct Instructor*  
**English**  
B.A., M.S., Hofstra University

Carol A. Pappano  
*Adjunct Assistant Professor*  
**Mathematics**  
B.A., Sacred Heart University; M.A., Fairfield University

Frederick L. Pappano  
*Adjunct Assistant Professor*  
**Mathematics**  
B.A., Sacred Heart University; M.A., Fairfield University

Louis Pataki  
*Adjunct Assistant Professor*  
**Physics**  
B.S., M.S., Ph.D., Yale University

Richard Pate  
*Adjunct Assistant Professor*  
**Management**  
B.A., University of Bridgeport; J.D., Quinnipiac College

Manhar C. Patel  
*Adjunct Instructor*  
**Mathematics**  
B.S., Gujrat University; M.S., Maharaja Sayajirao University of Baroda; M.S., Fairleigh Dickinson University

Kenneth Pavolonis  
*Adjunct Assistant Professor*  
**Accounting**  
B.S., Fairfield University; M.S., The George Washington University

Nina Pearlin  
*Adjunct Instructor*  
**Nursing**  
A.S.N., Shenandoah University; B.S.N., Sacred Heart University; M.A., Fairfield University

Bernard Pellegrino  
*Adjunct Assistant Professor*  
**Management**  
B.A., Notre Dame University; J.D., Boston College

Evelyn Pellicane  
*Adjunct Instructor*  
**Music**  
B.A., State University of New York at Binghamton; M.M., Hunter College

Susan Pellowe  
*Adjunct Instructor*  
**Nursing**  
B.S.N., Western Connecticut State University; M.S.N., Yale University

Jane A. Perry  
*Adjunct Instructor*  
**English**  
B.A., Georgian Court College; M.A., Fairfield University

James W. Petruzello  
*Adjunct Assistant Professor*  
**Philosophy**  
B.A., Fordham University; M.A., Sacred Heart University; 6th Year, C.A.G.S., Southern Connecticut State University

Joseph Piotrowicz  
*Adjunct Instructor*  
**English**  
B.A., Fairfield University; M.A., Bowling Green University; Ph.D., New York University

Jean Podesta  
*Adjunct Instructor*  
**Physical Therapy**  
B.S., Ithaca College; M.S., Quinnipiac College

Christina Polk  
*Adjunct Instructor*  
**Education**  
M.S., University of Bridgeport; C.A.S., Fairfield University

Joan Anne Pollack  
*Adjunct Assistant Professor*  
**Social Work**  
A.S., Housatonic College; B.S., Sacred Heart University; M.S.W., Fordham University; M.H.S.A., Antioch/New England Graduate School

Anthony Pranzo  
*Adjunct Instructor*  
**Finance**  
B.S., Fordham University; M.B.A., Pace University

Jancee R. Pust-Marcone  
*Adjunct Instructor*  
**Nursing**  
B.S.N., Montana State University; M.S., Arizona State University

Ruth Rabiner  
*Adjunct Instructor*  
**Nursing**  
B.S., M.A., New York University

Brendan Rafferty  
*Adjunct Assistant Professor*  
**Management**  
B.S., Boston University; M.B.A., Columbia University

Margaret Ragozzino  
*Adjunct Assistant Professor*  
**Education**  
B.S., University of Connecticut; M.A., C.A.S., Fairfield University

Judith E. Randall  
*Adjunct Instructor*  
**Art**  
B.A., M.A.T., University of South Carolina; M.F.A., Brooklyn College
Cathleen Raynis  
*Director, Office of Residential Life*  
*Adjunct Instructor*  
Psychology  
B.S., University of New Mexico;  
M.S., Indiana University

Matthew C. Reale  
*Adjunct Instructor*  
Management  
B.S., Sacred Heart University;  
J.D., Villanova University

John H. Redgate  
*Adjunct Assistant Professor*  
English  
B.A., Fairfield University;  
M.A., Pepperdine University

Charles H. Reed  
*Director of Stamford and Danbury Programs*  
*Adjunct Assistant Professor*  
Management  
B.S., University of Tennessee;  
M.B.A., Sacred Heart University

