



FAIRFIELD UNIVERSITY GRADUATE ACADEMIC CATALOG 2018-2019



College of Arts and Sciences

Dolan School of Business

Graduate School of Education and Allied Professions

School of Engineering

Marion Peckham Egan School of Nursing
and Health Studies

FAIRFIELD UNIVERSITY

TABLE OF CONTENTS

Graduate Catalog	3
Fairfield University Graduate Overview	4
University Mission	4
Diversity Vision Statement	4
Academic Calendar	5
Academic Policies and General Regulations	7
Resources and Services	16
Accreditations	18
Compliance Statements and Notifications	19
College of Arts and Sciences	20
Admission	20
Tuition, Fees, and Financial Aid	21
Programs	24
American Studies	24
Communication	29
Creative Writing	35
MFA in Creative Writing	36
Certificate in Creative Writing	37
Mathematics	37
MS in Mathematics	39
Certificate in Applied Statistics	40
Public Administration	40
Master of Public Administration	42
Certificate in Non-Profit Management	42
School Directory	43
Dolan School of Business	47
Admission	48
Tuition, Fees, and Financial Aid	50
Programs	52
Master of Business Administration	52
MS in Accounting	62
MS in Business Analytics	65
MS in Finance	68
Graduate Certificates	69
Advanced Graduate Certificates	71
School Directory	71
Graduate School of Education and Allied Professions	76
Admission	78
Tuition, Fees, and Financial Aid	80
Programs	83

Counselor Education	83
MA in Clinical Mental Health Counseling	88
MA in School Counseling	88
Sixth Year Certificates	88
ATC in Substance Abuse Counseling	89
ATC in the Integration of Spirituality and Religion in Counseling	89
Educational Studies and Teacher Preparation	89
MA in Elementary Education	97
5-Year BA/MA in Elementary Education	98
MA in Secondary Education	98
5-Year BA/MA in Secondary Education	99
MA in Teaching and Foundations	101
SYC in Foundations in Education	101
Educational Technology	101
MA in Educational Technology	105
MA in Educational Technology with Cross-Endorsement	105
SYC in Educational Technology	105
Certificate in Classroom Technology Integration	106
Certificate in Leadership in Educational Technology	106
Certificate in Learning Design and Technology	106
Marriage and Family Therapy	106
MA in Family Studies	109
MA in Marriage and Family Therapy	110
Certificate in School-Based Marriage and Family Therapy	110
Psychological and Educational Consultation	112
Applied Psychology	116
School Psychology	118
ATC in Applied Behavior Analysis	119
Reading and Language Development	119
Remedial Reading and Remedial Language Arts Certification (102)	122
MA in Remedial Reading and Remedial Language Arts	123
SYC in Remedial Reading and Remedial Language Arts	123
Special Education	124
MA in Special Education	127
MA in Special Education with Cross-Endorsement	128
MA/SYC in Special Education with Initial Certification	129
SYC in Special Education	130
Special Education Cross-Endorsement	131

TESOL and Bilingual Education	131
MA in Bilingual Education	135
MA in TESOL	137
SYC in TESOL or Bilingual Education	138
School Directory	138
School of Engineering	143
Admission	143
Tuition, Fees, and Financial Aid	145
Programs	147
MS in Applied Data Science	147
MS in Electrical and Computer Engineering	149
MS in Management of Technology	153
MS in Mechanical Engineering	157
MS in Software Engineering	161
Graduate Certificate Programs	165
School Directory	166
Marion Peckham Egan School of Nursing and Health Studies	169
Admission	180
Tuition, Fees and Financial Aid	182
Programs	185
Doctor of Nursing Practice	185
BSN to DNP. Family Nurse Practitioner	186
BSN to DNP. Nurse Anesthesia	188
BSN to DNP. Nurse Midwifery	189
BSN to DNP. Psychiatric Nurse Practitioner	191
MSN to DNP. Advanced Practice	192
MSN to DNP. Executive DNP	194
Master of Science in Nursing	195
Clinical Systems Leadership	195
Integrated Healthcare Leadership	196
Family Nurse Practitioner	197
Psychiatric Nurse Practitioner	198
School Directory	199
Administration	202
Index	204

GRADUATE CATALOG

A Message from the President

Dear Student,

Welcome to Fairfield! We are fortunate to have a remarkable learning community here at Fairfield, and we are pleased you have joined us.

As a Fairfield University student, you join one of the oldest and most successful academic traditions in the world: the Jesuit educational community, which has been forming leaders in the arts, sciences, humanities, education, and business for almost 500 years.

The essence of our approach, which has always been at the core of Jesuit education, is that we form and develop the whole person. We are committed to unlocking human potential; your potential.

Our first-rate faculty will help you identify where your passions lie and guide you as your interests come into focus, leading you toward an exciting future.

We are also fortunate to be located in one of the most beautiful towns in New England; a thriving beach town just over an hour from New York City. This means our students have access to internships, research, and job opportunities at some of the world's most dynamic corporations, arts and cultural institutions, schools and universities.

Fairfield has much to offer and we believe that you have much to offer us. Have a look through this course catalog to learn more about how Fairfield can be the key to your future. Don't hesitate to contact us if you have any questions along the way.

With warmest regards,

Mark R. Nemec, PhD
President
Professor of Politics

FAIRFIELD UNIVERSITY GRADUATE OVERVIEW

Founded in 1942, Fairfield University is a Jesuit and Catholic University that is rooted in one of the world's oldest intellectual and spiritual traditions. Fairfield prepares students for leadership and service in a constantly changing world through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit. Students choose Fairfield because of its integrated approach to learning which results in graduates who are intellectually prepared and adaptable to face the ever-changing issues of the 21st century.

Located in the coastal town of Fairfield, Connecticut, the University's 200-acre campus is just one hour outside New York City, in the heart of a region with the largest concentration of Fortune 500 companies in the nation. Fairfield has a student population of approximately 5200 students; 4100 undergraduates and 1100 graduate students. Students represent 39 states and 65 countries and are enrolled in the University's five schools; the College of Arts and Sciences, Dolan School of Business, Graduate School of Education and Allied Professions, School of Engineering, and The Marion Peckham Egan School of Nursing and Health Studies.

Fairfield offers a wide range of opportunities for research, internships, service, civic engagement, and personal enrichment through 40 graduate programs, 20 Division I athletic teams, and many student clubs and organizations. A significant achievement for Fairfield University is that over 67 graduates have been tapped as Fulbright scholars since 1993.

When considering an applicant for admission, Fairfield looks at measures of academic achievement, students' curricular activities, their life skills and accomplishments, and the degree to which they have an appreciation for Fairfield's mission and outlook. Students are challenged to be creative and active members of a community in which diversity is encouraged and honored.

Fairfield University has developed a unique educational model to ensure that students receive the motivating guidance they need to reach their fullest potential. With an impressive 12:1 student to faculty ratio, Fairfield's faculty get to know their students as individuals and encourage them to develop and follow their passion through internships, volunteer and research opportunities, and a course of study that deepens and expands their knowledge. Full integration of all learning opportunities helps students discern how they want to put their gifts and education to work in the world.

University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values, and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university, it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective, and a commitment to excellence. Fairfield encourages a respect for all the disciplines - their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense, liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible people.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University's commitment to the God-given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University

recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life: academic, administrative, social, and spiritual, as together the community seeks to realize a vision of common good that is rooted in genuine human solidarity.

Fairfield University defines diversity in the broadest sense, reflecting its commitment to creating a more inclusive community that is reflective of the richly diverse global community of which we are part. Diversity encompasses not only racial, ethnic, and religious diversity, but also diversity of socioeconomic contexts, cultural perspectives, national origins, sexual orientation, gender identity, age, physical ability, and educational backgrounds.

Academic Calendar

Fall 2018

June 25 - 26	First-Year Students Orientation Class of 2022
June 28 - 29	First-Year Students Orientation Class of 2022
July 5	Registration Begins for all Graduate and Non-Matriculated Continuing Studies Students for Fall 2018 (except for Non-Matriculated GSEAP Students)
July 19	Registration Begins for Non-Matriculated GSEAP Students for Fall 2018
August 1	Deadline for Selected Students on Financial Aid to Submit Verification Documents to the Office of Financial Aid
August 17	Deadline for Undergraduate Readmission Applications for Fall 2018
August 24	Last Day to Apply for GSEAP Non-Matriculated Status for Fall 2018
August 25	Grad Stag Day
August 29	International Graduate Students Arrival Day
August 30 - September 1	Orientation for International Graduate Students
August 31	International Undergraduate Students Arrival Day
September 1 - 3	Orientation for International Undergraduate Students
September 2	Class of 2022 Orientation and Welcome
	First-Year Students move in 7:30am to 1pm by floors
	Transfer Students move in 8am to 12pm
	BCC Dining Hall opens at 4pm
September 3	Labor Day - University Holiday Fall Welcome Continues

	Transfer Orientation for New Undergraduate Students
	Sophomores (Class of 2021) move in 8am to 1pm, Upperclassmen (Classes of 2019 & 2020) move in 2pm to 8pm
September 4	Classes Begin for All Undergraduate and Graduate Programs
	First Year Assembly at Bellarmine Hall, Back Lawn, 5:00pm
September 4 - 10	Add/Drop for Undergraduate Students
September 7	Mass of the Holy Spirit, 3:30pm
September 10 - October 26	Undergraduate Fall Online Session I
September 11 - 17	Late Registration - GSEAP
September 14	Deadline for Make-Up of Summer 2018 Incompletes - GSEAP
October 5	Deadline for Make-Up of Spring and Summer 2018 Incompletes (except GSEAP)
October 8	Fall Break - University Holiday
October 9	Fall Break - All Students
October 29	Deadline for Undergraduate Major and Minor Changes for Spring 2019 Registration
October 29 - December 14	Undergraduate Fall Online Session II
October 31	Undergraduate Advising Begins for Spring 2019
November 1	Registration Begins for Winter Intersession 2019
November 6	Midterm Estimates Due
November 8	Undergraduate Registration Begins for Spring 2019 - Seniors
November 12	Undergraduate Registration Begins for Spring 2019 - Juniors
November 13	Last Day for Course Withdrawals - All Schools
November 15	Undergraduate Registration Begins for Spring 2019 - Sophomores
November 19	Undergraduate Registration Begins for Spring 2019 - First Year Students
November 21 - 25	Thanksgiving Recess - All Schools
	11/20: BCC Dining Hall closes at 2pm; Residence Halls close at 10pm
	11/25: Residence Halls re-open at 12pm; BCC Dining Hall re-opens at 4pm
December 3	Deadline for Applications for Degree for January and May Graduation - All Schools

	Registration Begins for all Graduate and Non-Matriculated Continuing Studies Students for Spring 2019 (except Non-Matriculated GSEAP students)
December 10	Last Day of Classes for Undergraduate Students Last Day for Financial Aid to Process - All Schools
December 11, 12, 16	Reading Days - Undergraduate Students
December 12	Last Day to Complete Fall Comprehensive Exams - GSEAP
December 13 - 19	Final Examinations for Undergraduate Students (except for Reading Days)
December 15	Deadline for Study Abroad Applications for Fall 2019 and Full Year 2019-20
December 17	Registration Begins for Non-Matriculated GSEAP Students for Spring 2019 Last Day of Classes and Exams for All Graduate Programs
December 19	BCC Dining Hall closes at 2pm; Residence Halls close at 10pm

Winter Intercession 2019

December 20 - January 24	Undergraduate Online Classes
January 2 - 31	GSEAP Online Classes
January 3 - 16	Graduate Business Classes
January 10 - 16	Undergraduate On-Campus Classes

Spring 2019

January 16	International Students Arrival Day
January 17	Last Day to Apply for GSEAP Non-Matriculated Status for Spring 2019
January 17 - 19	Orientation for New International Students
January 20	New Students Arrive on Campus (Domestic Transfer Students)
January 21	Martin Luther King, Jr. Day - University Holiday Orientation for New Undergraduate Students Residence Halls open at 10am; BCC Dining Hall opens at 4pm
January 22	Classes Begin for All Undergraduate and Graduate Programs
January 22 - 28	Add/Drop for Undergraduate Students
January 25	Deadline for Make-up of Fall 2018 Incompletes - GSEAP
January 28 - March 15	Undergraduate Spring Online Session I
January 29 - February 4	Late Registration - GSEAP

February 1	Deadline for Study Abroad Applications for Summer 2019
February 18	Presidents Day - University Holiday
February 19	Classes Operate on Monday Schedule - All Schools (except Graduate Nursing)
February 20	Deadline for Make-Up of Fall 2018 Incompletes (except GSEAP)
March 16 - 24	Spring Recess - All Schools 3/15: BCC Dining Hall closes at 2pm; Residence Halls close at 9pm 3/24: Residence Halls re-open at 12pm; BCC Dining Hall re-opens at 4pm
March 25 - May 10	Undergraduate Spring Online Session II
March 26	Midterm Estimates Due
April 1	Registration Begins for Summer 2019 (except Non-Matriculated GSEAP Students)
April 2	Last Day for Course Withdrawals - All Schools
April 4	Deadline for Undergraduate Major and Minor Changes for Fall 2019 Registration
April 9	Undergraduate Advising Begins for Fall 2019
April 15	Deadline for Full-Time Undergraduate Students to Submit FAFSA and CSS PROFILE Registration Begins for Non-Matriculated GSEAP Students for Summer 2019
April 17	Undergraduate Registration Begins for Fall 2019 - Rising Seniors
April 18	Easter Break Begins at 4:45 for All Students
April 19	Good Friday - University Holiday
April 22	Classes Resume at 4:55 for All Students
April 23	Undergraduate Registration Begins for Fall 2019 - Rising Juniors
April 25	Undergraduate Registration Begins for Fall 2019 - Rising Sophomores
April 30	Last Day of Classes for Undergraduate Students Last Day for Spring Financial Aid to Process - All Schools
May 1, 2, 6	Reading Days - Undergraduate Students
May 2	Last Day to Complete Spring Comprehensive Exams - GSEAP
May 3 - 9	Final Examinations for Undergraduate Students (except for Reading Days)
May 9	BCC Dining Hall closes at 2pm

	Apartment Complex, Residence Halls, and Townhouses close at 10pm
May 10	Last Day of Classes and Exams for All Graduate Programs
May 12-18	Senior Week
May 15	Deadline for Study Abroad Applications for Spring 2020
May 18	Baccalaureate Mass at Alumni Hall, 4:00pm
May 19	69th Commencement: Undergraduate Ceremony, 9:30am; Graduate Ceremony, 3:00pm
May 20	Apartment Complex, Residence Halls, and Townhouses close at 12pm for Seniors

Summer Session 2019

May 20	Orientation for New International Students
May 27	Memorial Day - University Holiday
July 1	Deadline for Applications for Degree for August Graduation - All Schools
	Registration Begins for Graduate and Non-Matriculated Continuing Studies Students for Fall 2019 (except for Non-Matriculated GSEAP Students)
July 4	Independence Day - University Holiday
August 1	Deadline for Selected Students on Financial Aid to Submit Verification Documents to the Office of Financial Aid
August 19	Last Day for Summer Financial Aid to Process - All Schools

Undergraduate Programs

May 22 - 29	Undergraduate One-Week Pre-Session
May 28 - July 8	Undergraduate Online Session I
June 3 - 28	Undergraduate Session I
June 24 - 25	First-Year Students Orientation Class of 2023
June 27 - 28	First-Year Students Orientation Class of 2023
July 8 - August 2	Undergraduate Session II
July 9 - August 19	Undergraduate Online Session II

Dolan School of Business

May 20- June 1	Graduate Business Session I
June 3 - 28	Graduate Business Session II
July 8 - August 2	Graduate Business Session III
August 5 - 24	Graduate Business Session IV

Graduate School of Education and Allied Professions

May 20- June 3	GSEAP Pre-Session
June 5	Deadline for Make-Up of Spring 2019 Incompletes - GSEAP
June 5 - July 2	GSEAP Session I
July 8 - August 2	GSEAP Session II
July 15	Registration Begins for Non-Matriculated GSEAP Students for Fall 2019
August 5 - 16	GSEAP Post-Session

School of Engineering

May 20 - August 9	Engineering Summer Session
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Marion Peckham Egan School of Nursing and Health Studies

May 20 - August 16	Nursing Summer Session
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Academic Policies and General Regulations

Academic Advising and Curriculum Planning

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous record and whether or not the prerequisites set forth for the specific program have been met. For those programs with concentrations, should a student wish to change his or her concentration, this request must be made in writing and approved by the advisor or Program Director and the Dean.

Dolan School of Business

Specialty MS Directors advise all fully matriculated students in their respective tracks. The Associate Dean advises all MBA students. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The associate dean must be consulted each subsequent semester regarding course selection. Students must register no later than one week prior to the first day of class.

Graduate School of Education and Allied Professions

All matriculated candidates have an assigned faculty advisor. Candidates will be assigned an advisor at the time they are notified of admission. All matriculated and non-matriculated candidates must meet with their advisors during their first semester to plan a program of study. We recommend that the advisor be consulted each semester about course selection.

Information about state certification requirements may be obtained from the certification officer or graduate faculty advisors.

If a student changes from a non-certification track or program to one that leads to Connecticut certification, the Praxis Core Basic Skills Test requirement and the minimum undergraduate GPA requirements must be met before any change of program or track is processed. If the change of major involves a change of department, an admission interview is required. Also required are a personal statement and supplemental application relevant to the new major. Coursework fulfilling

the requirements of one earned graduate degree cannot be used to fulfill the credit requirements for an additional graduate degree.

School of Engineering

Specialty Track Directors advise all fully matriculated students in their respective tracks. The Assistant Dean advises all non-matriculated students. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection, and the advisor's signature of approval on the University registration form is required. Students must register no later than one week prior to the first day of class.

Marion Peckham Egan School of Nursing and Health Studies

Track Coordinators advise all fully matriculated students in their respective tracks. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection. The advisor's approval and the student's PIN are required for registration. Students must register no later than two weeks prior to the first day of class.

Special Status (Non-Matriculated) Students

**This section is not applicable to nurse anesthesia students.*

Effective Fall 2015, special student status may be granted to individuals who have been offered deferred admission but wish to begin taking courses earlier than the formal admission date, or applicants who are not seeking a degree or certification from the Marion Peckham Egan School of Nursing. Individuals wishing to enroll as a special status student must submit a completed application form with the accompanying fee. Individuals must provide a transcript verifying that they have earned a baccalaureate (or higher) degree with a quality point average of 3.0 or higher. Individuals planning to enroll in one of Fairfield University's graduate programs in the fall are strongly encouraged to meet with the Track Coordinator of the program to which they are applying in order to discuss taking a course(s) prior to formal admission.

Any incomplete grades must be resolved before admission applications can be processed. Individuals enrolled as a special status student may take up to two courses from the approved list, cannot be registered on a full time basis, and are not eligible for any tuition aid or financial support from Fairfield University. Upon admission to the graduate program, credits earned as a special status student will be applied toward the degree provided the courses were approved by the Track Coordinator and the grade received in each course was a B or better. Successful completion of the course work does not guarantee formal admission. Course availability is prioritized to matriculated students and as such, special status students may only register in the 7 day period prior to the class start date.

A student who, after having been admitted to an Egan School graduate program, chooses to take a graduate course as a non-matriculated student and subsequently receives a grade lower than a B in that course may be dismissed from the Egan School of Nursing and Health Studies.

Only the following courses are authorized for Special Status students:

Code	Title	Credits
NS 0601	Epidemiology and Biostatistics	3
NS 0602	Healthcare Economics and Marketing	3

NS 0604	Advanced Health Assessment	4
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
NS 0650	Psychopathology	3

Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP (American Association of University Professors) and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and discuss facts and ideas concerning all branches and fields of learning. Academic freedom is limited only by generally accepted standards of responsible scholarship and by respect for the Catholic commitment of the institution as expressed in its mission statement, which provides that Fairfield University "welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community."

Freedom of Expression

As an academic institution, Fairfield University exists for the transmission of knowledge, pursuit of truth, development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Fairfield University recognizes that academic freedom, freedom of expression, and responsibility are required to realize the essential purposes of the University. Academic freedom and responsibility (distinguished from freedom of expression) are herein defined as the liberty and obligation to study, to investigate, to present, interpret, and discuss facts and ideas concerning all branches and fields of inquiry.

Student Rights

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body.

Fairfield University students are both citizens and members of the academic community. As citizens of a private institution, Fairfield's students enjoy the same freedom of speech, peaceful assembly, and right of petition that students at other private institutions enjoy as accorded by law, and as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to deprive students of their rights as accorded to them by law and University policy. At the same time, the institution has an obligation to clarify those standards which it considers essential to its educational mission and its community life. These expectations and regulations should represent a reasonable regulation of student conduct.

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained

and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. This means that students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students in professional programs are expected to understand and uphold the standards required in their profession.

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests. Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students should be allowed to invite and to hear any person of their own choosing. Those procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to ensure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. Guest speakers are subject to all applicable laws, and to the University policies on harassment and discrimination.

Students' freedom of expression extends to their ability to express their opinions in writing or through electronic means, and to distribute and post materials expressing their opinions. Any restrictions should be designed only to ensure the orderly use of space and facilities, to provide reasonable restrictions on commercial messages, to comply with applicable fire, health or safety codes, to comply with the University's Non-Discrimination and Harassment Policy, or to comply with state or federal law.

Students should always be free to support causes by orderly means which do not disrupt operations of the institution. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves and not the institution.

Student Responsibilities

Freedom of expression enjoyed by students is not without limitations. The rights set forth herein must be balanced against and considered in the context of the following responsibilities:

- Students have the obligation to refrain from interfering with the freedom of expression of others.
- Students have the responsibility to respect the rights and beliefs of others, including the values and traditions of Fairfield University as a Jesuit, Catholic institution.
- Students have the responsibility to support learning, and when learning, to engage others in a respectful dialogue, to never threaten the safety or security of others, and to comply with all University policies prohibiting harassment, hate crimes, and discrimination.

All policies in this Catalog and the actions taken under them must support Fairfield University's Mission Statement and the Statement on Academic Freedom.

Academic Honesty

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the

Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

Normal Academic Progress

Academic Load

A full-time graduate student will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of 12 credits. Students who work full time or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall and spring semesters and nine credits during summer sessions.

Academic Standards

Students are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree, doctoral degree, or graduate-level certificate must maintain a 3.00 grade point average.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. An Audit Registration Form, available from the Registrar's Office, must be completed and processed by the Registrar's Office during the regular registration period. No academic credit is awarded and an audit (AU) grade notation is recorded on the student's official transcript. The cost for auditing is one half of the credit tuition, plus any applicable lab fees. Conversion from audit to credit status will be permitted only within the first week of the course and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Students must submit a preliminary proposal using the Independent Study Application form, which is available in the dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Formal notification is not required. Candidates are responsible for monitoring their grades and GPA closely. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Continuation in a state certification program requires the equivalent of B (3.0) or better performance in all advanced courses and field experiences, and the recommendation of the area faculty.

Time to Complete Degree

Students are expected to complete all requirements for the master's or doctoral degree programs within five years after beginning their course work. Each student is expected to make some annual progress toward the degree or certificate to remain in good standing. A student who elects to take a leave of absence must submit a request, in writing, to the dean.

Disruption of Academic Progress

Academic Probation/Dismissal

A student whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the student may be dismissed. Any student who receives two course grades below 2.67 or B- will be dismissed from the program.

Marion Peckham Egan School of Nursing and Health Studies

A student who earns a B- for any individual course will be placed on academic probation. If a student earns two grades of B- in one semester or a second grade of B- in any semester thereafter, they will be dismissed from the program.

A student who earns a grade lower than a B- for any course will be dismissed from the program.

Nurse Anesthesia Student Progression Requirements

- Students are required to maintain an overall grade point average of a B (3.00). If the GPA falls below 3.00 in any semester the student is placed on probation for the following semester and has 1 semester to bring GPA above 3.0. If the overall grade point average is again below 3.00 or the GPA falls below 3.0 a second time, the student will be dismissed from the program.
- A student is allowed to earn one B- in any NS (DNP Core Nursing) course. A second grade of B- in any NS course in any semester will result in dismissal from the program.
- A student who earns a grade below a B in any NSAN (Anesthesia) course will be dismissed by the program.

Bridgeport Hospital Nurse Anesthesia Program: Additional Requirements

Students in the Nurse Anesthesia Track are subject to all Bridgeport Hospital and Fairfield University policies and procedures. Bridgeport Hospital and Bridgeport Anesthesia Associates have the right to remove a student from assignment at Bridgeport Hospital after it has been determined by Bridgeport Hospital that such removal is in the best interest of the Hospital and of patient safety. The appeal of such removal of a student and all clinical and/or administrative grievances shall be addressed according to the policies and procedures set forth in the Bridgeport Hospital Nurse Anesthesia Program Student Handbook. Academic Grievances shall be addressed according to the policies and procedures set forth in the Fairfield University School of Nursing Graduate Program Catalog and Handbook.

Course Withdrawal

Candidates who wish to withdraw from a course must do so in writing or in person at the Registrar's Office on or before the published last day to withdraw (see academic calendar). Written withdrawals are effective as of the date received or postmarked. In-person withdrawals are made in the Registrar's Office by completing and submitting a Change of Registration form. Those who need to withdraw from a course after the posted last day to withdraw must submit a written statement justifying their need to withdraw to the dean for approval to withdraw without academic penalty. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. In general, course withdrawals are not approved after the posted last day to withdraw. When there are extenuating circumstances (e.g., medical condition requiring withdrawal) exceptions may be approved by the dean. Withdrawal after the posted deadline will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction.