Abraham M. Reiter  
*Adjunct Instructor*  
Mathematics  
B.M.E., Cooper Union College;  
M.S.E., University of California

Marie A. Reynolds  
*Adjunct Instructor*  
Education  
B.S., University of Connecticut;  
M.A., Goddard College

Jacqueline B. Rinaldi  
*Director, Jandrisevits Learning Center*  
*Adjunct Professor*  
English  
B.A., Mount St. Vincent College;  
M.A., Fordham University;  
M.A., Fairfield University

Jeanne A. Robbins  
*Adjunct Instructor*  
Education  
B.S., Southern Connecticut State University;  
M.A., Eastern Connecticut State University

Katherine Roberts  
*Adjunct Instructor*  
Chemistry  
B.S., King's College;  
M.S., University Strathclyde

Elizabeth A. Robillard  
*Adjunct Instructor*  
English  
B.A., Sacred Heart University;  
M.S., Southern Connecticut State University

Carmen Rodriguez  
*Adjunct Assistant Professor*  
Art  
B.A., Hunter College;  
M.A., Ed.D., Columbia University

Peter J. Ronai  
*Adjunct Instructor*  
Athletic Training  
B.S., M.S., Southern Connecticut State University

Jane E. Ronayne  
*Adjunct Instructor*  
Art  
B.A., Marymount College;  
M.A., College of New Rochelle

Lauren Rosenberg  
*Adjunct Instructor*  
Communications  
B.A., Amherst College;  
M.F.A., New York University

Glenna F. Ross  
*Adjunct Associate Professor*  
English  
B.A., University of Massachusetts, Amherst;  
M.F.A., New York University

Cheryl F. Rountree  
*Adjunct Assistant Professor*  
Social Work  
B.A., University of Connecticut;  
M.S.W., Southern Connecticut State University

Adrienne Rubin  
*Adjunct Instructor*  
Education  
B.A., New York University;  
M.S., Western Connecticut State University

Douglas Rudig  
*Adjunct Associate Professor*  
Education  
B.A., University of Illinois;  
M.S.T., Drake University;  
Ph.D., University of Colorado

Mary Rush  
*Adjunct Assistant Professor*  
Nursing  
B.S., Sacred Heart University;  
M.S.N., Hunter College;  
Ph.D., New York University

Elena M. Rusnak  
*Adjunct Instructor*  
English  
B.A., University of Connecticut;  
M.A., Central Connecticut State University;  
M.A.L.S., Wesleyan University

Eric Rutberg  
*Adjunct Instructor*  
Psychology  
B.A., New School for Social Research;  
M.A., Regis University

Michael S. Ryan  
*Adjunct Instructor*  
Chemistry  
B.S., University of Connecticut;  
M.S., Polytechnic University Brooklyn
Arthur R. Salman
Adjunct Professor
Psychology
B.A., Queens College; M.A., Ph.D., Ohio State University

Basil S. Salvo
Adjunct Assistant Professor
English
B.A., Pace University; M.A., Manhattanville College

Nidy Schiavoni-Hendrickson
Adjunct Instructor
Modern Languages
B.E.S., University of Manitoba; M.A., University of Texas

Chet S. Schoyen
Adjunct Assistant Professor
Computer Science
A.S., Norwalk State Technical College; B.P.S., Pace University; M.S., University of New Haven

Paul Sebben
Adjunct Instructor
Computer Science
B.S., Sacred Heart University

John T. Seddon III
Adjunct Assistant Professor
Religious Studies
B.A., M.A.T., University of Notre Dame; M.A., Maryknoll School of Theology; Ph.D., Fordham University

Melvin Senator
Adjunct Instructor
Education
B.A., Brooklyn College; M.S., Long Island University; 6th Year, University of Bridgeport

Michael Sheehan
Adjunct Instructor
Management
B.S., Fairfield University; M.B.A., University of Connecticut

Charles Sherwood
Adjunct Assistant Professor
Management
B.S., M.P.A., M.A., Sc.D., University of New Haven

Robert Shook
Adjunct Instructor
Education
B.A., M.A., University of Connecticut; 6th Year, University of Bridgeport

William Sidarweck
Adjunct Instructor
Psychology
B.A., Sacred Heart University; M.S., 6th Year, University of Bridgeport

Jean Silva
Adjunct Instructor
Mathematics
B.S., Seton Hall University; M.A., C.A.S., Fairfield University

Mary Lou Skarzynski
Adjunct Assistant Professor
English
B.A., M.A., Sacred Heart University; M.A.T., Fairfield University

Elzbieta Skowron
Adjunct Instructor
Modern Foreign Languages
Dip., Religious Culture Institute, Catholic University of Lublin; MTheol., Academy of Catholic Theology; American Language Institute, New York University

Jacqueline de La Chapelle Skubly
Adjunct Assistant Professor
Modern Foreign Languages
B.A., M.A., University of Bridgeport; Ph.D. Candidate, City University of New York

Andrew N. Smith
Adjunct Instructor
Mathematics
B.S., M.S., Fairfield University

Brian P. Smith
Adjunct Instructor
Mathematics
B.A., Brown University; M.S., Purdue University

Lois Smith
Adjunct Instructor
Education
B.S., University of Connecticut; M.S., 6th Year, University of Bridgeport

Colleen M. Smullen
Adjunct Assistant
Criminal Justice
B.S., Southern Connecticut State University; M.P.A., University of New Haven

Ellen Steele
Adjunct Instructor
Modern Foreign Languages
B.S., Manhattanville College; M.A., 6th Year, Columbia University

Donald W. Strickland
Adjunct Assistant Professor
Education
B.A., Marietta College; J.D., University of Connecticut

Jacqueline M. Sullivan
Adjunct Instructor
Education
B.S., Central Connecticut State College; M.A., 6th Year, University of Connecticut

Cecelia K. Szakolczay
Director, Respiratory Care Program
Adjunct Instructor
Respiratory Care
A.S., B.S., Quinnipiac College
Vernie Taylor  
*Adjunct Instructor*  
*Religious Studies*  
A.S., Housatonic Community College;  
B.S., Sacred Heart University;  
M.A.R., Yale University  
---

Tracy Thornton  
*Adjunct Instructor*  
*Finance*  
B.S., M.B.A., University of Bridgeport  
---

Ruth Tiven  
*Adjunct Instructor*  
*Education*  
B.A., 6th Year, Southern Connecticut State University  
---

James Todesca  
*Adjunct Instructor*  
*History*  
G.A., Georgetown University;  
M.A., The Catholic University of America;  
Ph.D., Fordham University  
---

James Tooher  
*Adjunct Assistant Professor*  
*Management*  
B.S., LL.B., University of Connecticut  
---

Stephen A. Toth  
*Adjunct Associate Professor*  
*English*  
B.A., University of Bridgeport;  
M.A., University of Kansas;  
C.A.S., Fairfield University  
---

Mary Garlington Trefry  
*Adjunct Assistant Professor*  
*Management*  
B.A., Agnes Scott College;  
M.L.S., University of Maryland;  
M.A., M.Phil., Ph.D., Columbia University  
---

Alan Trippel  
*Adjunct Associate Professor*  
*Management*  
B.S., State University of New York, Cortland;  
M.B.A., University of Connecticut  
---

Diane M. Tung  
*Adjunct Instructor*  
*Computer Science*  
B.A., Syracuse University;  
M.A.T., Sacred Heart University  
---

Timothy C. Tuttle  
*Adjunct Instructor*  
*History*  
B.A., Pace University;  
M.A., Western Connecticut State University;  
Ph.D., New York University  
---

Mary Ann Valovcin  
*Adjunct Associate Professor*  
*English*  
B.A., Sacred Heart University;  
M.S., University of Bridgeport  
---

Patricia VanHaste  
*Adjunct Instructor*  
*English*  
B.A., William Paterson College;  
M.A., University of Connecticut  
---