Readmission

If a student has been inactive for three terms or longer, students must submit a written update to the dean for reinstatement. Depending on the individual circumstances it may be necessary to complete a full application for admission. A review of past work will determine the terms of readmission.

All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

Medical Withdrawal from the University

The following process applies to students who wish to withdraw from Fairfield University for medical reasons. A student may request and be considered for a medical withdrawal when extraordinary circumstances prevent that student from continuing with classes. Medical withdrawals cover both physical as well as mental health difficulties.

1. To discuss withdrawing as a student for medical reasons, contact the Office of the Dean of the school in which the student is enrolled, the Health Center (x2241, Dolan Hall), or Counseling and Psychological Services (x2146, Dolan Hall). Information from personal or private physicians or psychologist is subject to review by the University, which has final decision making authority on the withdrawal request.
2. A request for a Medical Withdrawal must be made in writing or in person to the Office of the Dean of the school in which the student is enrolled (but not the content of the request or the documentation supporting it). This office will review the request along with the opinion of the Health Center or Counseling and Psychological Services, and the Dean shall make a decision based on such endorsement or opinion. Where necessary in order to fully consider a request, the student may be required to provide the Office of the Dean with a release of information. The institutional refund policy applies.
3. A request for a medical withdrawal (whether physical or mental health based) must include at a minimum:
 - An explanation of why the student is unable to perform the essential academic functions of a student.
 - Complete and timely documentation from a physician or other appropriate health care provider who is competent to provide an opinion as to the nature, severity, and duration of the illness. These documents should be sent to the Director of the Health Center or the Director of Counseling and Psychological Services.
 - Authorization from the requesting student to allow the Director of the Health Center or the Director of Counseling and Psychological Services to contact the attending medical or health care provider if, after review of the documentation provided, it is determined that more information is required.
4. Medical documentation should generally be from a health care provider who provided treatment contemporaneous with, and in relation to, the condition(s) which form the basis for the requested withdrawal.
5. A medical withdrawal is an extraordinary remedy and is reserved for those students who have been presented with the extraordinary circumstances of the unanticipated physical or mental health condition. While each request for a withdrawal will be considered on its own merits, students should be aware that the following do *not* constitute an "extraordinary circumstance" and will not support a request for a medical withdrawal: failing to attend class, insufficient academic performance, financial difficulties, dissatisfaction with course materials or offerings, change of interest or major, or inability

to meet all curricular and extracurricular commitments. Medical withdrawals cannot be granted retroactively.

6. Students are expected to remain away from the University for at least a full semester (fall or spring) after a medical withdrawal before seeking readmission unless otherwise determined by the Office of the Dean of the school in which the student was enrolled and endorsed by the director of the Health Center or Counseling and Psychological Services.

Readmission to the University after a Medical Withdrawal

Prior to formally requesting readmission after a medical withdrawal, students should consult with the Office of the Dean of the school to which the student wishes to be readmitted. Formal request for readmission should be made at least three weeks before the start of the semester in which the student seeks to resume enrollment.

1. To seek readmission following a medical withdrawal, the student must write a letter making the formal request and state the rationale supporting the request. A copy of this letter should be sent to the Dean of the school to which the student seeks to be readmitted. The letter should include name, ID, address, school, major and semester that the student wishes to return to the University. If medical documentation is required, the student should simultaneously submit that information to either the Health Center (when medical situation is physical in nature) or Counseling and Psychological Services (when medical situation is psychological in nature). That information will be reviewed and any necessary contact with outside care providers or physicians will be made. The documentation should indicate a readiness to resume academic study.
2. The Office of the Dean will ask the Health Center or Counseling and Psychological Services for their evaluation of the request. Upon receipt of that information, the Office of the Dean will contact the student to arrange an appointment in person if at all possible or over the phone if necessary to go over the request.
3. After formal review of the student's request for readmission, the Office of the Dean will assess whether the student should or should not be readmitted.

Questions about the medical withdrawal or readmission process should be directed to your Dean's office.

Comprehensive Examinations

The following designations for grading the written comprehensive examination of work offered for the master's degree in the Graduate School of Education and Allied Professions are used:

- Pass with Distinction
- Pass
- Fail

It is strongly recommended that candidates take the comprehensive examination at least one semester before they anticipate graduating. Candidates are eligible to register for the examination after the completion of prerequisite semester hours defined by their program. If the first examination is failed, one retake examination is permitted. Passing the comprehensive examination may be a requirement for all programs leading to the master of arts. Candidates who fail the comprehensive examination twice may be dismissed from their program.

Connecticut State Teaching Certification

Initial certification of any type by the Connecticut Department of Education requires institutional approval as to scholarship, professional preparation, qualities of dispositions, and personal fitness for teaching. Application forms for Connecticut certification can be downloaded directly from the Connecticut State Department of Education website (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321402>); student information on the first page of the short form application for initial certification should be completed before the application is submitted to the certification officer for completion of the second page (institutional recommendation). No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University. Endorsement for certification depends on fulfillment of the regulations in effect at the time of application for state certification.

Approved certification programs are listed and described in this catalog. All graduates of these programs who are recommended for certification in Connecticut may be qualified for certification in states that are party to the NASTDEC Interstate Contract.

Please Note: The Connecticut State Department of Education Bureau of Standards and Certification sets all requirements for certification. Candidates seeking initial certification will be required to meet all current state certification criteria. This includes any additional coursework, testing, or other requirements enacted by the Connecticut legislature. *Any new requirements enacted while a student is completing an initial certification program and in effect when the candidate applies for certification must be met.* This may mean additional coursework or testing requirements.

Course Numbering System

Undergraduate

0001-0099	Introductory Courses
0100-0199	Intermediate Courses without Prerequisites
0200-0299	Intermediate Courses with Prerequisites
0300-0399	Advanced Courses, normally limited to Juniors and Seniors; open to graduate students with permission

Graduate

0400-0499	Master and Sixth Year Certificate courses, open to undergraduate students with permission
0500-0599	Master and Sixth Year Certificate courses
0600-0699	Doctoral courses, open to qualified Master students

Durational Shortage Area Permit Study (GSEAP)

The Durational Shortage Area Permit (DSAP) is issued by the State of Connecticut, Board of Education to candidates in shortage areas in lieu of a certificate or endorsement. DSAP permits may be issued by the State for a period of one year, renewable two times for no more than a total of three years. The purpose of the permit is to authorize the holder to teach while the candidate is completing an approved planned program in order

to qualify for the endorsement sought. A DSAP permit may be available to GSEAP matriculated candidates who are certified teachers who have been offered a DSAP position by a school district.

DSAP for Initial Certification candidates: Students should note that our policy regarding DSAP endorsements for initial certification candidates specifies requirements that differ from the State minimum requirements. To be eligible for endorsement from GSEAP for DSAP, a candidate must have completed all prerequisites for student teaching and have passed the relevant Praxis II or ACTFL examinations. Once a recommendation for hire as a DSAP has been secured, the candidate may present a DSAP application, signed by the district to the certification officer for consideration. DSAP applications will be considered only by the programs leading to certification in elementary education, secondary education, school counseling, TESOL, world languages, and bilingual education. GSEAP does not endorse DSAPs in Special Education given the level of specialized skill required to work effectively with this vulnerable population

The DSAP application must first be completed and signed by the applicant and by the employing district. No DSAP applications will be endorsed by the certification officer without a program recommendation. Candidates must be enrolled for six credits of University observation and teaching supervision and a three-credit seminar, which must be taken during the first year of the DSAP.

Grading System

Grades and Academic Average

The work of each student is graded on the following basis:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
I	Incomplete
W	Withdrawal without penalty

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A student who elects to withdraw from a course must obtain written approval from the dean. Refunds will not be granted without written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled.

Multiplying a grade's numerical value by the credit value of a course produces the number of quality points earned by a student. The student's grade point average is computed by dividing the number of quality points earned by the total number of credits completed, including failed courses. The average is rounded to the nearest second decimal place.

Grade Reports

Grades are available to all students by accessing the student web portal (my.Fairfield) at the end of each semester.

Incomplete

An Incomplete grade is issued when, due to an emergency situation such as a documented illness, a student arranges with the course instructor to complete some of the course requirements after the term ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any requests to extend the 30-day time period for completing an Incomplete require approval by the appropriate Dean. Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program.

Transfer of Credit and Course Waivers

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to entering Fairfield University.

No more than six credits may be transferred. Transfer credit will be considered for graduate coursework earned with a grade of B or better. An official transcript of the work done must be received before a decision will be made on approving the transfer.

Graduate School of Education and Allied Professions

Requests for transfer of graduate credit or course waiver must be recommended by the faculty advisor or department chair and approved by the dean or associate dean. Transfer of credit from another regionally accredited institution of higher learning will be allowed if it was applicable to a graduate degree at the institution at which it was earned, not used toward another graduate degree, and completed prior to enrolling at Fairfield University. If this transfer of credit is to be applied toward a Sixth Year Certificate, only graduate work completed after completion of a master's degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment, and the grade received for the work may not be less than B. For certification programs, as many as six credits may be transferred if they relate to the candidate's present program. For non-certification programs, as many as nine credits may be transferred if they relate to the candidate's present program. Documentation (e.g., syllabus, course description, work done) to demonstrate the equivalence or quality of the courses for which transfer credit is requested may be required. Upper-division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the faculty advisor, be used for waiving prerequisites or for meeting content requirements. A course waiver does not reduce the credit requirement of a degree program; another approved credit-bearing course must be taken to fulfill degree requirements.

A limited number of courses taken at other institutions of higher learning in fields of specialization that are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the associate dean before registering for such courses.

The total number of credits earned before formal admission to a program (i.e., the total number of transfer credits plus any credits earned as a

non-matriculated student) may not exceed six credits for applicants to certification programs or nine credits for applicants to non-certification programs.

Graduation and Commencement

Diplomas are awarded in January, May, and August. Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. In order to participate in the commencement ceremony in May, graduate students must be registered for all remaining requirements for the degree, to be completed by the following August.

Applications and Awarding of Degrees

All students must file an online application for the doctoral and master's degrees and Sixth Year Certificates by the published deadline. Refer to the Academic Calendar for the degree application deadlines.

Scholastic Honors

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, graduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others, and manifest a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding undergraduate and graduate students who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education.

Beta Gamma Sigma

Beta Gamma Sigma is an international honor society recognizing the outstanding academic achievements of students enrolled in collegiate business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. With more than 440,000 members worldwide, the Society's membership comprises the brightest and best of the world's business leaders. At Fairfield University, the top 10 percent of juniors, the top 10 percent of seniors, and the top 20 percent of graduate students are eligible for membership in the University's Beta Gamma Sigma chapter, which was established in 1998. Each spring, an induction ceremony is held at the Dolan School of Business to welcome new members into the Society.

Beta Gamma Sigma membership provides recognition for a lifetime. With alumni chapters in major metropolitan areas across the United States and the BetaLink online membership community, those recognized for their academic achievements at Fairfield University can continue an active relationship with Beta Gamma Sigma long after graduation. This lifelong commitment to its members' academic and professional success is defined in the Society's mission: To encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business.

Chi Sigma Iota

Chi Sigma Iota is the International Counseling Academic and Professional Honor Society. Fairfield University's chapter, Gamma Lambda Chi, was founded in 1997. Membership requires a minimum GPA of 3.5 in graduate study. The chapter provides a forum for candidates, alumni, faculty, and local professionals who together create a community of professionals

with a lifelong commitment to learning about the issues and best practices relevant to counseling.

Dolan School of Business Honors Graduate

The Dolan School of Business designates as Honors Graduates those students who attain an overall GPA of 3.85 during their graduate studies. Honors Graduates receive a certificate to acknowledge their achievement and are recognized at the annual Dolan School of Business Awards Ceremony each spring semester. Please note, this distinction constitutes a recognition by the Dean's Office and is not recognized at Commencement or on student transcripts.

Phi Delta Kappa

Phi Delta Kappa, the international professional association for educators, strives to prepare the next generation of educators and serve practicing teachers, administrators, college educators, and those concerned about public education through a wide range of innovative initiatives based on visionary leadership, relevant research, and dedicated service. It was founded in 1906 and has chapters in the United States, Canada, and nations in Europe and Asia.

Psi Chi

Psi Chi, the national honor society in psychology, was founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. It inducts both undergraduate and graduate members. It currently has 868 chapters nationwide, and during the first 66 years, inducted 287,000 members. The Fairfield University chapter celebrated its 20th anniversary on May 4, 1997.

Sigma Theta Tau

Membership in Sigma Theta Tau, the international honor society of nursing, is an honor conferred on nurses and nursing students who have demonstrated excellence in and commitment to nursing. Standards for membership include demonstrated excellence in scholarship and/or exceptional achievement in nursing. The criteria for induction of Fairfield University graduate students are as follows:

- Completion of one-fourth of graduate coursework by the end of spring semester.
- An overall grade point average of at least 3.5 at the end of the spring semester for all courses taken at Fairfield University.

The Fairfield chapter, Mu Chi, was established in 1992 and currently includes more than 500 students and alumni of the Marion Peckham Egan School of Nursing. Members of Mu Chi are committed to fostering nursing leadership, research and creativity.

Academic Grievance Procedures

Purpose

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. This procedure is concerned solely with academic grievances. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for

those for which other structures within the university serve as an agency for resolution.

Academic grievances relate to procedural appeals, academic dishonesty appeals, or quality of work appeals.

Procedural appeals are defined as those seeking a remedy in which no issue of the quality of a student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism, cheating, or other acts of academic dishonesty occurred. Remedies would include but not be limited to removal of a file letter, change of grade, or submitting new or revised work.

Quality of work appeals are defined as those seeking a remedy, following the completion of a course, because the evaluation of the quality of a student's coursework is alleged to be prejudiced or capricious.

Time Limits

The procedure herein defined must be initiated by the end of the subsequent fall or spring semester after the event that is the subject of the grievance. If the grievance moves forward, all subsequent steps of the informal process must be completed and the formal process must be initiated before the end of the second semester subsequent to the event that is the subject of the grievance.

Informal Procedure

1. The student attempts to resolve any academic grievance with the faculty member. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.
2. The student consults with the chair or program director, bringing written documentation of the process to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she or he advances to step three.
3. The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. After conversation with the instructor of record and the department chair/program director, the dean will inform the student whether or not the grade shall be changed by the instructor of record. If the student is dissatisfied with the outcome, the dean will inform the student of the right to initiate formal review procedures.

Formal Procedure

1. If the student still believes that the grievance remains unresolved following the informal procedures above, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Provost. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.
2. The Provost determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the Provost determines whether it is a procedural appeal, an academic dishonesty appeal, or a quality of work appeal.
For procedural appeals and academic dishonesty appeals, the Provost will convene a Grievance Committee according to the process described below, providing the committee with the written

documentation resulting from the previous steps in the appeal process.

For quality of work appeals, the Provost will request that the chair of the department through which the course is taught, or if the chair is the subject of the grievance a senior member of the department, assemble an ad hoc committee of three department/program members to review the appeal, providing the committee with the written documentation resulting from the previous steps in the appeal process.

3. For procedural appeals and academic dishonesty appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For quality of work appeals, the department committee shall make itself available to meet and discuss the appeal with the student, and shall discuss the appeal with the instructor of record for the course. If the final consensus of the department committee is that the academic evaluation that led to the course grade was neither prejudiced nor capricious, the appeals process ends here.

4. For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the Provost in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation. Should the Grievance Committee conclude that a change of grade is warranted, the two faculty members on the Grievance Committee will recommend an appropriate grade. In case of disagreement between the two faculty members, the dean chairing the Grievance Committee will decide which of the two recommended grades to accept. The recommended grade change shall be included in the report.

For quality of work appeals, if the final consensus of the department committee is that the academic evaluation that led to the course grade was prejudiced or capricious, the department committee will recommend an alternative course grade. If the instructor of record agrees to change the grade to that recommended by the committee, the appeals process ends here. If the instructor of record declines to change the grade, the department committee shall prepare a written report, including the department committee's recommended grade. The report will be forwarded to the Provost and the instructor of record, who may send the Provost a written response to the report.

5. For procedural appeals and academic dishonesty appeals, the Provost renders a final and binding judgment, notifying all involved parties. If such an appeal involves a dispute over a course grade given by a faculty member, the Provost is the only university official empowered to change that grade, and then only to the grade recommended by the Grievance Committee.

For quality of work appeals, if the Provost agrees with the department committee that the academic evaluation that led to the course grade was prejudiced or capricious, she or he is authorized to change the course grade to the grade recommended in the department committee's report.

Structure of the Grievance Committee

The structure of the Grievance Committee will be as follows:

- Two faculty members to be selected from the Student Academic Grievance Board. The faculty member against whom the grievance has been directed will propose four names from that panel, the student will strike two of those names, and the two remaining faculty members will serve.

- Two students to be selected from a standing pool of eight students elected by the student government. The student filing the grievance will propose four names from that panel, the faculty member will strike two of those names, and the two remaining students will serve.

In the event that any faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel will serve as an alternate.

The Grievance Committee will be chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the PSVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

1. Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
2. Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.
3. The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.
4. The grievance committee promptly and forthrightly adjudicates the issues.
5. The full text of the findings and conclusions of the grievance committee are made available in identical form and at the same time to the student and the faculty member. The cost is met by the University.
6. In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the grievance committee as to possible action in the case.
7. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact:

Office of Higher Education (<http://www.ctohe.org/studentcomplaints.shtml>)
61 Woodland Street
Hartford, CT 06105-2326
Phone: 800-842-0229

Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact:

NEASC (<https://cihe.neasc.org>)
3 Burlington Woods Drive
Suite 100

Burlington, MA 01803
Phone: 855-886-3272

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean's office. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the record.

Transcripts

Transcript requests may be made by following the instructions available on the Registrar's website (<https://fairfield.edu/transcripts>). There is a \$5 fee for each copy. Online requests are subject to an additional processing fee. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made at least one week in advance of the date needed. Requests are not processed during examination and registration periods.

Resources and Services

Academic and Career Development Center

The Academic and Career Development Center serves Fairfield University students seeking academic and vocational support services through comprehensive support services, programming and resources. This integrated approach addresses the diverse developmental stages of a student's academic career and positions Fairfield University as a leader in providing tailored services supporting personal development, academic excellence, and career readiness. The distinctiveness of this holistic approach is grounded in our Catholic, Jesuit mission and supports a transformative learning experience. For more information, please contact the Academic and Career Development Center at 203-254-4081 or acdc@fairfield.edu, or visit the website (<http://www.fairfield.edu/acdc>).

Academic Support and Advisement

The Academic and Career Development Center provides individual and group services aimed at facilitating student transition and increasing student engagement and academic success. The Center supports a strong faculty advising model with supplemental resources aimed at elevating the importance of student mentoring and advising. The Center offers tutorial programs and learning support resources, and coordinates with faculty advisors, deans' offices, and campus resources to assist students in achieving academic success. Using a holistic advising

model, the staff assist students in meeting their academic, personal, and professional goals through comprehensive and integrated academic support services and resources.

Accessibility

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs and activities in an accessible setting. In compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and applicable state law, the University provides reasonable accommodations to reduce the impact of disabilities on academic functioning or upon other major life activities. The Academic and Career Development Center is responsible for evaluating and coordinating appropriate academic and campus life accommodations for students with disabilities. Students with disabilities or temporary impairments seeking accommodations because of a disability or temporary impairment must contact the Academic and Career Development Center as early as possible in the semester to complete the registration process for accommodations. Once a student with a disability has registered and has been approved for accommodations, the student is responsible for providing his or her accommodation letter to each of his or her professors. Students with accommodations are encouraged to set up a meeting with their professors at the beginning of the semester to discuss how their accommodations will be implemented. If a student with a disability feels discriminated against on the basis of their disability or feels that they have been denied access or accommodations they are legally entitled to, they are encouraged to review the University's disability grievance procedure located in the Students with Disabilities section of the Student Handbook. Students can also contact the Academic and Career Development Center to learn more about the disability grievance procedure.

Career, Leadership, and Professional Development

Fairfield University is committed to helping undergraduate and graduate students and alumni throughout their career development process. Comprehensive services are available through the Academic and Career Development Center including career counseling, career readiness programs, leadership and professional development offerings, and on and off-campus recruiting opportunities.

Academic Support Programs

- **Academic Skills Development and Tutoring:** The Academic and Career Development Center, located in the Kelley Center, offers individual sessions and group workshops on academic skills development and learning support resources. The Office also manages the tutoring program and recruits students who are proficient in their major concentration and/or other subjects and trains them to serve as peer tutors. Peer tutoring is group based, free of charge, and open to all students. Additional tutoring services are available through the University's individual schools in select subject areas.
- **Bannow Science Center:** The Rudolph F. Bannow Science Center houses advanced instructional and research facilities that foster the development of science and engineering learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, engineering, mathematics, physics, and psychology.
- **Writing Center:** The Writing Center, located on the lower level of the DiMenna-Nyselius Library, offers writing assistance and resources to all students. Tutors work with students on any writing project and at any stage of the project's development. For more information

or to schedule an appointment, please visit the website (<https://www.fairfield.edu/writingcenter>).

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Kelley Center houses the offices of Undergraduate and Graduate Admission, Financial Aid, Registrar, and the Academic and Career Development Center.

Arts and Minds Programs

Fairfield University serves as an important hub for students and visitors from the region seeking entertaining and inspiring cultural events and activities.

- The **Regina A. Quick Center for the Arts** houses the Aloysius P. Kelley, S.J. Theatre, the Lawrence A. Wien Experimental Theatre, and Fairfield University Museum's Thomas J. Walsh Art Gallery.
- **Fairfield University Museum** is comprised of the **Thomas J. Walsh Art Gallery** in the Quick Center and the **Bellarmino Gallery**, located in Bellarmine Hall. A showcase for significant art objects and rotating exhibits, the Fairfield University Museum displays a rich and varied collection of paintings, sculpture and decorative arts objects and serves as a learning laboratory for students and members of the regional community.
- The **PepsiCo Theatre** is home base for Theatre Fairfield, the University's performing arts club, and provides another venue for theatre and dance in an intimate setting.

In addition, various departments host exhibitions, lectures, and dramatic programs throughout the academic year, including the popular lecture series **Open Visions Forum**. These events are open to all members of the University community and many are free. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar, visit our website (<http://www.fairfield.edu/arts>).

DiMenna-Nyselius Library

The University Libraries are the intellectual heart of Fairfield University's academic community and serve as a creative partner in the development and dissemination of knowledge that serves to connect ideas, people, and information across the Fairfield Community. The University Libraries provide access to over 1.3 million items and 59,370 journal subscriptions. The beautiful DiMenna-Nyselius Library is a signature building located at the heart of Fairfield's physical campus. Carrels and tables, leisure seating, 20 reservable collaboration spaces, a café, and a 24/7 computer lab offer a variety of tech-savvy spaces for both individual study and collaborative work for up to 900 students. Workstations for the physically disabled are available throughout the library building. The building also houses a 90-seat auditorium.

Whether on or off campus, the Libraries' comprehensive website (<https://www.fairfield.edu/library>) provides access to curated resources from any desktop or mobile device. Research assistance is available in-person most hours that the library building is open and 24/7 via IM, email, or "live" chat. To ensure that students successfully transition to Fairfield, each first-year student is assigned a personal librarian, who serves as a point of academic support and introduces students to the collections and services of the University Libraries.

During the fall and spring semesters, library hours are:

- Monday through Thursday: 7:45am to 12:00am
- Friday: 7:45am to 10:30pm

- Saturday: 9:00am to 9:00pm
- Sunday: 10:30am to 12:00am

The library building is open 24/7 during final exam periods.

Co-located in the library building are the ITS Help Desk, the Center for Academic Excellence, and the Writing Center.

Early Learning Center

The Center provides an early care and education program based on accepted and researched theories of child development; individualized programs designed to meet the needs of each child; a curriculum that is child-oriented; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year from 7:30am to 5:30pm for children aged 6 weeks to 5 years. Children may be enrolled on a full- or part-time basis depending upon space availability. Registration takes place every March. For tuition details, registration requirements, or other information, call the Center at 203-254-4028 or visit the website (<http://www.fairfield.edu/elc>).

Information Technology Services

The Information Technology Services (ITS) department offers networking, wireless and computer technology resources for the entire Fairfield University community.

Our goal is to maximize the use of technological innovations not only in the learning environment but in all of our business processes as well. ITS is responsible for managing the Banner platform, which securely houses all information on each individual student academic record as well as my.Fairfield, a web-based portal from which most university online resources can be accessed. The portal provides single sign-on capability so each student will need to log in only once from my.Fairfield to access course registration, review filing requirements, accept financial aid awards, participate in the housing processes, view/print academic schedules and grades, complete surveys, access student Gmail accounts, and access OrgSync and other student-related functions.

ITS maintains approximately 75 general-use classrooms across campus, as well as specialized instructional spaces and a number of public-use computer labs. The public labs, including a 24/7 Mac and Windows facility in the library, are accessible to all students with a valid StagCard. Our goal is to consistently furnish cutting-edge technology to support a collaborative teaching and learning environment, and to provide as much compatibility as possible across all platforms and devices that students might own.