Marcia Van Hise  
*Adjunct Assistant Professor*  
*Education*  
B.S., Radford University;  
M.S., 6th Year, University of Bridgeport  
---

Victor Vaughn  
*Adjunct Instructor*  
*Physical Therapy*  
B.S., University of Vermont;  
M.S., University of Massachusetts  
---

Joan Vecchia  
*Adjunct Instructor*  
*Sociology*  
B.A., M.A., University of Connecticut;  
Ph.D., University of Maryland  
---

Dolores Vecchiarelli  
*Adjunct Instructor*  
*Education*  
B.S., M.S.D., Southern Connecticut State University  
---

Albert Wakin  
*Adjunct Professor*  
*Psychology*  
B.A., M.S., University of Bridgeport;  
6th Year, Southern Connecticut State University  
---

Dale E. Walkonen  
*Adjunct Instructor*  
*English*  
B.A., Sarah Lawrence College;  
M.A., Boston University  
---

Sarah Wallace  
*Adjunct Instructor*  
*Physical Therapy*  
B.S., Russell Sage College;  
M.S., University of Connecticut  
---

Christopher Walsh  
*Adjunct Assistant Professor*  
*Education*  
B.A., Fairfield University;  
M.A., Ph.D., The Catholic University of America  
---

Kevin Walsh  
*Adjunct Assistant Professor*  
*Management*  
B.S., M.B.A., University of Scranton  
---

Karen Waters  
*Adjunct Instructor*  
*Education*  
B.A., M.S., University of Bridgeport  
---

Robert M. Waters  
*Adjunct Assistant Professor*  
*Management*  
B.S., M.A., University of New Haven  
---

Gregory Watkins-Colwell  
*Adjunct Instructor*  
*Biology*  
B.A., Ohio Wesleyan University;  
M.S., Ohio University  
---

138 DIRECTORY
Hetty Watters
Adjunct Instructor
Nursing
B.S.N., Fairfield University;
M.A., Columbia University

John A. Watts
Adjunct Instructor
English
B.A., M.A., Fairfield University

Sylvia A. Watts
Director, Academic Incentive Program
Adjunct Associate Professor
English
B.A., College of Notre Dame of Maryland;
M.S., University of Bridgeport;
C.A.S., Fairfield University;
Ed.M., Ed.D., Columbia University

Mark Weber
Adjunct Instructor
Philosophy
B.A., Wheaton College;
M.A.R., Yale University;
Ph.D., Boston University

Henry W. Weeks
Adjunct Instructor
Economics
B.S., State University of New York College at Oneonta;
M.B.A., Syracuse University

Michael A. Weild
Director of Sports Medicine and Athletic Trainer
Adjunct Instructor
Athletic Training
B.S., Wright University;
M.A.T., Sacred Heart University

Joseph C. Wesney
Adjunct Assistant Professor
Physics
B.S., Ohio State University;
M.S., Purdue University;
M.S.T., Ph.D., Cornell University

Charles J. Williams
Adjunct Instructor
Education
B.S., Clarfn College;
M.S., 6th Year, Southern Connecticut State University

Gregory Williams
Adjunct Assistant Professor
Management
B.A., University of California;
J.D., Quinnipiac College

Loring Winkles
Adjunct Instructor
Art
B.A., Tufts University;
M.A., University of Cincinnati;
M.A.T., Sacred Heart University

Gerald D. Winter
Adjunct Professor
Psychology
B.A., M.A., University of Bridgeport;
Ed.D., Columbia University

Mark L. Winzler
Adjunct Instructor
Education
B.A., Upsala College;
M.Ed., 6th Year, University of Hartford

Regina Wohlke
Adjunct Instructor
Education
B.A., C.A.G.S., St. Joseph College;
M.A., Southern Connecticut State University

Joseph J. Wright
Adjunct Instructor
English
B.S., Southern Connecticut State University;
M.A., Ohio University

Mary Jo Wright
Adjunct Instructor
Physical Therapy
B.S., Quinnipiac College

Pauline P. Yatrakis
Adjunct Associate Professor
Director, EFL Programs
Modern Foreign Languages
B.A., Brooklyn College