For more information on Information Technology Services, please visit our website (<http://fairfield.edu/its>).

Academic Computing

Through one-on-one and group collaboration, research into general and discipline-specific tech tools, the creation of documentation and training videos, visits to class meetings to assist students with assigned technology, and a wide variety of workshops offered in conjunction with the Center for Academic Excellence, Academic Computing supports instructors and students not just in the incorporation of computer- and mobile-based applications into teaching and learning, but also promote sound 21st-century pedagogical practices.

Blackboard

Academic Computing manages and supports the Blackboard Learn course management system, which offers a wide range of teaching tools.

- Blackboard Login Page (<https://fairfield.blackboard.com>)
- Blackboard Resource Page (<https://www.fairfield.edu/its/services/academiccomputing/blackboardresources>) (including FAQs, resource guides, etc.)

Faculty/Staff and Student Networks

ITS is responsible for the maintenance and upgrades of both the student and faculty/staff networks on campus.

Help Desk

The ITS4U Help Desk provides free technology support for issues like wireless connectivity, warranty-covered hardware replacements (HP and Apple), malware prevention/cleanup, and limited software/hardware support for student-owned computers.

Location: DiMenna-Nyselius Library, Room 215 (Main Floor)
Phone: 203-254-4069 | E-mail (itshelpdesk@fairfield.edu) | Wiki (<https://wiki.fairfield.edu>)

Academic Year Hours: Monday-Friday, 8:30am-7:00pm, Sunday 4:00pm-8:00pm
Summer Hours: Monday-Thursday, 8:00am-6:00pm, Friday 8:00am-12:00pm

my.Fairfield

All students use their NetID to access my.Fairfield, a secure web portal used to view course schedules, access library services remotely, register for classes and parking permits, view and pay tuition bills, print unofficial transcripts, and much more.

NetID

A Fairfield University NetID is your username/password combination that provides access to a variety of online resources and services, including my.Fairfield and your student Gmail account. Your NetID is obtained through the claim process found here (<https://wiki.fairfield.edu:8443/x/FQCD>). You will need to claim your NetID in order to access all Fairfield online resources.

Note: All official university communications are sent to students' University Gmail accounts. No personal email accounts should be used. Your email address follows the format netid@student.fairfield.edu. For example, if your name is Lucas F. Stag and your NetID is lucas.stag, your email address is lucas.stag@student.fairfield.edu.

International Students

International students are served through the Office of Student Engagement, located in the lower level of the Barone Campus Center. This department sponsors a specialized orientation program for international students and provides assistance with legal forms and other documentation.

Student Handbook

For information about Compliance Statements and Notifications, Student Resources, Policies and Procedures, Student Conduct Code, Residential Guidelines, and Clubs and Organizations, please see the Student Handbook (<http://www.fairfield.edu/studenthandbook>).

Accreditations

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional Accreditations

- AACSB International - The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)
- Accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).
 - BS in Computer Engineering
 - BS in Electrical Engineering
 - BS in Mechanical Engineering
 - BS in Software Engineering
- American Chemical Society
 - College of Arts and Sciences
 - BS in Chemistry
- Commission on Accreditation of Marriage and Family Therapy Education
 - Graduate School of Education and Allied Professions (GSEAP)
 - Marriage and Family Therapy program
- Connecticut State Department of Higher Education
 - GSEAP
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
 - GSEAP
 - Counselor Education and School Counseling programs
- Council for the Accreditation of Educator Preparation Programs / National Council for the Accreditation of Teacher Educators (CAEP/NCATE)
 - Elementary Education
 - Secondary Education
 - School Psychology
 - Special Education
 - Teaching English to Speakers of Other Languages (TESOL)
- Commission on Collegiate Nursing Education
 - Marion Peckham Egan School of Nursing and Health Studies
 - Undergraduate Nursing programs
 - Masters Nursing programs
 - Doctoral programs
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
 - Nurse Anesthesia Program
- Accreditation Commission for Midwifery Education (ACME)
 - Nurse Midwifery program (*pre-accredited*)

Program Approvals

- Connecticut State Office of Financial and Academic Affairs for Higher Education
 - Elementary and Secondary Teacher certification programs
 - Graduate programs leading to certification in specialized areas of education
 - School of Nursing programs

- Connecticut State Department of Education Bureau of Educator Standards and Certification
 - Elementary and Secondary Teacher certification programs
- Connecticut State Department of Education and Council for the Accreditation of Educator Preparation Programs and National Council for the Accreditation of Teacher Educators (NCATE/CAEP)
- Connecticut State Board of Examiners for Nursing
 - Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

Institutional Memberships

- America East Athletic Conference
- American Association for Employment in Education
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- American Society for Engineering Education
- APPA: Leadership in Educational Facilities
- Association for Information Communications Technology Professionals in Higher Education
- Association for Student Affairs at Catholic Colleges and Universities
- Association for the Advancement of Sustainability in Higher Education
- Association for University and College Counseling Center Directors
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of College Unions International
- Association of Governing Boards
- Association of Higher Education Campus Television Administrators
- Association of International Education Administrators
- Association of Jesuit Colleges and Universities
- Association to Advance Collegiate Schools of Business
- Campus Compact
- Catholic Campus Ministry Association
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut ACE Women's Network
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- Connecticut Distance Learning Consortium
- Connecticut Education Network
- Connecticut Library Consortium
- Council for Opportunity in Education
- Council of Connecticut Academic Library Directors
- Council of Independent Colleges
- Eastern Collegiate Athletic Conference
- EDUCAUSE
- EDUCAUSE Center for Applied Research
- EDUCAUSE Learning Initiative
- Fairfield Chamber of Commerce
- Greater Bridgeport Regional Business Council

- Higher Education Data Sharing Consortium
- International Association of Campus Law Enforcement Administrators
- Jesuit Association of Student Personnel Administrators
- Metro Atlantic Athletic Conference
- NASPA: Student Affairs Administrators in Higher Education
- National Action Council for Minorities in Engineering
- National Association for Campus Activities
- National Association of College and University Attorneys
- National Association of College and University Business Officers
- National Association of Colleges and Employers
- National Association of Collegiate Directors of Athletics
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- National Collegiate Athletic Association
- National Collegiate Honors Council
- National Institute for Technology and Liberal Education
- National Intramural-Recreational Sports Association
- National League for Nursing
- Network for Vocation in Undergraduate Education
- New England Business and Economic Association
- New England Library Information Network
- Northeast Regional Computer Program
- Online Computer Library Center
- Society for College and University Planning
- The College Board
- The Forum on Education Abroad

Compliance Statements and Notifications

Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time. The course listings represent the breadth of the major. Every course is not necessarily offered each semester.

Compliance Statements and Notifications

For information about student rights under the Family Education Rights and Privacy Act (FERPA), the University's Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook (<https://www.fairfield.edu/handbook>).

COLLEGE OF ARTS AND SCIENCES

A Message from the Dean

The importance of the “examined life” is the cornerstone of Jesuit education and likely one of the reasons that has compelled you to return to graduate school. Whether you are seeking the advanced professional opportunities a graduate degree can offer, considering a career change, or simply looking to explore a new field or nurture your own personal growth and development, graduate study, at its core, begins with the process of self reflection. We are excited that you have decided to embark on that journey with us.

The College of Arts and Sciences offers five distinct programs that lead to the Master's degree: American Studies (MA), Communication (MA), Creative Writing (MFA), Mathematics (MS), and Public Administration (MPA). Highly qualified and caring faculty who share a commitment to teaching, a passion for their subject matter, and deep appreciation for research administer all of our graduate programs. Moreover, our collective commitment to delivering instruction in an intimate academic environment means that students will have the opportunity to participate in programs that allow students from diverse backgrounds and life experiences to interact and develop a strong sense of community with one another. Along with our dedicated faculty, you will have the opportunity to explore new ideas, develop exciting methods of inquiry, and tackle real world problems. In the process, you may even discover a new sense of purpose.

Along the way you will find that our model of rigorous instruction, concern for individual student learning, promotion of life-long study, and deep engagement with the ethical dimensions will greatly enhance your chosen field of study, making it even more personally meaningful and professionally rewarding.

You will find that our Jesuit educational traditions and University mission will add value to your graduate degree. For a graduate degree is much more than the means to an end. It connects you to a long intellectual tradition which places value and significance in the cultivation of knowledge, invites you to become a member of a broader community of scholars, honors your unique human potential, and inspires leadership.

On behalf of the faculty and staff in the College of Arts and Sciences, I welcome you to Fairfield University and look forward helping you reach all of your goals.

Richard Greenwald, PhD
Dean, College of Arts and Sciences

College Overview

The College of Arts and Sciences, Fairfield's largest and oldest school, offers undergraduate and graduate degrees in a wide array of fields. The College hosts some 14 academic departments and more than 20 interdisciplinary programs, led by nearly 160 full-time faculty members. The College offers 31 majors that lead to a bachelor of arts or a bachelor of science degree, along with many complementary minors. Each year, more than 1,600 undergraduate and graduate students engage in thought-provoking courses with topics ranging from America's immigrant history to the religions of India and from thermodynamics to filmmaking. The College is also home to the University's undergraduate core curriculum designed to develop the whole person and provide a

sound general education upon which undergraduates can build their major programs of study.

Five graduate degrees -- the Master of Arts in American Studies established in 1997, the Master of Science in Mathematics established in 2000, the Master of Arts in Communication and the Master of Fine Arts in Creative Writing (MFA) created in 2008, and the Master of Public Administration (MPA) established in 2013 -- expand the offerings available through the College. Students who elect to earn an MA in American Studies examine the complexities of the American experience through an interdisciplinary approach that builds on the expertise of nine distinct departments. The MA in Communication can lead to many exciting outcomes in a variety of careers covering the latest developments in communication theory, research, practice, and application. The MFA in Creative Writing will enable students to improve their own writing skills and learn about the theory of writing along with the practical aspects of getting published. Those who seek an MS in Mathematics become part of a community of scholars, teachers, and business people whose graduate study supports practical applications and professional development. The MPA emphasizes theory, research, and application to advance careers in state and city government, nonprofit organizations, health care management and private research. The College's graduate programs each feature small, seminar-style courses, taught predominantly by full-time Fairfield faculty members.

Degrees

- Master of Arts in American Studies (p. 24)
- Master of Arts in Communication (p. 29)
- Master of Fine Arts in Creative Writing (p. 35)
- Master of Public Administration (p. 40)
- Master of Science in Mathematics (p. 37)

Admission

Admission Policies

Students who hold a bachelor's degree in any field from a regionally accredited college or university (or the international equivalent), and who have demonstrated their ability or potential to do high-quality academic work, are encouraged to apply.

Admission Procedures

Students applying to any graduate program in the College of Arts and Sciences must submit the following materials online for consideration:

- A completed application for admission. Apply online (<https://ga.fairfield.edu/apply>).
- A non-refundable \$60 application fee.
- A professional resume.
- An official copy of transcripts of all previous college or university work sent to the Office of Graduate Admission.
- Two letters of recommendation (completed online), one of which must be from a current supervisor or professor, accompanied by the University online recommendation forms.
- Personal statement describing intent for studying in the program.

MFA Applicants must also submit:

- Sample Writing Portfolio

Applications for all programs are accepted on a rolling basis.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online (<https://fairfield.edu/immunization>). Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or e-mail health@fairfield.edu.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit their transcripts for course-by-course evaluations, completed by an approved evaluator (found on our website (<https://www.fairfield.edu/graduate/admission/how-to-apply/international-students>)) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield's ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted **at least three months prior to the intended start date**.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodation, they must identify themselves to Accessibility in the Academic and Career Development Center and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website (<https://www.fairfield.edu/undergraduate/academics/resources/academic-and-career-development-center/accessibility/prospective-students-and-parents>). This process should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation to Accessibility, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. For more information

regarding accommodations and the registration process, please email acdc@fairfield.edu, or call 203-254-4081.

Tuition, Fees, and Financial Aid

Tuition and Fees

Application Fee (non-refundable)	\$60
Tuition (MA & MS)	\$750 per credit
Tuition (MFA)	\$575 per credit
Tuition (MPA)	\$775 per credit
Graduate Student Activity Fee	\$55 per semester
Registration Fee	\$35 per semester
Residency (MFA)	\$1075 per semester
Promissory Note Fee	\$40
Returned Check Fee	\$30
Graduation Fee	\$175
Transcript	\$5

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees or designated payment method must accompany registration for summer sessions and intersession. For the fall and spring semesters, payment must be received by the initial due date.

Transcripts and diplomas will not be issued until students have met all financial obligations to the University.

Monthly Payment Plan

During the fall and spring semesters, eligible students may utilize a monthly payment plan for tuition. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two consecutive monthly installments.

Failure to honor the terms of the promissory note will affect future registration.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable by the due date.

Students will be required to sign a promissory note acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by the due date and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will affect future registration.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, Visa, or American Express card must be applied as a credit to your charge card account.

Note: Online course refunds are calculated such that each calendar day, beginning with the first day of class, is considered a scheduled class meeting.

10-15 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	60
Before third scheduled class	40
Before fourth scheduled class	20
After fourth scheduled class	0

6-9 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
Before third scheduled class	20
After third scheduled class	0

1-5 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
After second scheduled class	0

Refunds take two to three weeks to process.

University Merit or Need-Based Aid Policy for Withdrawals

Students are approved for voluntary or medical withdrawal by taking the appropriate steps as prescribed in the Academic Policies section of this catalog. Students that are receiving University financial aid will have their University need-based and merit-based aid prorated based on the following schedule:

Official Withdrawal Date	% of University Aid Earned
Before first scheduled class	0
Before second scheduled class	40
Before third scheduled class	60

Before fourth scheduled class	80
After fourth scheduled class	100

Note: For courses meeting for less than a full semester (15 weeks), financial aid entitlement will be adjusted accordingly.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must be recalculated in these situations. You must begin enrollment in the semester in order to be eligible for a federal student aid disbursement. Withdrawal before the semester start will result in cancellation of federal aid.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed, the institution would owe the student (or parent in the case of a PLUS loan) a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. Students (or parents in the case of a PLUS loan) due a post-withdrawal disbursement will be emailed and mailed a notice to reply no later than 14 days of the date of the notice to confirm or refuse the disbursement. No reply will indicate a refusal of the disbursement. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Opportunity Grants for which a return of funds is required
7. Federal TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant for which a return of funds is required

Example

The Spring semester begins on January 16, 2018. Sarah Smith began the official withdrawal process with her dean and it was determined that her official withdrawal date would be March 7, 2018. The total

number of days in the Spring semester are 107. Sarah completed 51 days of the semester or 47.7%. Sarah had a total federal aid disbursement of \$4,357.00. Seeing that Sarah only completed 47.7% of the Spring semester, she also earned only 47.7% of her Spring financial aid ($\$4,357.00 \times 47.7\% = \$2,078.29$). The amount of Title IV aid to be returned is calculated:

$$\$4357.00 - \$2,078.29 = \$2,278.71$$

Next, the institution must also determine the percentage of unearned charges based on the total semester charges for the period in which the student will withdraw. First, add the total semester charges. For this example, Sarah's total semester charges is \$23,245.00. Sarah did not attend the full semester (100%). To determine the portion of the semester that Sarah attended, subtract her percentage completed from the total: $100\% - 47.7\% = 52.3\%$. To determine Sarah's unearned charges, the school would calculate unearned charges in the following manner:

$$\$23,245.00 \times 52.3\% = \$12,157.14$$

Compare the amount of Title IV aid to be Returned above to the amount of unearned charges. The lesser amount is the total of unearned aid that the school is responsible to return. The amount returned is based on the amount disbursed (which may vary by students) and in accordance with the schedule above. If the amount returned in direct loans is less than the total amount in direct loans disbursed to the student, resulting in earned loan funds or in unearned loan funds that the school is not responsible for repaying or both, Fairfield University will notify the loan holder of your withdrawal and withdrawal date. The resulting loan must be repaid in accordance with the terms of the student's promissory note. Fairfield University will return the loan funds within 45 days of notification from the University Registrar of a student's withdrawal.

Students will be mailed a notice of withdrawal from the Office of Financial Aid which will include a copy of the student's withdrawal calculation indicating the amount returned by Fairfield University and the amount that is the responsibility of the student.

Financial Aid

Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department. Graduate assistantship information may be found online (<https://www.fairfield.edu/gradasst>).

Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduate or withdrawal before loan payments begin. For information on current interest rates and loan origination fees, please visit the Federal Student Aid website (<https://studentaid.ed.gov/sa>).

HOW TO APPLY

Step One:

- Complete a Free Application for Federal Student Aid (FAFSA) online (<https://fafsa.ed.gov>), indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:

- Complete the required Entrance Counseling and Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/index.action>).

Step Three:

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, entrance counseling completed, and the MPN is signed.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed the required entrance loan counseling.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at 203-254-4125 or finaid@fairfield.edu.

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website (<https://fairfield.edu/gradaid>).

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available on our website (<https://fairfield.edu/veterans>). The University Registrar's office will complete and submit the required certification form for all VA benefits.

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found on our website (<https://www.fairfield.edu/about-fairfield/university-profile/consumer-information>).

Programs

- Master of Arts in American Studies (p. 24)
- Master of Arts in Communication (p. 29)
- Master of Fine Arts in Creative Writing (p. 35)
- Master of Public Administration (p. 40)
- Master of Science in Mathematics (p. 37)

American Studies

Message from the Director

The graduate program in American Studies at Fairfield University is an interdisciplinary course of study drawing upon the expertise of faculty members in nine departments and programs including Black Studies, English, History, Philosophy, Politics, Sociology, Religious Studies, Visual and Performing Arts, and Women, Gender, and Sexuality Studies. The program engages students in the idea of America as it has been culturally imagined and contested throughout history, both within and beyond U.S. national borders. America is a culture of cultures, and our offerings are inclusive and respectful of the enormous diversity in the American people and their experience.

Each year we host a Celebrating American Studies conference on campus which features papers chosen by competitive proposals representing the work of current students and recent graduates of the program. The diversity and dynamism of the topics includes: "Disco-Hustle Disco/Hustle: The Social Unification Party of the 1970s Amidst Many Divisions," "Region and Refugees: The Complicated Tale of American Refugee Resettlement," "The Effectiveness of Celebrity Endorsements in Political Campaigns," and "50 Shades of Grey within Third Wave Feminism and Chick Lit." We also invite noted national figures to present keynote addresses. Recent speakers have been Carla Peterson, Professor of English and African-American Studies at the University of Maryland, Matthew Jacobson, the William Robertson Coe Professor of American Studies and History at Yale University, Nicholas Meriwether, Founding Grateful Dead archivist, McHenry Library, University of California Santa Cruz (UCSC), Mr. Jonathan Rauch of the Brookings Institution, and Jennifer Ladino of the University of Idaho. There are also special programs offered throughout the year including film series, concerts, and theatre performances, all designed to supplement and enhance classroom experiences.

In response to the personal and professional time constraints of our student population, classes normally take place in the evening, and occasionally on weekends. To facilitate a supportive mentor-learning environment, all courses are offered in a seminar format. The graduate students in our program include professionals strengthening their writing and critical thinking skills for an increasingly competitive marketplace, educators enhancing their professional development, full-time parents preparing to re-enter the marketplace, and those planning to pursue further professional studies or academic degrees.

As director of the graduate program in American Studies, I invite you to join us as we grapple with the complexities of our nation's cultural, intellectual, economic, religious, artistic, social, literary, and political traditions, past, present, and future.

Dr. Peter L. Bayers, Ph.D.
Director of the MA in American Studies Program

Program

Master of Arts in American Studies

To earn a Master of Arts degree in American Studies, students complete the following:

Code	Title	Credits
AS 0400	Critical Issues in American Studies	3
AS 0404	American Studies Graduate Project	3
Select nine elective courses in American Studies ¹		27
Total Credits		33

¹ In consultation with their faculty advisors, students select nine courses to create an individualized program of study, choosing from 400-level graduate elective courses.

Graduate Project

With the guidance of a faculty mentor, the student undertakes a major research project focused on an approved American Studies topic. The faculty mentor and student will choose a second faculty reader from another discipline within the American Studies Program. At the outset, the student will register for AS 0404 with the faculty mentor and will provide a proposal and preliminary bibliography. The project carries three credits and usually is completed over the course of one semester.

There are three types of graduate projects:

1. **Thesis.** The student may choose to write a traditional thesis, which is a substantive paper embodying original research. The scope and length of the thesis will be determined in concert with faculty mentors.
2. **Curriculum Development.** For graduate students who are teachers or plan to pursue a career in teaching, this project involves developing a detailed American Studies course curriculum.
3. **Artistic.** The student may choose to complete a project by creating original art, music, theatre, film, fiction, photography, or other artistic work. A project of this nature will usually require an accompanying essay and/or literature review.

The Graduate Program Director must approve all projects prior to their inception. The Director also will provide students with detailed guidelines for completing the project and may assist in determining appropriate faculty mentors, if desired by the student.

Courses

AS 0400 Critical Issues in American Studies **3 Credits**
This graduate seminar provides an introduction to the field of American Studies. Using key books and essays in American Studies, students will familiarize themselves with the diverse cultural and intellectual traditions that have created the American experience. Using interdisciplinary approaches, students will survey the following themes in American society and culture: race, ethnicity and immigration; expression and imagination; values and ethics; gender; institutional power and politics; and America and the world.

AS 0404 American Studies Graduate Project**3 Credits**

The culminating component of the MA program is the Graduate Project. With the guidance of a faculty mentor, the student undertakes a major research project focused on an approved American Studies topic. The faculty mentor and student will choose a second faculty reader from another discipline within the American Studies Program. At the outset, the student will register for AS 404 with the faculty mentor and will provide a proposal and preliminary bibliography. The project carries three credits and usually is completed over the course of one semester. Specific guidelines are distributed by the Graduate Program Director.

AS 0410 Introduction to Women's and Gender Studies**3 Credits**

This course introduces students to the theories and concepts of the interrelated fields of Women's Studies and Gender Studies, Masculinity Studies, and Sexuality/Queer Studies. We will discuss the development of these fields, their application in various disciplines, and their importance in American Studies. The course uses theoretical readings, novels, and popular films to explore aspects of gender studies in everyday life.

AS 0415 Civil Liberties I**3 Credits**

This course examines the freedoms afforded by the Constitution and the Bill of Rights and the role of the federal courts, especially the Supreme Court, in protecting individual rights. It focuses on such areas of law as freedom of speech and press, freedom of religion, and the right to privacy. Particular attention is paid to the equal protection and due process clauses of the Fourteenth Amendment and the relationship to such issues as school desegregation, voting rights, affirmative action, and criminal procedure.

AS 0416 Civil Liberties II: Criminal Justice**3 Credits**

This course examines the investigatory and adjudicatory processes of the American criminal justice system. The course begins with a brief introduction to criminal law, its sources, and development. It then moves to an analysis of the evolutionary development of due process focusing on the right to counsel, search, and seizure, the role of the police in interrogations, confessions, and investigations. The focus then shifts to an examination of the criminal trial and the respective roles of prosecutor, defense attorney, judge, and jury. Attention is also given to the issues of bail and "plea-bargaining." The course concludes with an analysis of the goals of punishment, the Eighth Amendment, and the function of the correctional system.

AS 0450 Supreme Court in the 1960s**3 Credits**

This course analyzes the dynamics of the Earl Warren Supreme Court and its impact on American society through decisions on such issues as reapportionment, right to privacy, school prayer, libel, and civil rights. The course examines major criminal rights decisions of the Court such as search and seizure, self-incrimination, and the right to counsel, and considers the impact of these decisions on subsequent cases and current issues related to the cases.

AS 0453 American Popular Entertainments and Social History**3 Credits**

Popular entertainments have great power. "They tell us what is on the minds of ordinary people at any given moment - their concerns, biases and anxieties - and in turn refine them and restate them in a palatable, easily understood way," wrote Professor Emeritus Brooks McNamara of New York University of this new field of scholarly inquiry that plumbs America's popular entertainments as a means of understanding its social history. This course will examine critical live entertainment forms that flourished in the years between the conclusion of the Civil War and the end of the 1920s largely due to increased leisure time, improved transportation, and rapidly developing cities. Popular entertainment – amusements aimed at a broad, relatively unsophisticated audience – were frequently American reinventions of European imports, such as the circus, while others, like the Minstrel Show, were uniquely American creations. We will begin the course with an intensive look at the Minstrel Show as a key to the solidification and perpetuation of American racist stereotypes and then consider Circus, the Wild West Show, Vaudeville, Burlesque, Medicine Show, Chautauqua, and popular dramas such as Toby, Tab, and Tom shows, as manifestations of American society of the late 19th and early 20th centuries.

AS 0461 The American Civil War**3 Credits**

This course employs the interdisciplinary method of learning in examining the American Civil War. While using standard historical texts to establish the facts regarding the War, the course focuses on the sometimes confusing and contradictory versions of the War depicted in literature, photography, feature films, documentary films, and other modes of expression.

AS 0471 Introduction to Native American Studies**3 Credits**

This course explores a range of genres, for example autobiography, novels, short stories, film, and poems, by American Indian writers and filmmakers from the 18th through 21st centuries. We will rigorously examine how Native peoples have shaped and continue to shape their identities in and against U.S. colonialism. Writers and filmmakers may include, but are not limited to, Apress, Eastman, Za, Silko, Momaday, Welch, Eyre, Redroad. Formerly ASEN 0486.

AS 0479 Islam in America**3 Credits**

The course treats the history of Muslims in America from the early 19th century to the present. Topics include: the basic tenets of Islam; changing and diverse religious traditions and ideas; Islam among African-Americans; the role of women; concerns about prejudice and unfair treatment; and political views and practice before and after the September 11, 2001 terrorist attacks.

AS 0483 America in the 1930s: A Decade of Change**3 Credits**

The Great Depression represents the catalytic agent in America's extraordinary transformation in the 1930s, a decade during which the changes in the economic and political sectors provided the matter for American cultural life. This course acquaints students with the complexities of this pivotal period in American life through feature films and documentaries, popular and serious fiction, the American theatre of the time, popular music, public and private art, and mass circulation and little magazines, while introducing them to an interdisciplinary methodology.

AS 0484 Battle Over Family Values in American Politics 3 Credits

The course examines family as an evolving American political and cultural ideal and investigates changes and continuities in American family politics through the twentieth century. It explores the causes, implications, and contexts for the rise of numerous political debates that have centered on the American family such as welfare and anti-poverty policies, LGBT rights, contraception and abortion, and immigration. It also familiarizes students with multiple forms of social scientific writing, methods of research design and original data gathering.

AS 0486 Health and Healing in America, 1650 to 2000 3 Credits

This seminar explores the idea of America through the lens of major themes in the history of health and medicine from the colonial era to contemporary America. Students will consider the changing American identity from the colonial era to the present as they engage with cultural artifacts evocative of a population grappling with the health and diseases in a land new to Europeans, medicine and health in the age of science and industrialization, and medicine and health in an age of technology.

AS 0488 Frontier in American Culture 3 Credits

The frontier – traditionally understood as the place where "humanity" comes into contact with its apparent absence in the shape of alien beings and landscapes – has been the subject of some of the most lasting powerful stories in the formation of U.S. national identity. The purpose of this course is to investigate the ideological underpinnings of this myth and its consequences, as well as to explore alternative conceptualizations of the frontier, particularly as a "rhizomatic" space where cultures meet and grapple with one another. Materials for the course are drawn from literature, film, painting, photography, and popular culture.

AS 0499 Independent Study 3 Credits

Students arrange for independent study with a professor willing to serve as a tutor and under whose direction they will write a research paper of approximately fifty pages. This project should be completed in one semester. All independent study must have the approval of the program director. Students may take only one independent study toward the MA degree.

ASAH 0441 Fine Art vs. Anti-Art: 1917 to 1967 3 Credits

Dr. Wayne Craven writes in *American Art: History and Culture*, "As the new century opened America was a nation in transition, and ripe for many kinds of revolutions - in politics, social systems, and certainly in literature and painting. [These] social shifting values and forces were occurring within American society at large." Focusing on the 50 years from WWI to Vietnam, this class examines the artistic debates and ideological struggles manifested by American art. During this time, there is a shifting barometric needle of stylistic expression. On one side, we see an entrenched, traditionalist school that retains the noble beaux arts criteria for realism and classical content. Artists to be studied in this school are: Henri, Sloan, Hopper, Marsh, Cadmus, Benton, Curry, Wood, Sheeler, Demuth and Wyeth. On the other side of the aesthetic spectrum, we encounter rebels leading the avant-garde. Sparked by the new "isms" of European modernism, artists to be discussed include: Duchamp, Stella, Dove, O'Keeffe, Gorky, Pollock, Rothko, Frankenthaler, De Kooning, Motherwell. The culmination and convergence of these parallel tracks arrive with the neo-realist but equally avant-gardist Pop art movement of the 1960s. Warhol, Rosenquist, Johns, and Wessleman use hard-edge realism to convey anti-establishment parodies and camp spin-offs of high culture. The period between 1917-1967 becomes, then, the pivotal shift when traditionalism is converted into a new cultural paradigm ending modernism as a distinct period.

ASAH 0444 American Visual Art History 3 Credits

This class focuses on a selection of American Masters who came to define the American experience as visual innovators reflecting and transforming their times. Among the artists explored are: Thomas Cole, Winslow Homer, John Sloan, Frank Lloyd Wright, Georgia O'Keeffe, Edward Hopper, Jacob Lawrence, Lee Krasner, Jackson Pollock, Andy Warhol, and Judy Chicago. Each artistic biography is presented as a filtered lens through which America's social, political, literary and economic themes are manifested in painterly expressions. Within this cultural framework, we examine the creative spirit of each age in the American experience. The course combines classroom illustrated slide lectures, discussions, and field trips to study on-site major collections of American art at museums including: The Yale University Art Gallery, Wadsworth Atheneum, New Britain Museum of American Art, Metropolitan Museum of Art, and Whitney Museum of American Art.

ASEN 0447 Poetry in America 3 Credits

A survey of major developments in American poetry from the mid-19th century to the late years of the 20th century, this course emphasizes the poems of Walt Whitman, Emily Dickinson, Robert Frost, T. S. Eliot, and Langston Hughes. The course also offers an introduction to the works of Ezra Pound, E. E. Cummings, Amy Lowell, Marianne Moore, and William Carlos Williams, as well as to Beat poetry (Ginsberg, Ferlinghetti), and to the confessional movement that dominated the second half of the 20th century (Robert Lowell, Anne Sexton, Sylvia Plath). The focus is on the shifting patterns of poetic style and on the evolution of American sensibility and experience as expressed in the poems under discussion.

ASEN 0488 Award-Winning American Novels 3 Credits

In this course students will read a variety of award-winning contemporary American novels. The novels will be selected from among the most prestigious prizes given in American letters each year, including The National Book Award, National Book Critics Circle Award, The Pulitzer Prize, and the Pen/Faulkner Award. These awards are given annually to the best novels published each year. The course will investigate what makes each novel "American" thematically, culturally, and stylistically. Among the ten novels to be studied will be *The Known World*, *Martin Dressler*, *Motherless Brooklyn*, *The Great Fire*, and *Confessions of Nat Turner*.

ASEN 0490 The Contemporary American Memoir 3 Credits

This course is a study of some of the most important contemporary memoirs written by Americans in the last 30 years. With the readings, students will analyze what makes a memoir a memoir and in particular, what is quintessentially American about each one.

ASHI 0415 Inventing Themselves: African-American Women in U.S. History 3 Credits

At the intersection of race, gender, and class, African-American women often challenged the codification of blackness and femaleness as well as a limited conception of class consciousness. From the diaspora to the present, they created forms of resistance, devised survival strategies, and transmitted cultural knowledge while defying racial/gender stereotypes. The multiple roles assumed by African-American women during their struggle from slaves to citizens in the United States represent a complex study of the relational nature of difference and identity. This course focuses on African-American women as subjects and agents of pivotal importance within the family, community, and labor force.

ASHI 0437 American Prophetic Tradition 3 Credits

This intensive reading and writing seminar examines in some depth individuals and social movements in U.S. history that acted out of religious and philosophical traditions. Topics covered include biographies, auto-biographies, writings, and diaries of such figures as Mary Dyer, Roger Williams, John Dickinson, John Ross, Emma Willard, Lydia Marie Child, W.E.B. Dubois, Randolph Bourne, Walter Rauschenbusch, Dorothy Day, Abraham Heschel, and Robert Coles. The course looks at the prophetic roots of religious liberty, women's suffrage, abolitionism, the labor movement, populism, Civil Rights, and the '60s. Five three-page critical book reviews and one longer project are required.

ASHI 0439 The Tumultuous 20th Century: Key Issues in United States Political and Social History 3 Credits

The United States in the 20th Century has seen massive strikes, social upheaval, political challenge, and unparalleled prosperity and growth. This intensive reading, writing, and discussion seminar examines key issues and figures in the political and social changes of the 20th century - from Progressivism to Bill Clinton, from the first Red Scare and the rise of the American Civil Liberties Union to current struggles over political and civil rights in the context of the War on Terror.

ASHI 0442 Immigration, Ethnicity, and Race in United States History 3 Credits

This intensive reading, writing, and discussion seminar examines the history of U.S. immigration in the 19th and 20th centuries. Arranged thematically within a chronological framework, the seminar situates the United States within the context of global migration patterns and economic development. The first part of the course investigates patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. The second part analyzes the reception of successive immigrant groups. Most importantly, the course explores how race, ethnicity, assimilation, acculturation, and Americanization were defined by American government and society. Throughout, the course conducts a critical evaluation of how historians and other scholars have studied immigration and immigrant communities and examines today's perceptions of the American immigrant experience. Varied readings include monographs, oral histories, reform investigations, and a novel.

ASHI 0449 Historical Cultural Geography 3 Credits

This seminar will teach students various aspects of researching and constructing a historical geographical study, using one community's land records, tax records, genealogical records, and maritime records. The course will include lab work, training in computer techniques, including geographic information science (GIS) technology, which will provide students with a usable skill that is applicable to many professional careers. The case study will change each time the course is offered. Most recently, it was "Little Liberia," an early Free Black community in the South End of Bridgeport in the 1820s and 1830s and the site of the Freeman Houses, built in 1848 and listed in the National Historic Register.

ASHI 0451 Crises and Turning Points in United States Foreign Relations, 1776 to 2009 3 Credits

This seminar explores crises and turning points in U.S. Foreign Relations from the American Revolution to 9/11, the Iraq War, Afghanistan and up to the present, including the Alliance with France, the War of 1812, Manifest Destiny, the Mexican War, Indian Removal, the Spanish-American-Cuban-Filipino War, World War I, Pearl Harbor, the Cuban Missile Crisis, the Vietnam War, the Gulf War, Bosnia, Afghanistan, Iraq, Iran, and the resurgence of China and Russia.

ASIT 0481 Visions of Italy and America in Film 3 Credits

Adaptations and critiques of genres and themes indicate cinematic health. Italian cinema, which has given rise to movements such as neorealism, *commedia all'italiana*, and the spaghetti western, has provided the original material for adaptations by directors from other countries, notably the United States. The prevalence of American adaptations is a measure of the artistic contribution of the Italian national cinema. In this course we examine the phenomenon of adaptation and interpretation of Italian films from the postwar period until today. After a condensed review of more than 60 years of Italian cinematic history, we examine several American interpretations of Italian film classics. Garnett's *The Postman Always Rings Twice* (1946), based upon James Cain's novel, revisits Visconti's *Ossessione* (1943). Neil Simon's *Sweet Charity* (1966) and later Woody Allen's *Purple Rose of Cairo* (1985) re-tell Fellini's tragic tale of *Le notti di Cabiria* (1957). More subtle parallels are found in Neil LaBute's *Nurse Betty* (2000) and Fellini's *Lo sciocco bianco* (1956). Brian DePalma's *Blow Out* (1981), starring John Travolta, maintains the premise of Antonioni's *Blow-Up* (1966). Madonna and Guy Ritchie's 2002 remake of *Swept Away* (1974), as well as Garry Marshall's adaptation *Overboard* (1987), reveal the impact of Wertmuller's original. These American reflections on Italian films, themselves dark mirrors reflecting on the themes and assumptions of American film hegemony, offer another means to appreciate the powerful insights of self-reflection in the Italian postwar period.

ASIT 0493 Italian-American Experience 3 Credits

Students analyze the concept of nationality and national identity in literature, film, and critical essays by and about Italian-Americans and discuss the concept of race and racial origins together with the phenomenon of emigration. The course addresses role and representation differences for men and women in this subgroup of American society, with particular consideration given to the ethnic roots of these differences. It also examines the ways in which poetry, prose, and film reveal Italian ethnicity in 19th- and 20th-century America, with special emphasis on the sense of otherness that this immigrant group experienced.

ASMU 0401 History of Jazz 3 Credits

This course traces the development of American jazz from its origins in black musical traditions. Topics include the roots of jazz in ragtime, blues, work songs, and march music. Also addresses the development of different jazz styles, such as Dixieland in the '20s, swing in the '30s, bop in the '40s, and present-day evolutions. The course emphasizes connecting the historical period with the music of jazz - America's original art music.

ASMU 0402 History of Rock 3 Credits

This course surveys the musical and social trends that resulted in the emergence of rock and roll as an important musical and cultural force in America. The course traces the roots of rock, blues, and country styles and, showing how they merged with popular music, studies periods from the 1950s to the present, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. The social, political, and cultural aspects of rock as they have affected American life provide an American studies emphasis.

ASMU 0403 Critical Issues in American Popular Music 3 Credits

This course provides an in-depth look at the important musical, social, and racial issues in American popular music spanning from the media exploitation of the blues in the 1920's through current issues in hip hop. Subject areas will include blues and its origins, jazz and modernism, the obstacles of race in music, the death of rhythm and blues, rock's evolution in the 50's, rap and hip hop culture, and issues in both postmodernism and perverse modernism as seen by many music and art critics.

ASPO 0461 The American Presidency 3 Credits

This course examines the role of the President in the political system and considers the origins, qualifications, and limitations of the office from which the President functions as chief executive, legislative leader, and link with the courts. The course evaluates presidential achievement of domestic and foreign policy goals by examining presidential powers and the President's roles as party leader and politician. It also reviews questions of reform.

ASRS 0442 Jews and Judaism in America 3 Credits

What has it meant in the past and what does it mean today to be a Jew in America? Viewing Judaism and Jewishness as inseparable from one another, Jews remain a distinct, though by no means homogeneous, religious and ethnic group in American society. This course explores the religious, cultural, social, economic, and political diversity that exists among American Jews, as well as distinctive beliefs, concerns, and experiences that continue to unite them. The course pays special attention to issues related to immigration, acculturation, gender, and African-American/Jewish relations.

ASSO 0412 Contemporary American Society 3 Credits

This course analyzes the dominant ideology and values that have shaped American culture - namely, the Protestant ethic - and how and why these values are changing. The course also analyzes major institutional trends that have transformed and continue to transform America and the modern world - bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology - and the effects of these institutions in producing new personality types, mass society, and rapid social change. The course provides a macro-sociological framework.

ASSO 0465 Urban Sociology: New York 3 Credits

This course examines the evolution of the city in the American experience by focusing on New York City. Both New York's unique history and contemporary social structure are examined. Readings and classroom discussion are combined with three field trips to New York on three successive Saturdays. Each field trip explores an area of New York.

ASSO 0469 Women: Work and Sport 3 Credits

Gender stratification exists in most areas of everyday life throughout American society. This course concentrates on the varying experiences (based on class, race, and ethnic differences) of women in the workplace and on the playing field. Sex segregation and sex integration as complex historical and contemporary processes constitute the main focus of the first part of the course. Within this context, economic and social changes will be viewed as historically having an enormous impact on the roles of women in the work force and how they have managed these roles. In turn, their experiences will be analyzed as catalysts of societal change. The last part of the course focuses on women as athletes. Their varied experiences in this world parallel to a large extent their experiences within the workplace. The underlying theme is that the sports arena mirrors the larger society particularly in terms of gender roles. What is seen as "acceptable and non-acceptable" behavior for women in the everyday world is reflected in their roles as athletes. The impact of gender on socializing children into sport and sport itself as a socializing agency is the foundation for critically assessing the outcomes of Title IX and the existence of homophobia in sport.

ASTA 0420 American Drama and Society 3 Credits

This course explores the social, political, and economic forces that have shaped the United States via the themes and perspectives expressed in its drama. The course covers the late 18th century through the present, paying particular attention to dramas and more populist forms of entertainment that specifically address the notion and development of a distinctly American voice and ideology. Students begin with Royall Tyler's 1787 comedy, *The Contrast*, which offers the first wholly American character - Jonathan the "true-blue" Yankee - and end with Tony Kushner's monumental two-part drama, *Angels in America* (1991), which juxtaposes American Judaism and Mormonism within the context of politics, homo- and heterosexual relationships, and the AIDS epidemic. In between, students consider the work of seminal American dramatists (O'Neill, Miller, Williams, and others) as well as trends in popular theatre forms (minstrelsy, wild west shows, vaudeville, burlesque, musical comedy) in creating the totality of the American cultural experience.

ASTA 0421 Ethnic American Performance and Society 3 Credits

The course will explore the social, political, economic, and cultural forces that have shaped the United States via the themes, perspectives, and production choices expressed in its ethnic drama and performance. We will consider plays and performance pieces (such as pow-wows, Chinese New Year celebrations, and the like) created by African-Americans, Asian-Americans, Latino/a Americans, and Native Americans, all of whom have been marginalized voices existing outside of mainstream theatre, an arena historically dominated by white males. We shall pay particular attention to issues of race, gender, and class apparent in both the play texts as well as in the ideological perspectives of the playwrights. We also will note the choice of subjects, themes, and environments and consider how these are placed within the larger context of American culture and society.

Faculty

Professors in the program represent nine departments and programs within the College of Arts and Sciences.

Professor

Bayers, *director* (English)

Bucki (History)

Carolan (Modern Languages)

Eliasoph, P. (Visual and Performing Arts)

LoMonaco (Visual and Performing Arts)
 McFadden (History)
 O'Driscoll (English)
 Orlando (English)
 Petrino (English)
 Torff (Visual and Performing Arts)
 Umansky (Religious Studies)

Associate Professor

Alphonso (Politics)
 Garvey (English)
 Lawrence (History)
 Nguyen (Religious Studies)

Assistant Professor

Hohl (History, *Visiting*)
 Rodrigues (Sociology and Anthropology)
 Willsky-Ciollo (Religious Studies)

Adjunct

Palmer (History)

Communication

Message from the Director

Dear Prospective Student,

Welcome and thank you for your interest in graduate studies in the Department of Communication at Fairfield University! Our Master's program invites you to gain specialized knowledge in communication with the help of our comprehensive curriculum and our expert faculty.

In your own personal and professional experience, you have corroborated the centrality of communication to every aspect of life. Yet, being a skilled communicator requires not only practical skills but also, and perhaps more importantly, an ability to discern underlying processes affecting all levels of human interaction: interpersonal, organizational, mediated, and intercultural. Through our course offerings, students are equipped with the tools to thrive in today's top careers, as well as in those which have not yet been envisioned.

A graduate degree in communication must go beyond current trends and technologies to cultivate students' capabilities to adapt to a constantly changing world. This is precisely our program's focus. We offer both applied knowledge and in-depth exploration of broader theoretical implications to help you distinguish fad and contingency from substance and essence in these complex times.

Grounded in social justice and multidisciplinary inquiry, our program prepares students with a solid theoretical, methodological, and ethical foundation. This, in turn, allows students to pursue their individual interests within communication.

The 21st century is the Age of Communication. Join us to explore the multiple, fascinating possibilities that a career in communication opens for you.

Audra K. Nuru, Ph.D

Director of the MA in Communication Program

Program

Master of Arts in Communication

To earn the Master of Arts degree in Communication, students complete the following:

Code	Title	Credits
CO 0400	Communication Philosophies, Theories, and Research Traditions	3
CO 0420	Communication Research Design and Methodologies	3
CO 0440	Ethics and Communication	3
Select 7 elective courses in Communication ¹		21
Select one of the following:		6
CO 0560 & CO 0561	Thesis Proposal and Thesis Research	
CO 0570 & CO 0571	Project Proposal and Independent Project	
Total Credits		36

¹ Students take seven courses, focusing on communication, theoretical and research traditions, communication processes, applications, and allied coursework in related areas. Two of the seven electives can be approved graduate courses in other disciplines. In addition, students may take one Independent Study course, CO 0598, and/or one Internship course, CO 0498. Students design their curriculum in consultation with the Director of Graduate Studies.

Thesis or Independent Project

The program culminates in an independent research exploration of some scope and originality, completed under the close supervision of a Communication Department faculty member and a second faculty reader. At the outset, the student chooses a topic and provides a prospectus and literature review. The research typically results in a thesis, but proposals for more individualized and creative projects are welcome. Theses or projects must be completed within one year of their registration.

Communication Faculty Research Interests Include

- Alternative Mass Media
- Children's Media
- Communication for Social Change
- Communication Research Design and Methodologies
- Comparative Media Systems
- Conflict Communication
- Crisis Communication
- Cultivation Theory
- Distance Education
- e-Government
- Economics of Information
- Gender-Related Issues in Communication
- Global Media Systems
- Group Decision-Making
- Health Communication
- Health Education
- Healthcare Advertising

- Healthcare Organizational Communication
- Healthcare Provider Education
- Instructional Communication
- Intercultural Communication
- International Communication
- Interpersonal Communication
- Mass Media and Popular Culture
- Media Criticism
- Media Effects
- Media Institutions
- Negotiation and Management
- New Media Technologies
- Organizational Communication
- Organizational Rhetoric
- Public Opinion
- Public Relations
- Risk Communication
- Social Uses/Effects of the Media
- Spiritual Communication
- Training and Consulting
- Written Communication

Courses

CO 0400 Communication Philosophies, Theories, and Research Traditions

3 Credits

This class is designed to provide an introduction for the graduate student to the diverse and voluminous research in the area of human communication. As such, it covers an extremely wide range of intellectual, scientific, and historical material. It is a survey course, but we will deal with selected areas in depth. This course will not only introduce the areas of human communication theory and research, but it will also introduce the process of theorizing and thinking about communication. Therefore, the nature of theory, research, and intellectual inquiry is an important part of this course.

CO 0410 Perspectives and Theories in Organizational Communication

3 Credits

This course is intended to highlight organizations and how they are created, maintained and changed through social interaction. Communicating by organizational members is essentially organizing. The course examines organizational communication from both functional and constructivist perspectives.

CO 0420 Communication Research Design and Methodologies

3 Credits

A detailed review of research methods and procedures relevant to measuring the phenomena and characteristics of human communication behavior in a variety of contexts and relationships. Quantitative, qualitative, and critical approaches are reviewed and practiced in course projects. Applications of research methods to describing and evaluating communication are studied.

CO 0430 Written Communication

3 Credits

Explores how written communication by its very nature is drastically different from verbal and other nonverbal forms of communication. Considers the effect a printable form of communication has on the message, the sender and receiver, and the potential legal issues associated with written communication. This course focuses on the impact of written messages for intrapersonal, interpersonal, small group, organizational, intercultural, and mass media communication. Examines the historical transformation in content, style, and perception from letters, memos, and notes to the evolving electronic formats for written communication including: e-mails, blogs, chat rooms, e-networking/e-cultures, wikis, etc.

CO 0431 Media Law and Institutions

3 Credits

The course concentrates on the legal and economic environment of U.S. mass media. Topics include examination of major doctrines of media law, organization and operation of individual media industries, the economic structure of U.S. media markets, the role of media watchdogs and advocacy organizations, as well as media users' forms of collective action. The course's content is approached through an institutional analysis perspective, intended to facilitate students' understanding of institutions as dynamic points of confluence for organizations, norms, and individual agents. As part of the course's requirements, students conduct a research project exploring recent developments in media regulation and/or decision-making processes within one of the major media institutions covered during the semester.

CO 0440 Ethics and Communication

3 Credits

Coursework includes a comprehensive overview of the development of ethics from ancient to contemporary thought and practices. Emphasis is placed on the ethical agenda, problems, and responsibilities of contemporary organizations in diverse cultures. Case studies and student research focus on contemporary issues in the ethical communicative performance. The relationship between Jesuit philosophy and applied communication work in organizations is also explored.

CO 0448 Health Risk Communication

3 Credits

This is a one-week, predominantly face-to-face course that includes online interactions. This course examines the theories and research that underlie the study of health risk communication and behaviors. The primary purpose of this course is to provide an understanding of how communication impacts our assessment of health risk behaviors, critical thinking, the creation of preventive programs, and outcomes. This course will evaluate and explore the multidimensional processes involved in researching the communication of risky behaviors and how organizations can utilize health communication theory to develop appropriate campaigns and assess their success or failure.

CO 0497A Gender and Organizing

3 Credits

Gender is central to how we organize our lives. The way we communicate about gender can enhance or undermine all of our relationships. The purpose of this seminar is to augment, or even change, our understanding of the relationship between gender, communication, and organizations. Specifically, the goal for this course is to use a combination of scholarly essays and journal articles as well as popular news media to examine critically topics such as femininity, masculinity, and sexuality within the following contexts: education, sports, politics/government, leadership, the military, and other professions and organizations. Undergraduate equivalent: CO 0323.

CO 0497B Risk Communication**3 Credits**

Risk Communication examines the communication theories and research that underlie the study of risky behaviors and the development of effective responses to perceived risks. This course provides an understanding of how communication impacts our assessment of risk, critical thinking and policy making about risk prevention and response, and the creation of preventive programs and campaigns. Students will evaluate and explore the multidimensional processes involved in researching and responding to sustained risks or emergency situations, utilize communication theory to develop appropriate campaigns, and assess their success or failure. Topics may focus on health and environmental risks, security, or disaster response. Undergraduate equivalent: CO 0348.

CO 0497C Technoculture and Information Society**3 Credits**

This course explores phenomena, trends, and theories related to emerging information and communication technologies (ICTs), as well as relationships among those technologies, socio-economic structures, "old" media institutions, media users, and culture. Through a combination of theoretical and practical explorations that emphasize historical, ethical, and critical thinking, the course introduces students to academic and non-academic perspectives on new media. Undergraduate equivalent: CO 0342.