Ana Yepes
Coordinator of Language Lab
Adjunct Instructor
Modern Foreign Languages
A.A., Norwalk Community College;
B.A., M.A.T., Sacred Heart University

Clarke Young
Adjunct Professor
Management
B.A., Pennsylvania State College;
M.B.A., Harvard University

Bridget Zalcman
Adjunct Assistant Professor
Management
B.A., St. Mary's College;
J.D., Indiana University

Margaret Zowine
Adjunct Instructor
English
B.A., Fairfield University;
M.A., Fordham University

Louis P. Zuffa
Adjunct Assistant Professor
Management
B.B.A., Fairfield University;
M.B.A., Sacred Heart University

Edward Zumaeta
Adjunct Instructor
Psychology
B.S., Sacred Heart University;
M.A., Fairfield University

Jacqueline Zwick
Adjunct Instructor
English
B.A., The American University;
M.A., Stanford University
FACULTY EMERITI

Raoul A. DeVilliers
Professor Emeritus
Mathematics
Ph.D. (Philosophy), Ph.D. (Applied Mathematics) University of Havana, Cuba

Saul Hafner
Professor Emeritus
Management
B.S., Polytechnic Institute of New York; M.B.A., Hofstra University

Marcella Malloy
Professor Emeritus
Modern Languages
B.A., Northwestern University; M.A., University of Chicago

Claude I. McNeal
Professor Emeritus
English
B.S., Boston University; M.F.A., Yale University

Alice Przybylski
Professor Emeritus
Music
B.M., Alverno College of Music, Wisconsin State Teachers College

Maria S. Quintero
Professor Emeritus
Spanish
Bach. Ltr. and Sei., Official Government Institute of Havana, Cuba; Ed.D., Ph.D., University of Havana, Cuba

Mariann Russell
Professor Emeritus
English
B.A., St. John's University; M.A., Ph.D., Columbia University

Maria-Teresa Torreiria Tenorio
Professor Emeritus
Modern Languages (Spanish)
B.S., Nasra del Sagrado Corazon, Madrid Spain; M.A., Social Institute Leo XIII; Ph.D., University of Madrid, Spain