CO 0497D End of Life Communication**3 Credits**

This course focuses on the only reality for every human being: death. However, in spite of its certainty, American culture tends to minimize or ignore discussions of death and provides little insight into effective communication strategies for healthcare providers, family members, friends, and lovers. The complexities of this unique communication will be assessed vis-à-vis an applied approach that includes a service-learning opportunity at a 51-bed hospice. In addition, the course will include self-reflection, autoethnography, an exploration of scholarly research in palliative communication, and scholarly interaction between students in the classroom and the hospice setting. Undergraduate equivalent: CO 0341.

CO 0497E Comparative Media Systems**3 Credits**

This course provides a comparative overview of the economic and regulatory structure of media industries worldwide. By exploring the ways in which different institutional frameworks, structural factors, and audiences' agency affect mass communication within and across regional borders, this course offers a comprehensive picture of common and interdependent processes underlying the individual development of media industries in each region. Students learn about emerging market and research trends concerning international media. Issues related to free flow of messages, social responsibility, universal access, intellectual commons, participatory communication, developmental communication, and cultural diversity in the global exchange of media messages through discussion of current, real-life cases, as well as through design and execution of an original research project. Undergraduate equivalent: CO 0334.

CO 0497F Organizational Communication and Advertising**3 Credits**

This course will highlight how organizations market, promote, and advertise their brands. The importance of advertising for organizations, consumers, and the U.S. economy will also be a central focus of this class. Furthermore, the critical roles of research, audience analysis, persuasion, and effective communication in altering consumers' perceptions will be explored from both theoretical and applied perspectives. The value of deconstructing ads from a consumer, brand manager, and advertiser's viewpoint will be stressed and explored. In addition, the historical and contemporary ethical implications of advertising, especially in health care and for children, will be closely examined. Undergraduate equivalent: CO 0325.

CO 0497G Globalization, Media, and Culture**3 Credits**

Globalization, a complex and transformative process that influences our lives at every level, has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This course focuses on the role of communication media (radio, television, film, computers) in the processes of globalization and examines the impact of globalization on cultural representations, cultural identity, and international relations. Undergraduate equivalent: CO 0335.

CO 0497H Visual Communication**3 Credits**

This course provides a broad introduction to the structure, conventions, and effects of visual communication with a theoretical emphasis on media ecology. The first half is devoted to understanding formal properties including examining the basics of vision, techniques for visual persuasion, and the language of cinematography and editing. The second half surveys more controversial issues like digital manipulation and violence and sex in media. Course material and assignments will be drawn from media domains including advertising, photo/video journalism, and video games. Students will read both theoretical contributions to and empirical investigations of the field. Undergraduate equivalent: CO 0337.

CO 0497I Media Audiences**3 Credits**

This course has three related aims: to introduce the theoretical and academic study of media audiences, to introduce students to qualitative field research methods, and to prepare students to engage with the current media industry through an examination of applied audience research. Recognizing that the study of media audiences is an important theoretical as well as practical endeavor, we will consider how audiences have been studied historically, in the academy, and within media industries. Undergraduate equivalent: CO 0338.

CO 0497J Crisis Communication**3 Credits**

This course discusses key concepts, principles, and best practices of crisis communication. Intersections with other areas of the communication field will also be addressed, including public relations and organizational and risk communication. Students will understand the role strategic communication, power, stakeholders, and organizational culture play during a crisis. This course analyzes case studies of previous crises and will ask students to provide their own plans and critical assessments of recent crises. Undergraduate equivalent: CO 0324.

CO 0497K Ethics and Medical Marketing Communication**3 Credits**

This course will explore the dialectical tensions between the need for safe and effective products/services and the expectations for corporations to generate profits and dividends for their stakeholders. This course will use an applied ethics lens to examine the organizational, marketing, advertising, and corporate communication to clients, consumers, vendors, and investors. The content and ethical implications of marketing communication (from a variety of organizational perspectives: healthcare, economics, cultural, etc.) on expected and unintended outcomes will also be discussed and analyzed. Undergraduate equivalent: CO 0343.

CO 0497L Social Media 3 Credits

At the turn of the millennium, social media was still an unknown term; today, it is inescapably altering the landscape of our world and our lives in complex ways. This course examines social media by historicizing what is timeless about it and charting its new frontiers for humankind. Through a mix of scholarly, journalistic, and professional industry readings on social media, we will explore how culture, community, and identity are being reshaped alongside politics, business, and (what was once called) the mass communication industry. Undergraduate equivalent: CO 0336.

CO 0497M Communication Processes in Organizations: Negotiation 3 Credits

This course reviews and explores, through simulation and experiential learning, negotiation as a communication process in and among organizations. It focuses on core concepts and approaches to negotiation, and exercises the negotiative process in a contemporary context. In this course, which is open to majors and minors in communication and other disciplines related to the study of humans and their organizations in the work world, participants carry out individual and team work, and contribute on time and proportionately to team preparations and class simulations. Undergraduate equivalent: CO 0321.

CO 0497N Relational Communication 3 Credits

Close relationships can bring us a great deal of joy, happiness, and love, but unfortunately they can also be sources of frustration, pain, and conflict. This course is designed to help us understand the critical role of communication in developing, maintaining, and terminating close relationships with romantic partners, friends, and family members. The course examines the most current research and theory on a variety of topics that are central to understanding and maintaining close relationships, with a focus on attraction, attachment, conflict, power, emotion, transgression, reconciliation, and termination. Undergraduate equivalent: CO 0345.

CO 0497O Conflict Communication 3 Credits

Conflict is a natural part of human life that has a variety of potential consequences. Although conflict can be disruptive and destructive, it can also be constructive and lead to improved adjustment and better decisions. The course is designed to offer you opportunities to enhance and improve your techniques and skills in managing conflict and moving them in a productive direction. The course examines the dynamics of human conflict across a variety of settings from personal relationships to the workplace, with special attention to the communication processes that escalate, manage, and mediate conflict. Undergraduate equivalent: CO 0340.

CO 0497P Interracial Communication 3 Credits

This course explores current trends in literature on the topics of race relations, communication styles and patterns, communication theory, and the social construction of race along with its influence on how individuals from different races communicate. Throughout the course, up-to-date issues that surface locally and nationally in the media that illustrate the relevance of improved interracial communication will be addressed through class discussion and linked to course assignments. Using case studies to explore interracial exchanges in close relationships, at the workplace, and reflected in social media, students will link theory with practical applications in an effort to better understand interracial communication. Undergraduate equivalent: CO 0344.

CO 0497Q Misinformation in Digital Media 3 Credits

This course critically examines the causes for, and the consequences of, the proliferation of false and misleading information in online spaces. While the ubiquity of false information online is often talked about as if it is random or inevitable, this class will detail the specific mechanisms by which false information is produced, spread, and consumed. More importantly, it will contextualize the practice within larger social, culture, and geopolitical environments and connect it to the larger history of misinformation and media technologies. Finally, the course will prepare students to combat false and misleading information encountered in their own media diets. Undergraduate equivalent: CO 0330.

CO 0497R Health Risk Communication 3 Credits

Risk Communication examines the communication theories and research that underlie the study of risky behaviors and the development of effective responses to perceived risks. This course provides an understanding of how communication impacts our assessment of risk, critical thinking and policy making about risk prevention and response, and the creation of preventive programs and campaigns. Students will evaluate and explore the multidimensional processes involved in researching and responding to sustained risks or emergency situations, utilize communication theory to develop appropriate campaigns, and assess their success or failure. Topics may focus on health and environmental risks, security, or disaster response. Undergraduate equivalent: CO 0348.

CO 0497S Palliative Care Communication in the United States and Ireland 3 Credits

This is an interdisciplinary, intercultural course that applies a bifocal (communication and healthcare) lens to the study of palliative care. The course is intended to explore this relatively new area of health care delivery (quality of life vs. cure) and the critical role communication plays in accomplishing the interdependent goals of providers, patients, and families in the United States and Ireland. Since palliative care should be for all chronically- and/or terminally-ill patients across the life cycle, students will critically examine, from both health care and communication perspectives, the differences in palliative care delivery in the United States and Ireland. Undergraduate equivalent: CO 0326.

CO 0498 Communication Practicum 3 Credits

Communication Practicum is a semester-long internship or other type of placement carried out by graduate students in Communication in local, national or inter-national contexts. These placements are determined in conjunction with, and carried out under the supervision of, a faculty member. Practicums allow students to gain professional experience; where possible these activities should relate directly to thesis projects and other long-term academic interests. Students must commit to a minimum of 120 hours at an approved work site (internships cannot be done at a student's place of employment) and are also responsible for completing additional academic requirements.

CO 0500 Interpersonal Communication 3 Credits

This course is a critical examination of the major theories of interpersonal communication and an exploration of interpersonal communication research in relational and organizational contexts. Student projects will use social science research methods to examine factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and gender roles.

CO 0502 Small Group and Team Communication 3 Credits

This course is a study of the communication dimensions and dynamics of small groups, teams, and networks of organizational actors. Coursework and projects focus on interpersonal processes and structures for tasking and relating effectively in organizational settings. The special characteristics of virtual team and technology-enhanced decision-making work are investigated.

CO 0522 Communication and Organizational Leadership 3 Credits

This course focuses on the communication behaviors that constitute leadership. Models explore interpersonal influence, power in organizations, leading decision-making teams and task-oriented groups, and developing situational leadership skills. Early and contemporary research perspectives on leadership are reviewed and critically analyzed. Student projects include case studies and reviews of role-model leaders.

CO 0524 Negotiation and Conflict Management: Communication Approaches 3 Credits

This course explores a selection of conflict situations with particular emphasis on organizational and community settings. Theoretical exploration focuses on the nature of conflict, and negotiation and dialogue as communication processes. The course privileges win-win and dialogic approaches and provides experiential learning in simulations in which teams of students negotiate detailed and practicable outcomes for resolving contemporary organizational and societal problems.

CO 0530 Media Theory and Criticism 3 Credits

This course introduces graduate students in Communication to the study of media in the US. It focuses on the major theoretical trajectories that have shaped the field, empirical research that has emerged as canonical, and contemporary critical approaches that inform not just how we study media as scholars, but also how we understand media as consumers.

CO 0532 Nonprofit Media 3 Credits

This course focuses on public relations, advertising and marketing strategies for nonprofit and public service organizations. The course begins with a broad overview of media industries and the changing landscape of media technologies and then considers how nonprofit and other public service organizations can best leverage resources to effectively communicate with intended audiences. Both theoretical and practical, this course provides graduate students with historical understandings of how media industries are organized and how not for profit organizations interface with profit-driven media businesses. Special attention is paid to how social media platforms and other digital technologies impact communication strategies.

CO 0535 Globalization, Communication, and Culture 3 Credits

Globalization has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This course is focused on organizational communication in a global economic environment and helps students prepare for cross-cultural management issues, decision-making for multinational organizational effectiveness, and a consideration of global economic and labor issues.

CO 0537 New Media Studies 3 Credits

The digital and social media that have emerged in the past decade are reshaping our world in profound ways - this course explores those developments in light of both extended history and the contemporary moment. Through a mix of scholarly and journalistic readings, we will inquire into the ways in which culture, community, and identity are undergoing change alongside marketing, politics, and the "mass" communication industries. Our focus will include a wide variety of new media platforms, practices, and issues drawn from social networking, mobile, and online content, as we cultivate a critical lens on society's increasing digitalization (and its discontents).

CO 0539 Advertising and Consumer Communication 3 Credits

This course takes a critical look at the intersection of consumer culture, advertising, marketing and communication. This course also considers the history of advertising, marketing and public relations in the US as a starting point for better understanding of contemporary practices in these fields. Central in this examination is a consideration of how race, ethnicity, gender and sexuality often map (and are mapped onto) specific consumption patterns. Further, this course examines how advertising and related communication practices happen within a specific political-economic environment and how technology is quickly changing how theory translates into practice in these fields. While advertising, marketing and public relations are undoubtedly a part of our consumer culture, this course is not exclusively about how to "do" these activities, but rather how these communication practices impact our culture. Finally this course will ask students to critically reflect on consumption in terms of global, environmental and labor concerns.

CO 0540 Intercultural Communication 3 Credits

This course examines the relationship between communication behavior and cultural factors such as nationality, ethnicity, race, gender, class, sexuality, and religion. We will focus on cross-cultural sense-making, relationships, problem-solving, and organizing with particular application to business, education, and health care encounters. The course reviews the social science research of variations in normative communication behavior, as well as the theoretical approaches to understanding the relationship between worldview/cultural values and preferred communication practices. Examples will be used from a variety of nations, as well as those within the diverse cultural landscape of contemporary United States.

CO 0545 Race, Identity, and Representation 3 Credits

Rooted in a constitutive approach to communication, this course advances the notion that identities are not bound within the self, but rather, are socially negotiated through communication practices and are situated firmly in cultural and historical settings. Specifically, this course examines how racial identities emerge, reform, and are redirected through discourse. In addition to exploring how racial categorizations are socially constructed, this course attends to contemporary representations of race within media, education, and health care systems. Further, students in this course will interrogate social issues involving structural inequality, privilege, power, and hegemony.

CO 0547 Healthcare Organizational Communication 3 Credits

This course examines the processes and complexities of modern healthcare organizations (hospitals, nursing homes, insurers, associations, pharmaceutical and medical device manufacturers, non-profits, marketing, advertising, and PR firms, provider education institutions, etc.). The primary purpose of this course is to provide an understanding of how communication within, to, and from healthcare organizations impacts the company, its employees, stakeholders, customers, federal and local governments, and U.S. healthcare delivery. This course will evaluate and explore the multidimensional processes utilized by healthcare organizations and how communication is critical to their successes or failures and to the health and well being of their customers.

CO 0548 Health Communication 3 Credits

Communicating to people about health has become one of the most active areas of communication research and practice. This course focuses on the theory and practice of communication in health settings. Topics covered include doctor-patient communication, health campaigns, effects of media on health, intercultural issues in health communication and risk communication in relation to health practices.

CO 0559 Special Topics in Communication Research 3 Credits

This course is taught when a particular faculty member has a compelling proposal for a topic that has been approved by the department. Preference will be given to topics related to contemporary issues or to a current faculty research project.

CO 0560 Thesis Proposal 3 Credits

This course operates as an independent study experience under the supervision of a faculty advisor and the secondary supervision of one additional faculty reader. Each proposal and thesis should have a total of two readers, the faculty advisor and one additional reader from the Communication Department who has taught the student. At the student's request, a faculty member from another department who has taught the student in a graduate course could serve as a third reader. In unusual circumstances (e.g., a conflict between the faculty advisor and the second reader) a third reader would be assigned by the Graduate Program Director. The thesis will be orally presented to the faculty.

CO 0561 Thesis Research 3 Credits

This course operates as an independent study experience under the supervision of a faculty advisor and the secondary supervision of one additional faculty reader. Each proposal and thesis should have a total of two readers, the faculty advisor and one additional reader from the Communication Department who has taught the student. At the student's request, a faculty member from another department who has taught the student in a graduate course could serve as a third reader. In unusual circumstances (e.g., a conflict between the faculty advisor and the second reader) a third reader would be assigned by the Graduate Program Director. The thesis will be orally presented to the faculty.

CO 0562 Continuing Thesis Research 3 Credits**CO 0570 Project Proposal 3 Credits**

This course operates as an independent study experience under the supervision of a faculty advisor and the secondary supervision of one additional faculty reader. Each proposal and project should have a total of two readers, the faculty advisor and one additional reader from the Communication Department who has taught the student. At the student's request, a faculty member from another department who has taught the student in a graduate course could serve as a third reader. In unusual circumstances (e.g., a conflict between the faculty advisor and the second reader) a third reader would be assigned by the Graduate Program Director. The project will be presented to the faculty and should have some kind of public presentation or impact.

CO 0571 Independent Project 3 Credits

This course operates as an independent study experience under the supervision of a faculty advisor and the secondary supervision of one additional faculty reader. Each proposal and project should have a total of two readers, the faculty advisor and one additional reader from the Communication Department who has taught the student. At the student's request, a faculty member from another department who has taught the student in a graduate course could serve as a third reader. In unusual circumstances (e.g., a conflict between the faculty advisor and the second reader) a third reader would be assigned by the Graduate Program Director. The project will be presented to the faculty and should have some kind of public presentation or impact.

CO 0572 Continuing Project 3 Credits**CO 0598 Independent Study 3 Credits**

Prerequisites: Graduate Director's approval and a communication faculty member's sponsorship.

This course allows students to thoroughly investigate communication concepts, theories, or issues presented in a previously completed graduate communication course. Independent study does not substitute for any other required course(s) in the graduate program and students' investigations must be scholarly in intent. An independent study may be taken only once.

Faculty

Professors in the program are full-time Communication Department faculty in the College of Arts and Sciences.

Professor

Zhang

Associate Professor

Pagano
Wills

Assistant Professor

Brennan
Iddins
Nuru, *Program Director*
Rugg
Ryan

Creative Writing

Message from the Director

Thank you for taking the time to find us and learn about our low-residency MFA program in Creative Writing at Fairfield University. Our community is uniquely bonded by our experiences on “the island,” where writers get away from the pressures of their daily lives to find creative sustenance and inspiration.

Students gather twice a year for a total of four intensive residencies in an incredible setting: a retreat center on Ender’s Island off the coast of Mystic, Connecticut. Our guest faculty writers have included Anita Shreve, Meghan Daum, Mark Doty, Rick Moody, Mary Karr, Wally Lamb, and Charles Simic. During each residency, students take morning workshops as well as afternoon seminars on a wide range of topics. We meet informally over meals to talk shop and laugh, then enjoy evening readings, the occasional clam bake, and nightly conversations under the stars.

In between the residencies, each student works one-on-one with a writer mentor to bring a project through the stages of inspiration and revision to completion. Our outstanding faculty includes award-winning writers who are also skilled and caring teachers. Students choose a genre focus in poetry, creative nonfiction, fiction, or writing for stage and screen; interested students may also craft dual-genre or multi-genre courses of study and take advantage of curricular tracks in editing and publishing, spiritual writing, or creative writing pedagogy.

While our program helps students to strengthen the “writer within” and master the craft of writing, we also help our students set goals for becoming established in the writing world. Each residency offers students the chance to meet and work with New York editors and agents, and our alumni have already published an impressive number of books. Students gain editing experience working for *The Causeway*, our graduate student literary journal. Our program has also recently welcomed Dinty W. Moore and *Brevity*, and students may serve on the staff of this respected journal. We offer seminars and workshops on careers in editing and publishing and are one of the few low-residency programs to offer teaching assistant positions and opportunities to develop as a teacher. With sufficient enrollment we are also able to offer occasional residences abroad either in Florence, Italy or Galway, Ireland.

For the working adult, a low-residency program offers a wonderful opportunity to focus on craft and writing goals in a way that fits within—and enhances—one’s life. If you’d like to see the island, feel free to come out for a visit, or join us for our summer residency in July.

I’d be happy to talk with you further about how we can design a course of study to meet your writing goals. Feel free to contact me by email (shuber@fairfield.edu) or by phone at 203-254-4000 x2788.

Sincerely,

Sonya Huber, MA, MFA
Director of the MFA Program

Courses

ENW 0444 Fiction

6 Credits

Corequisite: ENW 0447.

The course is an intensive, ten-day program of study. Students must submit two creative pieces to their respective workshop faculty prior to the residency and attend daily workshops. Within the workshops, they must actively participate, both orally and by providing written comments on their peers’ work. Students must attend at least six afternoon seminars, lectures, or panel discussions presented by resident faculty and visiting experts. Preparation for each event involves students having completed a required reading list. After the seminar, a student must submit written critiques of what they learned. Finally, all students must attend evening readings by faculty. At the end of the residency, students work out a semester plan with their assigned mentor for the following semester. This plan must be approved and signed by the mentor and submitted to the MFA administration.

ENW 0445 Non-Fiction

6 Credits

Corequisite: ENW 0448.

The course is an intensive, ten-day program of study. Students must submit two creative pieces to their respective workshop faculty prior to the residency and attend daily workshops. Within the workshops, they must actively participate, both orally and by providing written comments on their peers’ work. Students must attend at least six afternoon seminars, lectures, or panel discussions presented by resident faculty and visiting experts. Preparation for each event involves students having completed a required reading list. After the seminar, a student must submit written critiques of what they learned. Finally, all students must attend evening readings by faculty. At the end of the residency, students work out a semester plan with their assigned mentor for the following semester. This plan must be approved and signed by the mentor and submitted to the MFA administration.

ENW 0446 Poetry

6 Credits

Corequisite: ENW 0449.

The course is an intensive, ten-day program of study. Students must submit two creative pieces to their respective workshop faculty prior to the residency and attend daily workshops. Within the workshops, they must actively participate, both orally and by providing written comments on their peers’ work. Students must attend at least six afternoon seminars, lectures, or panel discussions presented by resident faculty and visiting experts. Preparation for each event involves students having completed a required reading list. After the seminar, a student must submit written critiques of what they learned. Finally, all students must attend evening readings by faculty. At the end of the residency, students work out a semester plan with their assigned mentor for the following semester. This plan must be approved and signed by the mentor and submitted to the MFA administration.

Programs

- Master of Fine Arts in Creative Writing (p. 36)
- Certificate in Creative Writing (p. 37)

ENW 0447 Independent Study: Fiction **6 or 9 Credits**

This course is a five-month, intensive distance-learning writing program of study developed by both the student and his or her assigned mentor. Under the mentor's guidance, the student will develop a plan to improve his or her ability to write in one genre of fiction (e.g., the short story, the novel, the historical novel). The student will be required to write a minimum of 100 pages, spread out over five monthly submissions to the mentor, and the mentor will respond with specific written notes analyzing the work's strengths and weaknesses. In addition, the student will be required to read a minimum of two books per month and to write two essays on some element of the craft, totaling ten craft essays during the term. The mentor will provide feedback on all of the student's writing, accentuated by both a mid-term assessment of the student's development and a final assessment along with a grade.

ENW 0448 Independent Study: Non-Fiction **6 or 9 Credits**

This course is a five-month, intensive distance-learning writing program of study developed by both the student and his or her assigned mentor. Under the mentor's guidance, the student will develop a plan to improve his or her ability to write short personal essays or the memoir. The student will be required to write a minimum of 100 pages, spread out over five monthly submissions to the mentor, and the mentor will respond with specific written notes analyzing the work's strengths and weaknesses. In addition, the student will be required to read a minimum of two books per month and to write two essays on some element of the craft, totaling ten craft essays during the term. The mentor will provide feedback on all of the student's writing, accentuated by both a mid-term assessment of the student's development and a final assessment along with a grade.

ENW 0449 Independent Study: Poetry **6 or 9 Credits**

This course is a five-month, intensive distance-learning writing program of study developed by both the student and his or her assigned mentor. Under the mentor's guidance, the student will develop a plan to improve his or her ability to write poetry. The student will be required to write a minimum of 20 new poems, spread out over five monthly submissions to the mentor, and the mentor will respond with specific written notes analyzing the work's strengths and weaknesses. In addition, the student will be required to read a minimum of two books per month and to write two essays on some element of poetry craft, totaling ten craft essays during the term. The mentor will provide feedback on all of the student's writing, accentuated by both a mid-term assessment of the student's development and a final assessment.

ENW 0450 Stage and Screen **6 Credits**
Corequisite: ENW 0451.

This course is composed of workshops in the area of Writing for Stage and Screen and all other requirements during one graduate MFA residency. Workshop topics include the writing of plays and screenplay as well as principles and application of dramatic structure. Students will actively participate, both orally and by providing written comments on their peers' work. Students must attend at least five afternoon seminars, lectures, or panel discussions.

ENW 0451 Independent Study: Stage and Screen **6 or 9 Credits**

This distance-learning independent study comprises a semester's work with a faculty mentor for the MFA program, focusing on writing plays, screenplays, and cross-genre work as well as work in dramatic and narrative structure. A schedule and program of study is developed by both the student and assigned faculty mentor, including approximately 100 pages of creative work as well as a list of books and supplemental readings, and ten pages of analysis and discussion of craft during the semester.

ENW 0452 Directed Independent Study **3 Credits**

This independent study course comprises a semester's work with a faculty mentor in preparation for entering the MFA program and as a companion to the certificate program. A schedule and program of study is developed by both the student and assigned faculty mentor, including approximately 15 books and supplemental readings and twenty pages of analysis and discussion of craft during the semester. Students will normally have completed the 12-credit creative writing certificate program and will be either in the process of applying to or already accepted to the MFA program.

ENW 0497 Seminar in Rhetoric and Composition Theory and Practice **3 Credits**

ENW 0498 Rhetoric and Composition Practicum **3 Credits**

Faculty

Faculty in the program are both award-winning authors and teachers.

Professor

Davis, C.A.
White, M.C.

Associate Professor

Huber, *Director*

Lecturer

Basch
Davis
Kim
Moore
Muaddi Darraj
Osborn
Páramo
Patrick
Seamon
Vanderbes
Wormser

Master of Fine Arts in Creative Writing

The Master of Fine Arts in Creative Writing is a two-year low-residency program of study leading to the Master of Fine Arts degree, with a genre of fiction, nonfiction, or poetry, or writing for stage and screen, and concentrations in publishing/editing, spiritual writing, and literary health and healing. Students attend two annual nine-day residencies followed by a five-month independent course of study with a single faculty mentor. A total of 60 credits are needed for graduation, including four residencies, two independent study semesters in the craft of the student's choice, a critical thesis, a creative thesis, and a final public presentation and reading by the student.

Requirements

Code	Title	Credits
ENW 0444	Fiction ¹	24
or ENW 0445	Non-Fiction	
or ENW 0446	Poetry	

or ENW 0450	Stage and Screen	
ENW 0447	Independent Study: Fiction ¹	36
or ENW 0448	Independent Study: Non-Fiction	
or ENW 0449	Independent Study: Poetry	
or ENW 0451	Independent Study: Stage and Screen	
Total Credits		60

¹ Each course is repeated for four or five semesters.

Certificate in Creative Writing

The Creative Writing program now offers a year-long, intensive certificate program titled *The Prologue*. As an introduction to the MFA, *The Prologue* is a 12-credit post-baccalaureate program that provides creative writers of all levels with two semesters of rigorous, graduate-level one-on-one mentorship to help them jump-start or finish a book-length project. Students receive individualized guidance from experienced faculty members (<https://www.fairfield.edu/graduate/academics/college-of-arts-and-sciences/programs/mfa-in-creative-writing/faculty>) and authors who provide in-depth feedback to help develop and edit works in progress.

The Prologue certificate program is perfect for writers interested in pursuing an MFA in creative writing but who want to gain a better understanding of the experience prior to enrolling. Students interested in pursuing the MFA will be able to transfer their 12 credits toward the Master of Fine Arts degree at Fairfield upon completing the certificate. MFA graduates who have already earned their master's degree (at Fairfield or another institution) but who are working on a new project for which they are seeking feedback may apply to the Certificate as a post-MFA program.

Requirements

Code	Title	Credits
ENW 0447	Independent Study: Fiction ¹	12
or ENW 0448	Independent Study: Non-Fiction	
or ENW 0449	Independent Study: Poetry	
or ENW 0451	Independent Study: Stage and Screen	
Total Credits		12

¹ The selected course is repeated for two semesters, six credits per semester.

Mathematics

Message from the Director

Because of its beauty, precision, and usefulness, mathematics has always attracted not only the most profound and theoretical minds, but also pragmatic thinkers who are eager to apply its insights to the problems of the world around us.

The master's degree program in mathematics is designed for students who have a strong undergraduate background in mathematics or a related field. Our program caters to students in many different situations, including, but not limited to, middle- and secondary-school teachers, those seeking to teach in two-year colleges, business professionals whose work is quantitative in nature, students desiring solid preparation

for entrance into a doctoral program, and those who are just attracted by the beauty of mathematics.

Full-time Fairfield University faculty members teach in the master's program, bringing a wealth of expertise to the classroom. The breadth of their specialties, together with their commitment to excellence in teaching and making a difference in individual students' lives, enriches the program and the options available to students. This benefit translates into an ability to allow our students to design individualized programs of study, in consultation with a faculty advisor, related to their background, interest, and personal goals.

The curriculum features a common core of six credits and six credits of proof-intensive coursework, supplemented by a series of electives that make specialization possible. Because our program caters to working adults, classes mostly meet one evening a week during the fall and spring semesters and are available in the summer, as well.

As director of the graduate program in mathematics, I invite you to peruse the course descriptions and faculty credentials that follow and join us in a more focused study within the field I so enjoy.

Stephen F. Sawin, Ph.D.

Director of the MS in Mathematics Program

Programs

- Master of Science in Mathematics (p. 39)
- Certificate in Applied Statistics (p. 40)

Courses

MA 0401 Introduction to Applied Mathematics 3 Credits

This course provides an introduction to essential techniques in the study of ordinary differential equations, including separation of variables, characteristic equations for linear equations, variation of parameters and Laplace transforms. The course also includes an introduction to fundamentals of applied linear algebra, including solutions of systems of linear equations, vector spaces, matrices, determinants, eigenvalues and eigenvectors. Students should have a solid undergraduate background through multivariable calculus.

MA 0417 Applied Statistics I 3 Credits

This course introduces students to the techniques in applied statistical methods as used in the physical sciences, social sciences and business. Topics include probability (reliability, discrete and continuous distributions); descriptive and exploratory statistics using analytic and graphical tools; basic statistical testing (sampling techniques, theory of estimation and standard hypothesis testing); regression analysis (normal linear model, multivariate regression, and model building as time permits); correlation techniques; analysis of variance and factorial designs if time permits; proportion tests, chi-squared analysis and other discrete data techniques as time permits. Included is the use of computer software, such as R, SPSS, and Minitab. Students should have a solid undergraduate background through multivariable calculus.

MA 0418 Applied Statistics II**3 Credits****Prerequisite:** MA 0417.

This course is a continuation of MA 0417, Applied Statistics, and covers additional statistical concepts used in the physical sciences, social sciences, business and health studies. Topics include, but are not limited to, confidence intervals, regression analysis (multiple regression, logistic regression and regression with categorical predictors), analysis of variance (two-way, factorial design, repeated measures and mixed models), analysis of categorical variables (measures of association, chi-squared tests, odds ratio, relative risk, McNemar's test) and non-parametric tests. One statistical package such as R, SPSS and Minitab, will be used throughout the course. Students should have a laptop.

MA 0435 Linear Algebra**3 Credits**

This graduate-level treatment of linear algebra includes general vector spaces; basis and dimension; linear transformations; linear operators and the relationship to matrices; inner product spaces and orthonormalization, least squares approximations, Hilbert spaces; diagonalization and other canonical forms for matrices; eigenvalues, eigenvectors, and applications to ordinary differential equations; and Hermitian, unitary, and positive definite matrices. The course also incorporates a discussion of the historical development of linear algebra, the relationship of linear algebra to analysis, and a coordinated introduction to a symbolic algebra program such as Maple or Mathematica. Students should have a solid background in undergraduate linear algebra or applied matrix theory, which is well-covered by MA 0401.

MA 0436 Abstract Algebra**3 Credits**

This graduate level treatment of abstract algebra with a focus on ring theory includes the integers, the division algorithm divisibility criteria, primes and unique factorization; equivalence relations and congruence classes, modular arithmetic; rings, basic properties of rings, ideals, ring homeomorphisms; ring of polynomials, divisibility algorithm, irreducible elements and unique factorization properties, roots and irreducibility; quotients rings, prime and maximal ideals; Euclidian domains, principal ideals domains, factorization domains, field of quotients of an integral domain; introduction to group theory. Students should have a solid background in theoretical mathematics and linear algebra at the undergraduate level. This is a proof-intensive course.

MA 0451 Probability Theory**3 Credits**

This graduate-level treatment of the theory of probability includes a brief review of probability spaces and finite counting techniques, random variables and distribution functions, density, mass functions, and expectation. The course also examines the standard random variables; multivariate distributions; functions and sums of random variables; limit theorems - weak and strong law of large numbers and the central limit theorem. The course also discusses the historical development of probability. Students should have a solid background in undergraduate mathematics through multivariable calculus, and some familiarity with theory and proof in mathematics.

MA 0452 Statistics Theory**3 Credits****Prerequisite:** MA 0451.

This graduate-level treatment of the theory of mathematical statistics includes theory of estimators, maximum likelihood techniques; theory of estimation; hypothesis testing theory - decision analysis; and Bayesian methods. The course also discusses the historical development of statistics. This is a proof intensive course.

MA 0471 Real Analysis**3 Credits**

This graduate-level treatment of real analysis includes the completeness of the real numbers; the topology of Euclidean n -space and its generalizations to metric and topological spaces; convergence and continuous functions; sequences of functions; general differentiability; the theory of integration and the Lebesgue integral; infinite series and uniform convergence; and a discussion of the historical development of real analysis. Students should have a solid background in undergraduate mathematics through second-semester calculus and theoretical mathematics.

MA 0472 Complex Analysis**3 Credits**

This graduate-level treatment of complex analysis includes the complex number field and its properties; complex analytic functions and their differences with real functions; the complex integral; Cauchy's Theorem and consequences; and a discussion of the historical development of complex analysis. Students should have a solid background in undergraduate mathematics through multivariable calculus and some familiarity with theory in proof in mathematics. This is a proof-intensive course.

MA 0495 Special Topics (Shell)**3 Credits**

Mathematical topics not currently among the department's offerings may be offered once or to allow a professor the opportunity to "test drive" a course for the first time.

MA 0510 Foundations and Set Theory**3 Credits**

The foundations of modern mathematics lie in set theory and logic. This course provides a graduate-level treatment of these areas in the foundation of theoretical mathematics. It is also a good preparation for proof-intensive courses for those without a solid undergraduate foundation in theoretical mathematics. Students should have some familiarity with theory and proof in mathematics.

MA 0531 Dynamical Systems**3 Credits**

This course provides an introduction to the study of dynamical systems from the point of view of both continuous time and discrete time systems. Topics include fixed point and stability analysis for linear and nonlinear flows in one and two dimensions, phase plane analysis, bifurcations and limit cycles, one-dimensional maps, chaos, and Lyapunov exponents. Students should have a solid background in undergraduate mathematics through multivariable calculus, ordinary differential equations, and applied matrix theory or linear algebra, which is well-covered by MA 0401.

MA 0532 Partial Differential Equations**3 Credits**

This graduate-level treatment of partial differential equations includes boundary value problems, Fourier series, and Fourier transforms. Students should have a solid background in undergraduate mathematics through multivariable calculus, ordinary differential equations, and applied matrix theory or linear algebra, which is well-covered by MA 0401.

MA 0535 Advanced Abstract Algebra**3 Credits****Prerequisite:** MA 0436.

A collection of topics in advanced abstract algebra, this course includes group theory, field extensions and Galois. Students should have a solid background in theoretical mathematics at the undergraduate level and in linear algebra. This is a proof-intensive course.

MA 0537 Number Theory**3 Credits**

This graduate-level survey of the problems and techniques of number theory includes elementary number theory and introductions to analytic and algebraic number theory. Students should have some familiarity with theory and proof in mathematics. This is a proof-intensive course.

MA 0550 Classical Financial Mathematics**3 Credits**

This course covers the basic mathematics of classical financial investments. It will include the basic formulas for compound interest and effective yields, infinite series and exponential functions, annuities and perpetuities, amortization and sinking funds, time value of money, and bond and stock discounts. Students should have a solid background in undergraduate mathematics through second-semester calculus.

MA 0565 Use of Technology in the Classroom**3 Credits**

Designed for teachers, this course surveys various computer software mathematics packages suitable for use in the classroom, such as Maple, Mathematica, MATLAB, SKETCHPAD, and ISETL. The course includes a description of the programs and discusses how they can be integrated into a classroom setting. Students should have a solid background in undergraduate mathematics through second-semester calculus.

MA 0577 Numerical Analysis**3 Credits**

This course provides a graduate-level treatment of numerical analysis and the numerical solution of mathematical problems and includes an introduction to computer implementation of numerical algorithms. Students should have a solid background in undergraduate mathematics through multivariable calculus.

MA 0578 Mathematics of Financial Derivatives**3 Credits**

Prerequisite: MA 0550.

This course covers the theory of financial derivatives, including an explanation of option pricing theory and investments, the idea of financial derivatives, stochastic differential equations, and the Black-Scholes model.

MA 0583 Geometry**3 Credits**

This course offers a graduate-level treatment of Euclidean and non-Euclidean geometry and is highly recommended for teachers. Students should have some familiarity with theory and proof in mathematics. This is a proof-intensive course.

MA 0585 Topology**3 Credits**

Prerequisite: MA 0471.

This course provides an introductory, graduate-level treatment of point-set and algebraic topology and topological methods. This is a proof-intensive course.

MA 0590 Capstone Project**0 Credits**

This is an independent project or presentation planned by the student with the help of a faculty mentor and produced by the student through original work. The project is typically based on the content of a course and is worked on in conjunction with that course, but students can also learn the necessary material in a three-credit independent study with their mentor.

MA 0599 Independent Study**3 Credits**

The Master's Degree Program in Mathematics affords each student the opportunity to do an independent study course with a professor/mentor. This can either be an existing course in the program or a course on an advanced topic in mathematics. In the latter case the syllabus and requirements are developed by the student and the faculty mentor.

Faculty

Professors in the program are full-time faculty of the College of Arts and Sciences, with highly regarded expertise in a wide range of areas of mathematics and a deep commitment to teaching and making a difference in individual students' lives.

Professor

Bernhardt
Coleman
Demers
Fine
Mulvey, *Chair*
Sawin, *Director*
Weiss

Associate Professor

Baginski
McSweeney
Rafalski
Staecker
Striuli

Assistant Professor

Goodrich

Master of Science in Mathematics

The Master of Science program in mathematics welcomes students of ability and with a strong undergraduate background in mathematics or a related field, such as computer science, engineering, physics, finance, economics, or certain social sciences.

Requirements

To earn a Master of Science degree in Mathematics, students complete the following in consultation with a faculty advisor.

Code	Title	Credits
Core Courses		
MA 0435	Linear Algebra ¹	3
MA 0471	Real Analysis ¹	3
Select two of the following Proof-Intensive courses:		6
MA 0436	Abstract Algebra	
MA 0452	Statistics Theory	
MA 0472	Complex Analysis	
MA 0535	Advanced Abstract Algebra	
MA 0537	Number Theory	
MA 0583	Geometry	
MA 0585	Topology	
Elective Courses		
Select six elective courses from the following: ²		18
For Teachers and Prospective Teachers		
MA 0417	Applied Statistics I	
MA 0418	Applied Statistics II	
MA 0451	Probability Theory	
MA 0510	Foundations and Set Theory	
MA 0537	Number Theory	
MA 0565	Use of Technology in the Classroom	
MA 0583	Geometry	
MA 0585	Topology	
For Business-Oriented Professionals		
MA 0401	Introduction to Applied Mathematics	

MA 0417	Applied Statistics I	
MA 0418	Applied Statistics II	
MA 0451	Probability Theory	
MA 0452	Statistics Theory	
MA 0531	Dynamical Systems	
MA 0532	Partial Differential Equations	
MA 0550	Classical Financial Mathematics	
MA 0577	Numerical Analysis	
MA 0578	Mathematics of Financial Derivatives	
For Those Interested in Pure Mathematics		
MA 0436	Abstract Algebra	
MA 0472	Complex Analysis	
MA 0510	Foundations and Set Theory	
MA 0531	Dynamical Systems	
MA 0535	Advanced Abstract Algebra	
MA 0537	Number Theory	
MA 0583	Geometry	
MA 0585	Topology	
MA 0577	Numerical Analysis	
Capstone		
MA 0590	Capstone Project (Pass/Fail) ³	0
Total Credits		30

¹ One or both of these courses may be substituted with another proof-intensive course with permission of Program Director.

² These examples illustrate three possible areas in which students might specialize within the MS program. In each case, students complete all required courses, in addition to electives such as those listed above. These are suggestions only; a student needs not restrict himself or herself to those courses in a specific category.

³ Each student should complete, generally in his/her final semesters, a capstone consisting of a project or an oral or written exposition of mathematics, in consultation with a faculty advisor. Capstones are generally associated with a course the student is taking, though it may be associated with an independent study. The faculty advisor may or may not be the instructor of the associated course, and each student, with the help of his/her advisor, should develop a proposal in advance for his/her capstone.

Certificate in Applied Statistics

Fairfield University's applied statistics certificate program is designed for working professionals and graduate students interested in gaining a solid background in the fundamentals of statistics. The program blends practical and theoretical data analysis to train students in the collection, organization, analysis, interpretation, and presentation of numerical data.

Building competency in the field of applied statistics is beneficial to a wide range of careers in business, education, engineering, government, healthcare, science, and technology because it hones the data analytic skills needed to become a more valuable and efficient problem solver in the workplace.

Fairfield's applied statistics certificate program combines individual attention, a faculty deeply committed to teaching, and a focus on the whole person to meet you where you are and give you the skills you need to meet the analytic challenges you face. These skills include facts, methods, and tools, but also understanding, creative problem solving, and

thinking with clarity, precision, and flexibility. Our program is designed with busy professionals in mind and is sufficiently flexible to fit into your schedule.

Code	Title	Credits
MA 0417	Applied Statistics I	3
MA 0418	Applied Statistics II	3
MA 0451	Probability Theory	3
MA 0452	Statistics Theory	3
Total Credits		12

Note: Students who have completed the material in one or more of the required courses may substitute one of the additional courses with the permission of the program director.

Public Administration

Message from the Director

The Master of Public Administration is a truly unique degree, opening up careers in both the nonprofit and public sectors and teaching a skill set that is both broad-based and specialized. Students enrolled in the Fairfield University MPA program are future leaders in local and regional governments, or are the next generation of managers for the charitable organizations that provide vital services to those in need. Successful graduates of an MPA program enter a career that entails a wide array of exciting challenges, including managing complex organizations, administering new programs, and identifying needs and designing initiatives to meet those needs.

Those choosing the Fairfield MPA program will learn not only the essentials of public administration, such as financial budgeting and human resource management, but also the fundamentals of good leadership and ethics. After completing the six core courses, students will acquire vital skills, such as grant writing and project management, as part of their concentrated area of study. Students in the Nonprofit Track will learn the critical competencies to lead in the charitable sector, while those in the State and Local Government Track will acquire the crucial abilities to enable them to excel in the public sphere.

If you are considering public service as a vocation, Fairfield University's MPA Program offers exciting courses and a dynamic faculty. If you would like to explore the possibility of a public administration degree at Fairfield, please contact:

Mark LeClair
Director of the MPA Program
203-254-4000 x2295
mleclair@fairfield.edu

Programs

- Master of Public Administration (p. 42)
- Certificate in Non-Profit Management (p. 42)

Courses

MPA 0400 Financial Management and Budgeting

3 Credits

This course will examine the proper role government has to play in today's economy and will provide the fundamental and technical skills necessary to understand public budgeting and finances. Topics include the reasons for government involvement in the economy (market failure and redistribution), budgeting techniques at all levels of government, and sources of tax revenue. There will be a strong emphasis on issues related to state/local governments. By the end of this course students should have a strong understanding of the budgetary process at all levels, but in particular at the state/local level of government.

MPA 0405 Research Methods

3 Credits

This course will introduce students to research methodology and hypothesis testing. The first part of the course will focus on understanding basic research techniques in the social sciences, including data collection, data analysis and reporting of results. The second half of the course will emphasize methodology. Students will be required to conduct a major research project in a laboratory setting and produce a finished report. Students must have taken a prior statistical methods class.

MPA 0410 Introduction to Public Administration

3 Credits

This course provides an overview of the history, practical nature, function of public administration and policy making at the federal, state at the local levels. It will examine the theories and concepts of bureaucracy, as well as the formulation and implementation of policy. Among the topics covered are organization theory, federalism and regulation, ethics and accountability, decision-making, and leadership and budgeting. Case studies will be used to facilitate class lectures and discussions.

MPA 0415 Human Resource Management

3 Credits

Students choose from MG 0505 or MG 0525.

MPA 0420 Leadership

3 Credits

Students choose from CO 0522 or MG 0500.

MPA 0425 Grant Writing

3 Credits

This course will prepare participants to write effective proposals and reports. It will also provide information on planning special fundraising events, requesting funds from donors and seeking funds from corporations and foundations. Students will learn to define and write problem statements, objectives, plans of action, assessment documents, budgets and project summaries. In addition, students will sharpen their teamwork, editing, writing, audience awareness and design skills as they engage in collaborative projects with a nonprofit organization or government agency.

MPA 0430 Economics of the Nonprofit Sector

3 Credits

Prerequisites: MPA 0405, MPA 0410.

This course will examine both the role that nonprofits play in the U.S. economy and how charitable organizations are managed and financed, including the interplay between the government and the Third Sector. Particular attention will be paid to distinctions between successful (impactful) nonprofits and those that are less effective in pursuing societal needs. New forms of philanthropic organizations will be examined, including benefit corporations and social marketing enterprises. In addition, new ethical practices, including impact investing, will be surveyed. Case studies will be utilized to illuminate the economic circumstances that can impact individual nonprofits.

MPA 0450 State and Local Government

3 Credits

Prerequisite: MPA 0410.

This examines the political processes and institutions of U.S., state, and local governments. By the end of the course, students will be able to discuss the state/federal/local relationships within the context of the American Constitution and political process, examine the various governmental structures and functions of state and local governments and how these structures impact the political process, demonstrate an understanding of the role states and localities play in the elections and the political process, understand the institutions of state and local governments including how they vary, and the various policy issues before the states and local governments.

MPA 0470 The Dynamics and Challenges of Administrative

Corruption

3 Credits

Corruption is a reality in the public sphere, both in the nonprofit and governmental sectors. The various forms of corruption, from simple gratuities to outright subversion of the political process will be examined. The modern democratic state has necessarily instituted controls that suppress corruption, but the complexity of governance may enable the undermining of those controls. Public administration students will likely encounter numerous instances of corrupt practices in their careers, and understanding corruption will enable students to respond professionally when confronted by malfeasance. This course will also cover institutional structures that either encourage or discourage corruption in other nations.

MPA 0500 Internship

3 Credits

Students are required to complete six credits of internship at a position relevant to their interests. Those in the city/state government track will be assigned to internships at local government and state offices, while those in the nonprofit track will be offered relevant positions at local not-for-profits. This requirement may be waived for those who already have experience working for a nonprofit or a government agency.

MPA 0510 Capstone Experience

3 Credits

The Capstone Experience is intended to complement the student's coursework and complete the chosen program of study. It is undertaken with the close supervision of a faculty advisor and can take the form of a specially designed course, independent study, or a master's thesis.

Faculty

Professors in the program are full-time faculty of the College of Arts and Sciences and the Dolan School of Business, or are affiliated faculty with expertise in critical areas.

Professor

LeClair, *Director* (Economics)

Mainiero (Management)

Associate Professor

Bhattacharya (Management)

Downie (Politics)

Murray (Economics)

Pagano (Communication)

Assistant Professor

Alberda (Politics)

Affiliated Faculty

Munro
Sobocinski

Master of Public Administration

The Fairfield University Master of Public Administration (MPA) program is designed for those working in the public and nonprofit sectors, recent college graduates, or those looking for a career change. Working professionals in this exciting field examine pressing social, ethical, and professional issues and develop strong leadership abilities for advancement in their chosen fields.

Fairfield’s state accredited program is ideally suited for students interested in a public administration degree. Students in this program will study current theories, trends, and issues related to the field of Public Administration and will engage in active learning, critical reflection and experiential practices that are the hallmarks of a Jesuit education. Courses emphasize theory, research, and application to advance careers in the following areas:

- State Governments
- City Governments
- Nonprofit Organizations
- Healthcare Management
- Private Research

As a graduate student in this program, you’ll work closely with faculty to tailor your curriculum to your personal, professional, and academic goals. The MPA program offers flexibility for students’ busy schedules and provides the highest quality graduate educational experience.

Requirements

To earn the Master of Public Administration degree, students choose from a range of courses that have been designed specifically for the MPA program and may also take up to two courses in allied areas.

Students, in consultation with the program director, select courses to suit their academic, personal, and career goals.

Code	Title	Credits
MPA 0410	Introduction to Public Administration	3
MPA 0405	Research Methods	3
MPA 0400	Financial Management and Budgeting	3
MPA 0415	Human Resource Management ¹	3
MPA 0420	Leadership	3
MPA 0500	Internship	6
MPA 0510	Capstone Experience	3
Applied Ethics Requirement		
CO 0440	Ethics and Communication	3
or Select one course in Applied Ethics		
Communication Requirement		
CO 0524	Negotiation and Conflict Management: Communication Approaches	3
CO 0540	Intercultural Communication	3
Elective Courses		

Select three courses from a concentration of choice (see below)	9
Total Credits	42

- ¹ Students may substitute one of the following courses for MPA 0415:
- MG 0507 Negotiations and Dispute Resolution
 - MG 0510 Management Communication, Influence, and Power
 - MG 0520 Diversity in the Workplace
 - MG 0560 Career Planning and Development

Electives

In addition to courses offered by the MPA program, students may also choose from the following, with approval by their advisor and the offering department:

Code	Title	Credits
CO 0440	Ethics and Communication	3
MG 0503	Legal and Ethical Environment of Business	3

City/State Management Track

Code	Title	Credits
Select three courses from the following:		
CO 0524	Negotiation and Conflict Management: Communication Approaches	3
ENW 0339	Grant and Proposal Writing ^{1,2}	3
IS 0520	Project Management	3
MPA 0425	Grant Writing	3
MPA 0450	State and Local Government	3

Nonprofit Track

Code	Title	Credits
Select three courses from the following:		
AC 0380	Not-for-Profit Accounting ¹	3
ENW 0335	Technical Writing ¹	3
ENW 0339	Grant and Proposal Writing ^{1,2}	3
IS 0520	Project Management	3
MG 0370	Managing Non-Profit Organizations ¹	3
MPA 0425	Grant Writing	3
MPA 0430	Economics of the Nonprofit Sector	3

- ¹ Available to MPA students with permission of the Director. Additional course work required.
- ² May not be taken in addition to MPA 0425.

Certificate in Non-Profit Management

The 12-credit certificate is available to those who are seeking critical skills in the area of public administration, but are not currently able to enroll in the MPA program.