Jacques M. Vergotti
Professor Emeritus
History and Political Science
B.S., Lycee Real, Mesota Brasov, Romanis; M.A., Columbia University; Ph.D., University of Lausanne, Switzerland
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Appeals</td>
<td>23</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>3</td>
</tr>
<tr>
<td>Academic Center</td>
<td>26</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>22</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>21-23</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>23</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>37-68</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>25-29</td>
</tr>
<tr>
<td>Acceptance Process</td>
<td>16</td>
</tr>
<tr>
<td>Accounting Courses</td>
<td>70-71</td>
</tr>
<tr>
<td>Accreditation</td>
<td>8</td>
</tr>
<tr>
<td>Administration Building</td>
<td>28</td>
</tr>
<tr>
<td>Admission</td>
<td>14</td>
</tr>
<tr>
<td>Advisement Sessions</td>
<td>15</td>
</tr>
<tr>
<td>Application Process for Admission</td>
<td>14-15</td>
</tr>
<tr>
<td>Application File</td>
<td>14</td>
</tr>
<tr>
<td>Deadlines</td>
<td>14</td>
</tr>
<tr>
<td>Incomplete Applications</td>
<td>15</td>
</tr>
<tr>
<td>International Applications</td>
<td>15</td>
</tr>
<tr>
<td>Application Process for Graduation</td>
<td>19</td>
</tr>
<tr>
<td>Auditors</td>
<td>16</td>
</tr>
<tr>
<td>Biology Laboratories</td>
<td>26</td>
</tr>
<tr>
<td>Bookstore</td>
<td>26</td>
</tr>
<tr>
<td>Business Administration, Graduate Programs</td>
<td>47-51</td>
</tr>
<tr>
<td>Business Courses</td>
<td>71-74</td>
</tr>
<tr>
<td>Campus Center</td>
<td>28</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>31</td>
</tr>
<tr>
<td>Career Services</td>
<td>31</td>
</tr>
<tr>
<td>Catechetical Administration</td>
<td>59</td>
</tr>
<tr>
<td>Center for Christian-Jewish Understanding</td>
<td>29</td>
</tr>
<tr>
<td>Center for Corporate Education</td>
<td>67</td>
</tr>
<tr>
<td>Center for Ethnic Studies</td>
<td>29</td>
</tr>
<tr>
<td>Center for Policy Issues</td>
<td>29</td>
</tr>
<tr>
<td>Chemistry, Combined Degree (B.S./M.S.)</td>
<td>41</td>
</tr>
<tr>
<td>Chemistry Courses</td>
<td>74-76</td>
</tr>
<tr>
<td>Chemistry, Graduate Programs</td>
<td>39-42</td>
</tr>
<tr>
<td>Chemistry Laboratories</td>
<td>26-27</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>38, 39-51</td>
</tr>
<tr>
<td>College of Business</td>
<td>38, 47-51</td>
</tr>
<tr>
<td>College of Education and Health Professions</td>
<td>38, 52-59</td>
</tr>
<tr>
<td>Community Resources</td>
<td>3, 38, 52-59</td>
</tr>
<tr>
<td>Computer and Information Science, Graduate Program</td>
<td>29, 43-44</td>
</tr>
<tr>
<td>Computer Facilities</td>
<td>27</td>
</tr>
<tr>
<td>Computer Science Course</td>
<td>76-80</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>31</td>
</tr>
<tr>
<td>Council of Graduate Students</td>
<td>31</td>
</tr>
<tr>
<td>Course</td>
<td>14-15</td>
</tr>
<tr>
<td>Changes</td>
<td>14-15</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>14-15</td>
</tr>
<tr>
<td>Repetition of Work</td>
<td>14-15</td>
</tr>
<tr>
<td>Waivers and Substitutions</td>
<td>14-15</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>14-15</td>
</tr>
<tr>
<td>Credit Descriptions</td>
<td>69-105</td>
</tr>
<tr>
<td>Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Deferred Payment Plan</td>
<td>34</td>
</tr>
<tr>
<td>Degree Completion (Time Limit)</td>
<td>19</td>
</tr>
<tr>
<td>Dining Services</td>
<td>31</td>
</tr>
<tr>
<td>Diocesan Discount Plan</td>
<td>34</td>
</tr>
<tr>
<td>Diversity, Policy on</td>
<td>10</td>
</tr>
<tr>
<td>Economics Courses</td>
<td>80-81</td>
</tr>
<tr>
<td>Education Courses</td>
<td>81-92</td>
</tr>
<tr>
<td>Education, Graduate Programs</td>
<td>52-59</td>
</tr>
<tr>
<td>Employer Reimbursement Program</td>
<td>34</td>
</tr>
<tr>
<td>Environmental Chemistry, Graduate Certificate</td>
<td>41-42</td>
</tr>
<tr>
<td>Family Discount Plan</td>
<td>34</td>
</tr>
<tr>
<td>Family Nurse Practitioner Post-Master's Certificate</td>
<td>65</td>
</tr>
<tr>
<td>Federal Loans</td>
<td>35</td>
</tr>
<tr>
<td>Fifth-Year Internship Program</td>
<td>56</td>
</tr>
<tr>
<td>Finance Courses</td>
<td>92-93</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>35</td>
</tr>
<tr>
<td>Full-time Student Registration Status</td>
<td>19</td>
</tr>
<tr>
<td>Grade Point Average (GPA)</td>
<td>22</td>
</tr>
<tr>
<td>GRADEXCELL Loans</td>
<td>35</td>
</tr>
<tr>
<td>Grading System</td>
<td>22</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Health Administration Courses</td>
<td>93-94</td>
</tr>
<tr>