Code	Title	Credits
MPA 0410	Introduction to Public Administration	3
MPA 0430	Economics of the Nonprofit Sector	3
Select two courses from the following:		6
MPA 0405	Research Methods	

MPA 0425	Grant Writing
IS 0520	Project Management

Total Credits

12

School Directory

College of Arts and Sciences Administration

Richard Greenwald, PhD
Dean

Elizabeth Petrino, PhD
Associate Dean

Glenn Sauer, PhD
Associate Dean

Andrea Martinez, MA, NCC
Assistant Dean

Saadia Rafiq, MA
Assistant Dean

Jean Daniele
Manager, CAS Operations

Graduate Program Administration

Peter Bayers, PhD
Director, MA in American Studies

Audra Nuru, PhD
Director, MA in Communication

Sonya Huber, MFA
Director, MFA in Creative Writing

Stephen F. Sawin, PhD
Director, MS in Mathematics

Mark LeClair, PhD
Director, Master of Public Administration

MA in American Studies Faculty

Professors in the program represent nine departments and programs within the College of Arts and Sciences.

Gwendolyn Alphonso
Associate Professor of Politics
BA, LL.B, National Law School of India
BCL, Oxford University, Lincoln College
JSD, Cornell University Law School
PhD, Cornell University

Peter Bayers
Professor of English
Director, Graduate Program in American Studies
BA, Villanova University
MA, New York University
PhD, University of Rhode Island

Cecelia F. Bucki
Professor of History

BA, University of Connecticut
MA, PhD, University of Pittsburgh

Mary Ann Carolan
Professor of Modern Languages and Literatures
Director of Italian Studies
BS, Dartmouth College
MA, MPhil, PhD, Yale University

Philip I. Eliasoph
Professor of Visual and Performing Arts
AB, Adelphi University
MA, PhD, State University of New York at Binghamton

Johanna X.K. Garvey
Associate Professor of English
BA, Pomona College
MA, PhD, University of California at Berkeley

Elizabeth Hohl
Visiting Assistant Professor of History
BA, Stonehill College
MA, Sarah Lawrence College
PhD, Union Institute and University

Anna Lawrence
Associate Professor of History
BA, Carleton College
MA, PhD, University of Michigan

Martha S. LoMonaco
Professor of Visual and Performing Arts
BA, Boston College
MA, Tufts University
PhD, New York University

David W. McFadden
Professor of History
BA, University of Denver
MA, PhD, University of California at Berkeley

Martin T. Nguyen
Associate Professor of Religious Studies
BA, University of Virginia
MTS, Harvard Divinity School
PhD, Harvard University

Sally O'Driscoll
Professor of English
BA, Queens College, City University of New York
MA, MPhil, PhD, City University of New York

Emily Orlando
Professor of English
BA, St. Anselm College
MA, PhD, University of Maryland

Elizabeth Petrino
Professor of English
BA, State University of New York at Buffalo
MA, PhD, Cornell University

Gita Rajan
Professor of English
BA, Banaras Hindu University, India

MA, University of Oklahoma
PhD, University of Arizona

Rose P. Rodrigues

Assistant Professor of Sociology and Anthropology
BA, Southern Illinois University
PhD, New School for Social Research

Brian Torff

Professor of Visual and Performing Arts
BES, MS, University of Bridgeport
CAS, Fairfield University

Ellen M. Umansky

Carl and Dorothy Bennett Professor of Judaic Studies
BA, Wellesley College
MA, Yale University
MPhil, PhD, Columbia University

Lydia E.N. Willsky-Ciollo

Assistant Professor of Religious Studies
BA, Connecticut College
MTS, Harvard Divinity School
PhD, Vanderbilt University

MA in Communication Faculty

Professors in the program are full-time Communication Department faculty in the College of Arts & Sciences.

Niall Brennan

Assistant Professor of Communication
BA, University of California at Santa Cruz
MA, The New School for Social Research, NY
PhD, London School of Economics and Political Science

Annemarie Iddins

Assistant Professor of Communication
BA, University of St. Thomas
MA, University of Minnesota
PhD, University of Michigan

Audra Nuru

Director, Graduate Program in Communication
Assistant Professor of Communication
BA, MA, University of South Florida
PhD, University of Nebraska-Lincoln

Michael Pagano

Associate Professor of Communication
BA, BS, MA, PhD, University of Oklahoma

Adam Rugg

Assistant Professor of Communication
BA, University of Florida
MA, University of South Florida
PhD, University of Iowa

M. Sallyanne Ryan

Assistant Professor of Communication
BA, University of Connecticut
MA, PhD, University of Massachusetts, Amherst

Margaret Wills

Associate Professor of Communication

BS, MA, University of Delaware
PhD, Pennsylvania State University

Qin Zhang

Chair
Professor of Communication
BA, MA, Central China Normal University
PhD, University of New Mexico

MFA in Creative Writing Faculty

Professors in the program are both award-winning authors and teachers.

Rachel Basch

Lecturer of Creative Writing
BA, Wesleyan University
MA, New York University

Alan Davis

Lecturer of Creative Writing
BA, MA, University of South Western Louisiana
PhD, University of Denver

Carol Ann Davis

Professor of English
BA, Vassar College
MFA, University of Massachusetts, Amherst

Sonya Huber

Associate Professor of English
Director of Creative Writing
BA, Carleton College
MA, MFA, Ohio State University

Eugenia Kim

Lecturer of Creative Writing
BA, University of Maryland
MFA, Bennington College

Dinty W. Moore

Lecturer of Creative Writing
BA, University of Pittsburg
MFA, Louisiana State University

Susan Muaddi Darraj

Lecturer of Creative Writing
BA, Rutgers University
MA, Rutgers University

Karen Osborn

Lecturer of Creative Writing
BA, Hollins College
MFA, University of Arkansas

William Patrick

Lecturer of Creative Writing
BA, University of Pennsylvania
MA, Syracuse University

Adriana Páramo

Lecturer of Creative Writing
BS, Universidad Nacional de Colombia, Medellín
BS, University of Alaska Anchorage
PhD, Berne University

Hollis Seamon*Lecturer of Creative Writing*

BA, Bard College

MA, College of St. Rose

PhD, University at Albany

Michael C. White*Professor of English*

BA, University of Connecticut

PhD, University of Denver

Baron Wormser*Lecturer of Creative Writing*

BA, Johns Hopkins University

MA, University of California, Irvine

MLS, University of Maine

Master of Public Administration Faculty

Professors in the program are full-time faculty of the College of Arts and Sciences and the Dolan School of Business, or are affiliated faculty with expertise in critical areas.

Full-Time Faculty

Gayle Alberda*Assistant Professor of Politics*

BS, Central Michigan University

MPA, Central Michigan University

PhD, Wayne State University

Mousumi Bhattacharya*Associate Professor of Management*

BA, MBA, Jadavpur University

PhD, Syracuse University

David L. Downie*Associate Professor of Politics**Director of Environmental Studies*

BA, Duke University

MA, PhD, University of North Carolina

Mark S. LeClair*Director of Public Administration**Professor of Economics*

BA, Colgate

MA, Northeastern University

PhD, Rutgers University

Lisa A. Mainiero*Professor of Management*

BA, Smith College

MA, PhD, Yale University

Thomas J. Murray III*Associate Professor of Economics*

BA, Stonehill College

MA, PhD, University of Notre Dame

Michael Pagano*Associate Professor of Communication*

BA, MS, PhD University of Oklahoma

Affiliated Faculty

Tom Sbobocinski

BA, Fairfield University

MA, Fairfield University

John Munro

BA, University of California, Santa Barbara

MA, University of California, Los Angeles

PhD, University of California, Los Angeles

MS in Mathematics Faculty

Professors in the program are full-time faculty of the College of Arts and Sciences, with highly regarded expertise in a wide range of areas of mathematics and a deep commitment to teaching and making a difference in individual students' lives.

Paul Baginski*Associate Professor of Mathematics*

BS, MS, Carnegie Mellon

PhD, University of California at Berkeley

Christopher Bernhardt*Professor of Mathematics*

BA, MS, PhD, University of Warwick (UK)

Matthew Coleman*Professor of Mathematics*

BA, LaSalle College

MA, PhD, Pennsylvania State University

Mark Demers*Professor of Mathematics*

BA, Amherst College

MA, PhD, New York University

Benjamin Fine*Professor of Mathematics*

BS, Brooklyn College

MS, PhD, New York University

Christopher Goodrich*Assistant Professor of Mathematics*

BS, Creighton University

MS, University of Nebraska-Omaha

Ph.D., University of Nebraska-Lincoln

Laura McSweeney*Associate Professor of Mathematics*

BS, Bridgewater State University

MS, PhD, University of New Hampshire

Irene Mulvey*Professor of Mathematics*

BA, Stonehill College

PhD, Wesleyan University

Shawn Rafalski*Associate Professor of Mathematics*

BA, Eastern Michigan University

MS, PhD, University of Illinois at Chicago

Stephen Sawin*Director, Graduate Mathematics Program**Professor of Mathematics*

AB, Princeton University

PhD, University of California at Berkeley

P. Christopher Staecker

Associate Professor of Mathematics

BS, Bates College

PhD, University of California, Los Angeles

Janet Striuli

Associate Professor of Mathematics

Laurea, Università degli studi di Trieste (Italy)

MA, PhD, University of Kansas

Joan Weiss

Professor of Mathematics

BS, Carnegie Mellon University

MS, University of Delaware

DA, Idaho State University

Board of Advisors

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Denville, NJ

Joellin Comerford '74

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Saratoga, CA

Terese Kemble, P'16

Saratoga, CA

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Aloysius P. Kelley, S.J. Chair in Catholic Studies and Professor of Religious Studies

Fairfield University

John Mancini '86

Darien, CT

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West Hartford NY

Patrick McCabe '80 P'16

West Hartford, NY

Margaret K. Murray 'P07

New York, NY

Cynthia Stack '80

Acton, MA

Edmund J. Sybertz '72

Jamestown, RI

David Wakefield '98

Newton, MA

DOLAN SCHOOL OF BUSINESS

A Message from the Dean

Today more than ever the business world is in need of ethical leaders who are able to adapt to and succeed in a global environment. At the Dolan School of Business, we echo this need in our Jesuit mission and vision of educating women and men for others. Competitive forces both domestically and abroad produce markets that are in constant flux. As a result of the exchange of technology, entrepreneurial insight, and dynamic innovation, organizations are seeking leaders who can anticipate such forces and act accordingly. An education from Fairfield's Dolan School of Business makes this possible by providing:

Faculty who are both national scholars and highly engaged and informed teachers in the classroom. As thought-leaders in their disciplines, Dolan School faculty members use scholarly research to inform their teaching. As a result, students benefit from lectures and course activities that bring real world issues into the classroom.

Curricula that challenge and inspire students while also providing them with the necessary tools to become true leaders in organizations. At the undergraduate level, business education is purposively infused with a broad and rich arts and sciences university core curriculum. This results in forming engaged students who are critical thinkers, informed participants in the larger society, and highly competent contributors to both profit and not-for-profit endeavors. Regarding graduate study, the Dolan MBA and various specialized MS programs afford students opportunities to study advanced business topics and master quantitative skills. Thus, Dolan students are sought after for positions in public accounting, analytics, finance and investing, human resources, and marketing.

Personal and professional development opportunities tailored to complement one's academic experiences. A rigorous academic curriculum is paramount for success; however, it is also important to develop one's character for the business world. Workshops, seminars, lectures, and experiential activities ranging from field trips to mock interviews to study abroad options are some of the many resources available to further enhance students' personal and professional capabilities.

Businesses are looking for informed, dynamic individuals who have the skills and confidence to be not only decision-makers but also "game changers!" If you are forward-thinking, highly motivated and open to challenges, then an education from the Dolan School of Business is definitely for you. I look forward to welcoming you to our community.

Zhan Li, DBA

Dean, Dolan School of Business

School Overview

The Dolan School of Business was established in 1978, having been a Department of Business Administration for 31 years within the College of Arts and Sciences. In 1981, in response to a stated need by the Fairfield County business community, the School began its master of science in financial management program. The certificate for advanced study in finance was initiated in 1984. In 1994, in response to unprecedented market demand, the School introduced the Master of Business Administration program that now has concentrations in accounting, finance, information systems and business analytics,

management, and marketing. Also offered are Master of Science degrees in accounting, business analytics, and finance.

The School received full accreditation of its graduate and undergraduate programs by AACSB International (the Association to Advance Collegiate Schools of Business) on March 6, 1997. In 2000, the School's advancement was recognized further by a generous \$25 million gift from Charles F. Dolan, founder and chairman of Cablevision Systems Corp. and a long-time friend and trustee of the University, for whom the School is now named.

The School is housed in a welcoming facility with 11 classrooms, two computer labs, eight group workrooms, and outstanding media and technology equipment. The building has a lounge and meeting areas for student activities and unrivaled offices for faculty and staff. With a new facility planned to open in 2019, the School's building and facilities will be among the best in the nation and reflect the continual development and unlimited potential of the Dolan School of Business.

Mission Statement

We are committed to the Jesuit tradition of educating the "whole" person to be a socially responsible professional who has career-ready competencies and is prepared to serve others. We provide an environment that facilitates outstanding faculty who balance their commitment to meaningful and relevant teaching, service, and intellectual contributions. We foster a learning community that engages diverse students through reflective dialog. We design innovative curricula and programs shaped by involvement with alumni, business leaders, and corporate partners. We emphasize the *magis* in all that we do: inspiring tomorrow's leaders through educational excellence.

In carrying out its mission, the School typically admits graduate students who have an average of one to two or more years of professional experience. Generally, the School admits graduate students with an undergraduate GPA of at least 3.00 accompanied by a GMAT score of at least 500¹ (GRE also accepted). Moreover, the School requires all students seeking admission to its graduate programs to demonstrate that they either have performed satisfactorily at the undergraduate level in prerequisite courses, or will take those courses at the University or elsewhere.²

In addition, the admission process requires complete, official transcripts of all undergraduate work, two recommendations, and a self-evaluation of work experience. A committee on graduate admissions reviews the applications and selects those who will be accepted to the program.

The School offers classes at night and on weekends to serve the needs of part-time graduate students from the regional business community and full-time students. Class sizes are small, 20 to 25 students on average, with an emphasis on close interaction between the individual and the faculty member. The School is dedicated to the use of the latest classroom teaching technologies and it has a balanced emphasis between individual assignments and group work in a variety of different classroom formats, such as lectures, case work, experiential exercises, business projects, and research papers.

The School designs individual programs of study for students, enabling them to meet their educational goals and professional objectives. These program designs are completed upon matriculation, and each semester students may update or amend their plans in consultation with the Director of Graduate Programs.

The School's faculty members have extensive professional business experience to accompany their strong academic preparation, which

includes earned doctorates and, in nearly every case, previous academic work in the liberal arts and sciences, scholarly contributions and ongoing research interests, and continuing professional involvement in their chosen areas of expertise. They are dedicated to teaching excellence and their strong business and academic backgrounds give them a unique ability to bridge the gap between theory and practice.

- ¹ The GMAT/GRE may be waived for applicants who have passed all parts of the Uniform CPA exam or a jurisdictional Bar examination. Additionally, alumni and students with undergraduate business majors in the Dolan School of Business may be waived from the GMAT/GRE if they meet two benchmarks: (1) their overall Fairfield GPA is at least 3.25; and (2) their business major GPA, based on four or more major courses, all of which have been completed at Fairfield University, is at least 3.25. Please direct questions to the Director of Graduate Programs to learn more.
- ² Prerequisite requirements specific to each program are included in the Dolan School of Business' Admission section in this catalog.

Vision Statement

The Dolan School of Business aspires to be an innovative leader in Jesuit business education, enriched by a liberal arts core, that engages students in a vibrant and caring learning community. We seek to cultivate ethical business leaders to ensure a successful global future.

Degrees

- Master of Business Administration (p. 52)
- Master of Science in Accounting (p. 62)
- Master of Science in Business Analytics (p. 65)
- Master of Science in Finance (p. 68)
- Graduate Certificates (p. 69)
- Advanced Graduate Certificates (p. 71) (Post-Master's Degree)

Admission

Admission Criteria and Procedures

Master of Business Administration and Master of Science Programs

Students who hold a bachelor's degree in any field from a regionally accredited college or university (or the international equivalent) and who have demonstrated their ability or potential to do high-quality academic work are encouraged to apply. In addition, applicants are required to meet all program prerequisites, which include the following:

MBA	MSA	MSF	MSBA
College Math	College Math		College Math
College Statistics	College Statistics	College Statistics	Applied Business Statistics
Microeconomics	Microeconomics	Microeconomics	
Macroeconomics	Macroeconomics	Macroeconomics	
	Undergraduate major in Accounting (or equivalent, e.g., certificate)	Financial accounting	Business operations

The following items must be on file before an applicant may be considered for admission:

1. A completed application for admission. Apply online (<https://ga.fairfield.edu/apply>).
2. A non-refundable \$60 application fee.
3. A statement of self-evaluation of work experience and career objectives.
4. A professional resume.
5. An official copy of transcripts of previous college or university work. An overall undergraduate GPA of 3.0 or higher is recommended.
6. Completed online recommendation forms from two references; one recommendation from a faculty member and one from a present or former employer is preferred.
7. A score for the Graduate Management Admission Test (GMAT): 500 or higher is recommended.
 - The GRE exam may be submitted in lieu of the GMAT. If submitting the GRE, the scores will be converted to a GMAT equivalent.
 - The GMAT/GRE may be waived for applicants who have passed all parts of the Uniform CPA exam or a jurisdictional Bar examination. Additionally, alumni and students with undergraduate business majors in the Dolan School of Business may be waived from the GMAT/GRE if they meet two benchmarks: (1) their overall Fairfield GPA is at least 3.25; and (2) their business major GPA, based on four or more major courses, all of which have been completed at Fairfield University, is at least 3.25. Please direct questions to the Director of Graduate Programs to learn more.

Note: See additional admission criteria under each Master of Science program.

Applications are accepted on a rolling basis. Start dates vary based on program.

The applicant should submit all items to:
Committee on Graduate Admission
Dolan School of Business, Dean's Office
Fairfield University
1073 North Benson Road
Fairfield, CT 06824

The Committee on Graduate Admission reviews the applications and selects those who will be accepted to the program.

Graduate Certificate Programs

- Business Analytics
- Business Essentials
- Financial Planning and Analysis
- Marketing Analytics
- Strategic Human Resources in the Global Environment

Students with an earned undergraduate degree in any field are encouraged to apply. For Business Analytics, college math, applied business statistics and business operations are required as prerequisites.

The following items must be on file with the School's Graduate Admission Committee before an applicant may be considered for admission:

1. A completed application for admission. Apply online (<https://ga.fairfield.edu/apply>).

2. A non-refundable \$60 application fee.
3. A professional resume.
4. An official copy of undergraduate transcripts.

Applications are accepted on a rolling basis.

Application materials should be sent directly to:
Committee on Graduate Admission
Dolan School of Business
Fairfield University
1073 North Benson Road
Fairfield, CT 06824

Advanced Graduate Certificate Programs (Post-Master's Degree)

- Accounting
- Taxation

Students who hold a master's degree, who have professional experience, and who have demonstrated their ability to do high-quality academic work are encouraged to apply.

The following items must be on file with the School's Graduate Admission Committee before an applicant may be considered for admission:

1. A completed application for admission. Apply online (<https://ga.fairfield.edu/apply>).
2. A non-refundable \$60 application fee.
3. A professional resume.
4. An official copy of transcripts of previous undergraduate and graduate work.

Applications are accepted on a rolling basis.

Application materials should be sent directly to:
Committee on Graduate Admission
Dolan School of Business
Fairfield University
1073 North Benson Road
Fairfield, CT 06824

GMAT Exam

The Graduate Management Admission Test is a test of aptitude rather than a test of business knowledge per se. The test, offered throughout the year at local computer labs and administered by Pearson VUE, examines two areas: verbal and quantitative. A score is earned in each area and the scores are added together for a total GMAT score that ranges between 200 and 800. The actual required score for admission of an individual candidate into the program depends upon the cumulative grade point average earned in undergraduate work and an assessment of all parts of the candidate's application dossier. As detailed under admission criteria, the GMAT Exam requirement can be waived in certain circumstances. For more information on the GMAT, visit mba.com (http://www.mba.com/us/the-gmat-exam?WT.mc_id=55.00821).

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More

detailed information and the required downloadable forms are available online (<https://fairfield.edu/immunization>). Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or e-mail health@fairfield.edu.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit their transcripts for course-by-course evaluations, completed by an approved evaluator (found on our website (<https://www.fairfield.edu/graduate/admission/how-to-apply/international-students>)) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield's ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted **at least three months prior to the intended start date.**

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodation, they must identify themselves to Accessibility in the Academic and Career Development Center and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website (<https://www.fairfield.edu/undergraduate/academics/resources/academic-and-career-development-center/accessibility/prospective-students-and-parents>). This process should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation to Accessibility, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. For more information regarding accommodations and the registration process, please email acdc@fairfield.edu, or call 203-254-4081.

Tuition, Fees, and Financial Aid

Tuition and Fees

Application Fee (non-refundable)	\$60
Registration Fee	\$35 per semester
Graduate Student Activity Fee	\$55 per semester
Tuition	\$975 per credit
Graduation Fee	\$175
Promissory Note Fee	\$40
Returned Check Fee	\$30
Transcript	\$5

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees or designated payment method must accompany registration for summer sessions and intersession. For the fall and spring semesters, payment must be received by the initial due date.

Transcripts and diplomas will not be issued until students have met all financial obligations to the University.

Monthly Payment Plan

During the fall and spring semesters, eligible students may utilize a monthly payment plan for tuition. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two consecutive monthly installments.

Failure to honor the terms of the promissory note will affect future registration.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable by the due date.

Students will be required to sign a promissory note acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by the due date and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will affect future registration.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, Visa, or American Express card must be applied as a credit to your charge card account.

Note: Online course refunds are calculated such that each calendar day, beginning with the first day of class, is considered a scheduled class meeting.

10-15 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	60
Before third scheduled class	40
Before fourth scheduled class	20
After fourth scheduled class	0

6-9 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
Before third scheduled class	20
After third scheduled class	0

1-5 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
After second scheduled class	0

Refunds take two to three weeks to process.

University Merit or Need-Based Aid Policy for Withdrawals

Students are approved for voluntary or medical withdrawal by taking the appropriate steps as prescribed in the Academic Policies section of this catalog. Students that are receiving University financial aid will have their University need-based and merit-based aid prorated based on the following schedule:

Official Withdrawal Date	% of University Aid Earned
Before first scheduled class	0
Before second scheduled class	40
Before third scheduled class	60
Before fourth scheduled class	80
After fourth scheduled class	100

Note: For courses meeting for less than a full semester (15 weeks), financial aid entitlement will be adjusted accordingly.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must

be recalculated in these situations. You must begin enrollment in the semester in order to be eligible for a federal student aid disbursement. Withdrawal before the semester start will result in cancellation of federal aid.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed, the institution would owe the student (or parent in the case of a PLUS loan) a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. Students (or parents in the case of a PLUS loan) due a post-withdrawal disbursement will be emailed and mailed a notice to reply no later than 14 days of the date of the notice to confirm or refuse the disbursement. No reply will indicate a refusal of the disbursement. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Opportunity Grants for which a return of funds is required
7. Federal TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant for which a return of funds is required

Example

The Spring semester begins on January 16, 2018. Sarah Smith began the official withdrawal process with her dean and it was determined that her official withdrawal date would be March 7, 2018. The total number of days in the Spring semester are 107. Sarah completed 51 days of the semester or 47.7%. Sarah had a total federal aid disbursement of \$4,357.00. Seeing that Sarah only completed 47.7% of the Spring semester, she also earned only 47.7% of her Spring financial aid (\$4,357.00 x 47.7% = \$2,078.29). The amount of Title IV aid to be returned is calculated:

$$\$4357.00 - \$2,078.29 = \$2,278.71$$

Next, the institution must also determine the percentage of unearned charges based on the total semester charges for the period in which the student will withdraw. First, add the total semester charges. For this

example, Sarah's total semester charges is \$23,245.00. Sarah did not attend the full semester (100%). To determine the portion of the semester that Sarah attended, subtract her percentage completed from the total: 100% - 47.7% = 52.3%. To determine Sarah's unearned charges, the school would calculate unearned charges in the following manner:

$$\$23,245.00 \times 52.3\% = \$12,157.14$$

Compare the amount of Title IV aid to be Returned above to the amount of unearned charges. The lesser amount is the total of unearned aid that the school is responsible to return. The amount returned is based on the amount disbursed (which may vary by students) and in accordance with the schedule above. If the amount returned in direct loans is less than the total amount in direct loans disbursed to the student, resulting in earned loan funds or in unearned loan funds that the school is not responsible for repaying or both, Fairfield University will notify the loan holder of your withdrawal and withdrawal date. The resulting loan must be repaid in accordance with the terms of the student's promissory note. Fairfield University will return the loan funds within 45 days of notification from the University Registrar of a student's withdrawal.

Students will be mailed a notice of withdrawal from the Office of Financial Aid which will include a copy of the student's withdrawal calculation indicating the amount returned by Fairfield University and the amount that is the responsibility of the student.

Financial Aid Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduate or withdrawal before loan payments begin. For information on current interest rates and loan origination fees, please visit the Federal Student Aid website (<https://studentaid.ed.gov/sa>).

HOW TO APPLY

Step One:

- Complete a Free Application for Federal Student Aid (FAFSA) online (<https://fafsa.ed.gov>), indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:

- Complete the required Entrance Counseling and Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/index.action>).