<td>Health &amp; Recreation Center, William H. Pitt</td>
<td>29, 31</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>31</td>
</tr>
<tr>
<td>Health Services</td>
<td>32</td>
</tr>
<tr>
<td>Hershey Institute for Applied Ethics</td>
<td>29</td>
</tr>
<tr>
<td>History (University)</td>
<td>11</td>
</tr>
<tr>
<td>Independent Study</td>
<td>23</td>
</tr>
<tr>
<td>In-process Student Registration</td>
<td>17</td>
</tr>
<tr>
<td>Institute for Catechetical Administration Courses</td>
<td>94-96</td>
</tr>
<tr>
<td>Institute for Religious Education and Pastoral Studies</td>
<td>30</td>
</tr>
<tr>
<td>Intermediate Administrator Certification</td>
<td>57-58</td>
</tr>
<tr>
<td>International Applications</td>
<td>15</td>
</tr>
<tr>
<td>International Center</td>
<td>32</td>
</tr>
<tr>
<td>Interviews and Advisement Sessions</td>
<td>15</td>
</tr>
<tr>
<td>Jandrisevits Learning Center</td>
<td>28</td>
</tr>
<tr>
<td>Library, Ryan Matura</td>
<td>28</td>
</tr>
<tr>
<td>Lifelong Learning Center</td>
<td>32, 68</td>
</tr>
<tr>
<td>Locations</td>
<td>11</td>
</tr>
<tr>
<td>Marketing Courses</td>
<td>96-97</td>
</tr>
<tr>
<td>Matriculated Students</td>
<td>16</td>
</tr>
<tr>
<td>Measles and Rubella Immunization</td>
<td>17</td>
</tr>
<tr>
<td>Media Studies Facilities</td>
<td>28</td>
</tr>
<tr>
<td>Memberships</td>
<td>8-9</td>
</tr>
<tr>
<td>Mission and History</td>
<td>10-11</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>10</td>
</tr>
<tr>
<td>Modern Language Laboratory</td>
<td>27-28</td>
</tr>
<tr>
<td>Notations</td>
<td>9-10</td>
</tr>
<tr>
<td>Nursing, Accelerated RN to MSN Program</td>
<td>62-63</td>
</tr>
<tr>
<td>Nursing Courses</td>
<td>97-99</td>
</tr>
<tr>
<td>Nursing, Dual Degree Program (MSN/MBA)</td>
<td>61-62</td>
</tr>
<tr>
<td>Nursing, Graduate Programs</td>
<td>60-63</td>
</tr>
<tr>
<td>Park Avenue House</td>
<td>29</td>
</tr>
<tr>
<td>Payment Options</td>
<td>34</td>
</tr>
<tr>
<td>Physical Therapy Courses</td>
<td>100-101</td>
</tr>
<tr>
<td>Physical Therapy, Graduate Program</td>
<td>64-66</td>
</tr>
<tr>
<td>Pitt Health &amp; Recreation Center, William H.</td>
<td>29, 31</td>
</tr>
<tr>
<td>Policies</td>
<td>21-23</td>
</tr>
<tr>
<td>Diversity</td>
<td>10</td>
</tr>
<tr>
<td>Waivers</td>
<td>18</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>18</td>
</tr>
<tr>
<td>Provisionally Accepted Students</td>
<td>16</td>
</tr>
<tr>
<td>Public Safety and Parking</td>
<td>32</td>
</tr>
<tr>
<td>Radio Stations</td>
<td>30</td>
</tr>
<tr>
<td>Readmission</td>
<td>16</td>
</tr>
<tr>
<td>Registration</td>
<td>16-19</td>
</tr>
<tr>
<td>Religious Studies Course</td>
<td>101-105</td>
</tr>
<tr>
<td>Religious Studies, Graduate Programs</td>
<td>45-46</td>
</tr>
<tr>
<td>Repetition of Work</td>
<td>18</td>
</tr>
<tr>
<td>Research Assistantships</td>
<td>35</td>
</tr>
<tr>
<td>Research Projects</td>
<td>23</td>
</tr>
<tr>
<td>Residence Hall Directors</td>
<td>36</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>28</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>18-19</td>
</tr>
<tr>
<td>Ryan Matura Library</td>
<td>28</td>
</tr>
<tr>
<td>SHU-Community Chamber Orchestra</td>
<td>30</td>
</tr>
<tr>
<td>SHU-String Community Music Center</td>
<td>30</td>
</tr>
<tr>
<td>Special Students</td>
<td>16</td>
</tr>
<tr>
<td>Staff Assistantships</td>
<td>35</td>
</tr>
<tr>
<td>Stafford Loan (Federal)</td>
<td>35</td>
</tr>
<tr>
<td>Student Activities</td>
<td>32</td>
</tr>
<tr>
<td>Student Services</td>
<td>30-32</td>
</tr>
<tr>
<td>Substitution (Waiver Policy)</td>
<td>18</td>
</tr>
<tr>
<td>Teacher Certificate of Advanced Studies Programs</td>
<td>58</td>
</tr>
<tr>
<td>Teacher Certification Program</td>
<td>55-56</td>
</tr>
<tr>
<td>Teaching, Master of Arts</td>
<td>56-57</td>
</tr>
<tr>
<td>Thesis</td>
<td>23</td>
</tr>
<tr>
<td>Time Limit (for Degree Completion)</td>
<td>19</td>
</tr>
<tr>
<td>Transcripts</td>
<td>19</td>
</tr>
<tr>
<td>Transfer of Credits</td>
<td>16, 18-19</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>34-35</td>
</tr>
<tr>
<td>University Chorus</td>
<td>30</td>
</tr>
<tr>
<td>University College</td>
<td>38, 67-68</td>
</tr>
<tr>
<td>University Housing</td>
<td>32</td>
</tr>
<tr>
<td>Veteran’s Counseling</td>
<td>19</td>
</tr>
<tr>
<td>Veterans Eligibility Programs</td>
<td>36</td>
</tr>
<tr>
<td>Waiver Policy</td>
<td>18</td>
</tr>
<tr>
<td>Withdrawal/Refunds</td>
<td>35</td>
</tr>
</tbody>
</table>
Sacred Heart University Campus, 5151 Park Avenue, Fairfield, Connecticut, Spring 1998 Traffic Patterns. Entrance at Park Avenue only. Exits at Park Avenue and Jefferson Streets.

Note: Traffic patterns subject to change due to construction. Check with guard at entrance on Park Avenue or Public Safety Office for parking permit.
DIRECTIONS TO SACRED HEART UNIVERSITY

Main Campus, Fairfield
5151 Park Avenue, Fairfield, Conn. 06432-1000
From Merritt Parkway (Route 15) North or South:
(Passenger Vehicles Only)
Exit 47. At end of ramp turn left and proceed one block to Sacred Heart University. Entrance on Park Avenue.
From Connecticut Turnpike (I-95) North or South:
(Passenger Vehicles Only)
Exit 27A. Continue straight ahead on combined Routes 8 and 24 to fork. Bear left onto Route 25. Take Exit 7, Merritt Parkway South and follow directions above.

Danbury Site
at GE Capital, 44 Old Ridgebury Road, Danbury, Conn. 1-84 to Exit 2A, Old Ridgebury Road. Proceed through the first traffic light. GE Capital is the third building on the left after the light. Classroom on the first floor. Questions? Call Sacred Heart University Stamford Campus at 203-323-4959.

Stamford Campus
River Bend Executive Park Building #12, 835 Hope Street, Stamford, Conn. 06907
From Merritt Parkway (Route 15)
(Passenger Vehicles Only)
North or South: Exit 36. Turn right. Go 2 miles; take a right at the light onto Camp Street. At the next light turn left onto Hope Street. Entrance to River Bend Executive Park is on the left past the Springdale train station. Follow signs to the first office building on the right.
From Connecticut Turnpike (I-95):
(Passenger Vehicles Only)
North or South: Exit 9, Follow Rt. 106/Courtland Avenue to Glenbrook Road, turn left. At second light turn right onto Hope Street. Continue past United Wrecking and through next light to the second River Bend Executive Park Entrance, on right just before the Springdale train station. Follow signs to the first building on the right.