Step Three:

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, entrance counseling completed, and the MPN is signed.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed the required entrance loan counseling.

- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at 203-254-4125 or finaid@fairfield.edu.

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website (<https://fairfield.edu/gradaid>).

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available on our website (<https://fairfield.edu/veterans>). The University Registrar's office will complete and submit the required certification form for all VA benefits.

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found on our website (<https://www.fairfield.edu/about-fairfield/university-profile/consumer-information>).

Programs

- Master of Business Administration (p. 52)
 - Accounting Concentration
 - Taxation Specialization
 - Finance Concentration
 - Information Systems and Business Analytics Concentration
 - Management Concentration
 - Global Strategy, Innovation, and Entrepreneurship Specialization
 - Strategic Human Resources Specialization
 - Marketing Concentration
 - Marketing Analytics Specialization
- Master of Science in Accounting (p. 62)
 - Assurance Specialization
 - Business Analytics Specialization
 - Taxation Specialization
- Master of Science in Business Analytics (p. 65)

- Accounting Specialization
- Healthcare Specialization
- Marketing Analytics Specialization
- Master of Science in Finance (p. 68)

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- Graduate Certificates (p. 69)
 - Business Analytics
 - Business Essentials
 - Financial Planning and Analysis
 - Marketing Analytics
 - Strategic Human Resources in the Global Environment
 - Advanced Graduate Certificates (p. 71) (Post-Master's Degree)
 - Accounting
 - Taxation

Master of Business Administration

An MBA is meant to be a generalist degree that covers all the relevant topical areas and gives students the opportunity to concentrate, but not major in a functional area of business. The MBA program at the Dolan School includes core courses, breadth modules, concentration courses, and a required elective course.

The core courses are designed to provide fundamental tools and functional area competencies for students who did not major in a business specialty as undergraduates, did not perform well academically as undergraduates, or took only a portion of the functional and tool courses that comprise the MBA core. For example, a student who majored in economics as an undergraduate probably has sufficient background in economics, mathematics, and statistics, but might lack course work in marketing, accounting, finance, organizational behavior, etc. Such an economics major would need to complete the missing core courses in order to have the same set of fundamental competencies as a student who majored in a business discipline. This is called "leveling," where everyone starts at the same level, or nearly so, before they go on to take advanced coursework.

In order to maximize one's competence and confidence as a manager, every student is required to complete courses in four breadth modules. Each module is designed to develop a specific skill set: decision metrics, insights and analysis, ethical leadership, and strategic decision-making (global and financial). The required courses contained within each module cover the most relevant discipline knowledge to foster effective managerial decision-making.

Every Dolan MBA student identifies a concentration, enabling the student to develop discipline-specific knowledge. The concentration requires completion of four advanced level courses from one of the following disciplines: accounting, finance, information systems/business analytics, management, or marketing. It is possible in some concentrations to earn a specialization if the student completes specific upper-level courses. For example, a student with an accounting concentration can choose four tax courses within the concentration and earn the taxation specialization.

Course Waiver Policy

Students admitted to the Dolan MBA program may be able to waive as many as six (i.e., all) core courses on the basis of successful completion (i.e., final grades of B or better) of undergraduate business courses and/or work experience. For undergraduate courses to be considered for waivers, the student's undergraduate degree generally must have been

earned from an AACSB-accredited business school within five years of the date of enrollment in the graduate program.

Computer Usage

All students are expected to demonstrate and/or attain proficiency in the use of computers during their program of study. Usage is integrated throughout the curriculum and it is expected in each course. The School provides fully equipped computer labs for student use, and each student must obtain a NetID account for access to the University's online systems.

Program

Requirements

Code	Title	Credits
Core Courses ¹		
AC 0400	Introduction to Accounting	3
FI 0400	Principles of Finance	3
MG 0400	Organizational Behavior	3
MK 0400	Marketing Management	3
OM 0400	Business Operations	3
QA 0400	Applied Business Statistics	3
Breadth Modules Courses		
AC 0500	Accounting Information for Decision-Making	3
FI 0500	Shareholder Value	3
IS 0500	Information Systems and Database Management	3
MG 0500	Leadership	3
MG 0503	Legal and Ethical Environment of Business	3
MK 0500	Customer Value	3
MG 0584	Global Competitive Strategy	3
Concentrations		
Select a concentration in one of the following areas: ²		12
Accounting ³		
Finance		
Information Systems and Business Analytics		
Management		
Marketing		
Elective		
Select one additional graduate business course		3
Total Credits		54

¹ Core courses are required to be taken before corresponding breadth and concentration courses.

² At least one concentration course must be designated as a research course. (See the section on MBA concentrations below.)

³ Only students with a bachelor's degree in accounting or the equivalent may pursue this concentration.

MBA Concentrations

Accounting Concentration

Specialization Option: Taxation

To be eligible for admission to this area of concentration, students must have an undergraduate degree (BS or BA) with a major in accounting or the equivalent. The equivalent of an undergraduate degree in accounting includes the successful completion of: intermediate accounting (six credits), advanced accounting (three credits), cost accounting (three credits), auditing (three credits), and U.S. taxation (three credits). Deficiencies will be handled on a case-by-case basis.

Code	Title	Credits
Required Concentration Course		
Select one of the following:		3
AC 0510	Issues in a Regulatory Reporting Environment ¹	
AC 0590	Research on Contemporary Issues in Accounting ¹	
TX 0550	Tax Planning ²	
Elective Concentration Courses		
Select three courses from the following: ³		9
AC 0520	International Accounting	
AC 0530	Accounting for Governments, Hospitals, and Universities	
AC 0550	Accounting Information Systems and Technology	
AC 0555	Issues in Internal Audit	
AC 0560	Audit Issues in a Global Environment	
AC 0565	Forensic Accounting	
AC 0570	Issues in Accounting Ethics	
AC 0580	Financial Statement Analysis	
AC 0585	Seminar: Special Topics in Accounting	
AC 0591	Practicum in Accounting	
AC 0598	Independent Study	
TX 0500	Tax Research	
TX 0501	Tax Accounting	
TX 0502	Tax of Property Transactions	
TX 0510	Entity Taxation	
TX 0530	Partnership Taxation	
TX 0540	State and Local Taxation	
TX 0542	International Taxation	
TX 0585	Seminar: Contemporary Topics in Taxation	
TX 0591	Practicum in Taxation	
TX 0598	Independent Study	
Total Credits		12

¹ Designated research course.

² Designated research course ONLY if choosing the specialization in Taxation.

³ In consultation with the Coordinator of Graduate Accounting programs, the student chooses either 3 accounting courses or, if seeking the specialization in Taxation, 3 taxation courses.

Finance Concentration

Code	Title	Credits
Required Concentration Courses		
FI 0530	Corporate Finance	3
FI 0540	Investment Analysis ¹	3

Elective Concentration Courses

Select two courses from the following: 6

FI 0545	Portfolio Management
FI 0555	International Financial Management ¹
FI 0560	Global Financial Markets and Institutions
FI 0565	Derivative Securities ¹
FI 0570	Fixed Income Securities
FI 0575	Capital Budgeting
FI 0580	Financial Risk Management
FI 0585	Seminar: Contemporary Topics in Finance

Total Credits 12

¹ Designated research course.**Information Systems and Business Analytics Concentration**

Students in the Information Systems and Business Analytics concentration take four courses: three advanced graduate courses from the department (BA, IS, OM, QA), and one advanced (500-level) graduate course from any department in the School of Business.

Code	Title	Credits
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Elective Concentration CoursesSelect three courses from the following: ¹ 9

BA 0500	Business Analytics ²
BA 0505	Python for Business Analytics
BA 0510	Databases for Business Analytics
BA 0540	Business Intelligence
BA 0545	Data Mining
BA 0590	Capstone: Business Analytics Applications
IS 0520	Project Management
IS 0550	Business Analytics and Big Data Management
IS 0585	Contemporary Topics in Information Systems and Operations Management ²
IS 0598	Independent Study in Information Systems and Operations Management
QA 0500	Business Forecasting and Predictive Analytics ²

Free Elective

Select one 500-level course from any business discipline 3

Total Credits 12

¹ At least one course must be a designated research course.² Designated research course.**Management Concentration**

Specialization Options: Global Strategy, Innovation, and Entrepreneurship or Strategic Human Resources

Code	Title	Credits
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Required Concentration Course

MG 0504	Managing People for Competitive Advantage	3
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Elective Concentration CoursesSelect three courses from the following: ¹ 9

MG 0505	Human Resource Strategies: An Analytics Approach ⁴
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MG 0506	Organizational Culture
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MG 0507	Negotiations and Dispute Resolution ^{3, 4}
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MG 0508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm ^{2, 3}
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MG 0512	The Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code
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MG 0520	Diversity in the Workplace ⁴
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MG 0525	Performance Management ⁴
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MG 0530	Entrepreneurship ³
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MG 0531	Social Entrepreneurship ³
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MG 0535	International Human Resources Management ³
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MG 0540	Cross-Cultural Management ^{2, 3, 4}
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MG 0545	Law and Human Resources Management ⁴
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MG 0550	International Business Law and Regulation
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MG 0555	Labor Relations ⁴
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MG 0560	Career Planning and Development ⁴
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MG 0580	Contemporary Topics in Management and Human Resources
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MG 0595	Contemporary Topics in Human Resources Management ⁴
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Total Credits 12

¹ At least one course must be a designated research course.² Designated research course.

³ Course is applicable for the specialization in Global Strategy, Innovation and Entrepreneurship. To earn the specialization in Global Strategy, Innovation and Entrepreneurship, students must take MG 508 Strategic Management of Technology and Innovation: The Entrepreneurial Firm and at least one other course applicable to the specialization.

⁴ Course is applicable for the specialization in Strategic Human Resources. To earn the specialization in Strategic Human Resources, students must take MG 505 Human Resource Strategies: An Analytics Approach and at least one other course applicable to the specialization.

Marketing Concentration*Specialization Option: Marketing Analytics*

Code	Title	Credits
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Required Concentration Courses

MK 0510	Customer Behavior	3
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MK 0520	Marketing Research ^{1, 2}	3
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Elective Concentration Courses

Select two courses from the following: 6

MK 0535	Building Brand Equity
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MK 0540	Advertising Management
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MK 0550	Global Marketing
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MK 0570	Digital Marketing
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MK 0580	Multivariate Data Analysis for Decision Making ²
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MK 0590	Experimental Research in Marketing ²
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MK 0585	Seminar: Contemporary Topics in Marketing ²	
Total Credits		12

¹ Designated research course.

² Course is applicable for the specialization in Marketing Analytics. To earn this specialization, students must take, in addition to MK 520 Marketing Research, two other courses applicable to the specialization.

Overall Program Requirements

Code	Title	Credits
Core Courses		18
Breadth Modules Courses		21
Concentration Courses		12
Elective ¹		3
Total Credits		54

¹ Students may opt to fulfill their elective requirement by completing either a discipline-specific course within or outside of their concentration area, or BU 0591 Business Practicum.

Residency Requirement

A minimum of 36 graduate credit hours must be completed at Fairfield University for the MBA degree.

Courses

Accounting

Note: With the exception of AC 0400 and AC 0500, graduate Accounting courses are open only to students enrolled in the following Programs: MS Accounting, MBA Accounting, Advanced Graduate Certificate (Post-Master's Degree) in Accounting, or by permission from the Department Chair or designee.

AC 0400 Introduction to Accounting 3 Credits

This course examines the basic concepts necessary to understand the information provided by financial and managerial accounting systems. The focus is on interpretation of basic information, as students learn about internal and external financial reporting. Topics include: accrual accounting; revenue and expense recognition; accounting for assets, liabilities, and equities; accumulation and assignment of costs to products and services; and budgeting.

AC 0500 Accounting Information for Decision-Making 3 Credits

Prerequisite: AC 0400.

This course emphasizes the use of accounting information by managers for decision-making. It is designed to provide managers with the skills necessary to interpret analytical information supplied by the financial and managerial accounting systems. Financial accounting concepts based on profit, liquidity, solvency, and capital structure are used in the process of employing management accounting tools to decisions and evaluate organization performance and changes in cost, profit and investment centers.

AC 0510 Issues in a Regulatory Reporting Environment 3 Credits

This course brings together technical accounting and reporting concepts and theories with a focus on the financial accounting information that is required to be filed with regulatory agencies, the most predominant being the Securities and Exchange Commission. This course aims to provide an in-depth conceptual understanding of regulatory reporting requirements coupled with an appreciation of how these regulations affect the quality of information in publicly available corporate reports. Students will enhance their ability to analyze and understand unique and complex future accounting issues and possible solutions. The course is taught seminar style with students leading the discussions of cases and research.

AC 0520 International Accounting 3 Credits

The primary focus of this course is the study of International Financial Reporting Standards (IFRS). Particular emphasis will be placed on developing an understanding of significant differences between the current United States Generally Accepted Accounting Principles (GAAP) and IFRS standards. Students will also learn the pros and cons of U.S. GAAP and IFRS approaches for select technical accounting issues. Some other non-IFRS related topics include International Taxation, International Transfer pricing and the impact of culture on the development of accounting standards and practices throughout the world.

AC 0530 Accounting for Governments, Hospitals, and Universities 3 Credits

This course examines the generally accepted accounting principles applicable to governmental entities (as issued by GASB) as well as accounting principles applicable to not-for-profit entities (as issued by FASB). The focus will be on the financial statements and reports prepared by state and local governments and financial reporting for the wide array of not-for-profit entities with an emphasis on the contrast of these entities with for-profit accounting.

AC 0550 Accounting Information Systems and Technology 3 Credits

This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles, identify weaknesses, and recommend internal control improvements. They may design and build a module of an accounting information system using appropriate database technology.

AC 0555 Issues in Internal Audit 3 Credits

This course covers internal audit from a broad perspective. Course topics cover three main areas, internal audit: (1) basics, (2) risks, and (3) metrics. During the course, students will develop critical thinking skills (particularly employing professional skepticism) and learn to effectively communicate their professional opinions.

AC 0560 Audit Issues in a Global Environment 3 Credits

This course will expose students to the global profession of auditing, with a primary focus on public company auditors. Topics will vary any given semester, but may include the following: the different international organizations that set auditing standards and enforce auditing standards; the impact of culture on auditing standards and practices throughout the world; the impact of International Financial Reporting Standards on international and U.S. auditing rules; the evaluation of audit evidence; auditor independence; materiality; internal controls; computer assisted audit tools and techniques; fraud detection and forensic accounting. The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 0565 Forensic Accounting**3 Credits**

This course provides students with a foundation in investigative accounting. Topics covered include identifying, investigating and documenting fraud and providing litigation support for forensic engagements. With an emphasis on case analyses and/or independent research, students taking the course will have the opportunity to improve their critical thinking and written and oral communication skills, particularly as they relate to the legal settings associated with investigative accounting.

AC 0570 Issues in Accounting Ethics**3 Credits**

This course investigates ethical problems in contemporary accounting practice. The goal is to increase students' ethical perception so they are better able to identify, consider, and ultimately act on the ethical issues they may face in their professional accounting career, regardless of specialty area (e.g., audit, tax, and corporate accounting). The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 0580 Financial Statement Analysis**3 Credits**

The course is designed to increase and extend the knowledge of the student in financial statement information and topics introduced in undergraduate courses in intermediate and advanced financial accounting through lecture, problem solving and case analysis. A critical examination of both objective and subjective aspects of financial reporting will be undertaken with both quantitative as well as qualitative assessments of financial information emphasized.

AC 0585 Seminar: Special Topics in Accounting**3 Credits**

This course presents recent practitioner and academic literature in various areas of accounting, including guest speakers where appropriate. Topics change semester to semester, depending upon faculty and student interests.

AC 0590 Research on Contemporary Issues in Accounting**3 Credits**

This course is a designated research course. In it students will investigate, analyze, develop, and present recommendations for emerging issues, recent pronouncements of accounting rule-making bodies and/or unresolved controversies relating to contemporary financial reporting. In doing so, students will consider institutional, historical, and international perspectives. In their research, students are expected to use authoritative resources (e.g., FASB and/or IASB pronouncements). The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 0591 Practicum in Accounting**3 Credits**

This course builds on the in-class lessons covered during the student's graduate studies by providing the student with the opportunity to apply his/her academic knowledge to a professional accounting context. As such, it is an experiential learning activity. Successful completion of the practicum will entitle students to three credits that count as a graduate-level accounting elective. Enrollment by permission of the department chair or designee. This course may not be repeated for credit.

AC 0598 Independent Study**3 Credits**

This course provides students with an opportunity to develop research skills while exploring a specific contemporary accounting issue with a full-time faculty member specializing in the area of the discipline. Students are expected to complete a significant research paper as the primary requirement of this course. Enrollment by permission from Department Chair or designee only.

Business

BU 0591 Business Practicum**3 Credits**

This course builds on the in-class lessons covered during the student's graduate studies by providing the student with an opportunity to apply his/her academic knowledge to a professional context. As such, it is an experiential learning activity. Successful completion of the practicum will entitle the student to three credits that count as a graduate-level elective. Enrollment is open only to students enrolled in the MBA Program, by permission of the Director of Graduate Programs or designee. This course may not be repeated for credit.

Business Analytics

BA 0500 Business Analytics**3 Credits****Prerequisite:** OM 0400.

This course introduces basic skills necessary for business analytics such as data analysis using basic statistics, data visualization and summarization, descriptive and inferential statistics, spreadsheet modeling for prediction, linear regression, risk analysis using Monte-Carlo simulation, linear and nonlinear optimization, and decision analysis. Microsoft Excel is used as the platform for conducting analyses and performing statistical calculations.

BA 0505 Python for Business Analytics**3 Credits**

In this course, we introduce Python as a language and tool for collecting, preprocessing, and visualizing data for business analytics. Since Python is one of the most popular programming languages, along with R, in data mining and business analytics, its fundamental programming logic and knowledge is essential for students to apply in data mining and to succeed in the job market. Specifically, this course focuses on the data-engineering phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, a number of mini projects will be used as vehicles to cover the main applications of data analytics, including recommender systems, text analytics, and web analytics.

BA 0510 Databases for Business Analytics**3 Credits**

This course introduces databases and data management in three parts. The first part covers basic database fundamentals. The second part is a hands-on introduction to Structured Query Language (SQL) for defining, manipulating, accessing, and managing data, accompanied by the basics of data modeling and normalization needed to ensure data integrity. The course concludes with a comprehensive database project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Advanced topics such as distributed database systems, data services, and NoSQL databases are also discussed.

BA 0540 Business Intelligence**3 Credits****Prerequisites:** BA 0500, BA 0510, QA 0500.

This course will change the way students think about data and its role in business. Increasingly, managers rely on intelligent technology to systematically analyze data to improve their decision-making. In many cases, automating analytical and decision-making processes is necessary because of the large volume of data and the speed with which new data are generated. In this course, we will examine how data warehousing, modeling, and visualization can be used to improve managerial decision making.

BA 0545 Data Mining**3 Credits****Prerequisites:** BA 0500, BA 0505.

Businesses, governments, and individuals create massive collections of data as a byproduct of their activity. In this course, we will study the fundamental principles and techniques of data mining through real-world examples and cases to place data mining techniques in context, to develop data-analytic thinking, and to illustrate that proper application of these techniques is as much an art as it is a science. In addition, we will work "hands-on" with contemporary data mining software.

BA 0590 Capstone: Business Analytics Applications**3 Credits****Prerequisites:** BA 0540, BA 0545.

This capstone course for the MS Business Analytics program is to be taken in the last term before graduation. The purpose is to apply and integrate knowledge and skills learned in the program (statistics, modeling, data management, data mining, etc.) to a live data analytics project. The course is project-based, with students collaborating on their work under the guidance of faculty members. Application areas and format of the projects may vary, depending on faculty, dataset, and budget availability. However, the work should be rich enough to demonstrate mastery of business modeling and technology, with each student making a unique, demonstrable contribution to completion of the work.

Finance

FI 0400 Principles of Finance**3 Credits****Prerequisites:** AC 0400; QA 0400.

This course examines the fundamental principles of modern finance that are helpful in understanding corporate finance, investments, and financial markets. More specifically, the course examines the time value of money; the functioning of capital markets; valuation of stocks, bonds, and corporate investments; risk measurement; and risk management. Students learn to use sources of financial data and spreadsheets to solve financial problems.

FI 0500 Shareholder Value**3 Credits****Prerequisite:** FI 0400.

This course examines business decision-making with the aim of creating and managing value for shareholders. Accordingly, students learn how to lead and manage a business in a competitive environment. This involves the formulation of corporate objectives and strategies, operational planning, and integration of various business functions leading to greater shareholder value. Topics include investment and strategic financial decision-making. A business simulation facilitates the learning process.

FI 0530 Corporate Finance**3 Credits**

This course provides an exploration of theoretical and empirical literature on corporate financial policies and strategies. More specifically, the course deals with corporate investment decisions, capital budgeting under uncertainty, capital structure and the cost of capital, dividends and stock repurchases, mergers and acquisitions, equity carve-outs, spin-offs, and risk management.

FI 0540 Investment Analysis**3 Credits**

This course examines the determinants of valuation for bonds, stocks, options, and futures, stressing the function of efficient capital markets in developing the risk-return tradeoffs essential to the valuation process.

FI 0545 Portfolio Management**3 Credits****Prerequisite:** FI 0540.

Students examine how individuals and firms allocate and finance their resources between risky and risk-free assets to maximize utility. Students use an overall model that provides the sense that the portfolio process is dynamic as well as adaptive. Topics include portfolio planning, investment analysis, and portfolio selection, evaluation, and revision.

FI 0555 International Financial Management**3 Credits****Prerequisite:** FI 0530.

The globalization of international financial markets presents international investors and multinational corporations with new challenges regarding opportunities and risks. This course examines the international financial environment of investments and corporate finance, evaluating the alternatives available to market participants in terms of risk and benefits. Topics include exchange rate determination, exchange rate exposure, basic financial equilibrium relationships, risk management including the use of currency options and futures, international capital budgeting and cost of capital, and short-term and international trade financing.

FI 0560 Global Financial Markets and Institutions**3 Credits****Prerequisite:** FI 0540.

This course examines financial markets in the context of their function in the economic system. The material deals with the complexity of the financial markets and the variety of financial institutions that have developed, stressing the dynamic nature of the financial world, which is continually evolving.

FI 0565 Derivative Securities**3 Credits****Prerequisite:** FI 0540.

This course offers in-depth coverage of financial derivative securities, such as options futures and swaps. The course focuses on the principles that govern the pricing of these securities as well as their uses in hedging, speculation, and arbitrage activities.

FI 0570 Fixed Income Securities**3 Credits****Prerequisite:** FI 0540.

This course deals extensively with the analysis and management of fixed income securities, which constitute almost two-thirds of the market value of all outstanding securities. The course provides an analysis of treasury and agency securities, corporate bonds, international bonds, mortgage-backed securities, and related derivatives. More specifically, this course provides an in-depth analysis of fixed income investment characteristics, modern valuation, and portfolio strategies.

FI 0575 Capital Budgeting**3 Credits****Prerequisite:** FI 0530.

This course examines the decision methods employed in long-term asset investment and capital budgeting policy. The course includes a study of quantitative methods used in the capital budgeting process: simulation, mixed integer programming, and goal programming. Students use these techniques and supporting computer software to address questions raised in case studies.

FI 0580 Financial Risk Management**3 Credits****Prerequisite:** FI 0540.

This course focuses on the evaluation and management of corporate and portfolio risk. More specifically, this course examines the methods of evaluating and managing risk with the objective of contributing to value maximization. Risk assessment methodologies such as value-at-risk (VaR) and cash-flow-at-risk (Car) are analyzed and used extensively.

FI 0585 Seminar: Contemporary Topics in Finance **3 Credits**
Prerequisites: FI 0530, FI 0540.

This course presents recent practitioner and academic literature in various areas of finance, including guest speakers where appropriate. Topics vary each semester to fit the interests of the seminar participants.

FI 0585D Seminar: Contemporary Topics in Finance: Rotman Trading Competition **3 Credits**

FI 0595 Research Methods in Finance **3 Credits**
Prerequisite: FI 0540.

This course, open to MS in Finance students only, deals extensively with applied research methods in finance, a highly empirical discipline with practical relevance in the models and theories used. The central role of risk distinguishes research methodology in finance from the methodology used in other social sciences, necessitating the creation of new methods of investigation that are adopted by the finance industry at an astonishingly fast rate. For example, methods of assessing stationarity and long-run equilibrium, as well as methods measuring uncertainty, found a home in the finance area. This course covers traditional and new research methods that are directly, and in most instances, solely applicable to finance problems.

FI 0597 Independent Research Seminar **3 Credits**
Prerequisite: FI 0595.

This course, open to MS in Finance students only, provides participants with the opportunity to explore a financial topic of interest in depth, immersing students in detailed investigations requiring substantial research and analysis.

Information Systems

IS 0500 Information Systems and Database Management **3 Credits**

This course introduces the basic concepts and tools relevant to information systems and database management, and their enabling roles in business strategies and operations. Case studies are used to facilitate discussions of practical applications and issues involving strategic alignments of organizations, resource allocation, integration, planning, and analysis of cost, benefit and performance in light of the big data challenges. Specific emphases involve database design and implementation and emerging strategies and technologies such as business intelligence, big data management, web security, and online business analytics.

IS 0520 Project Management **3 Credits**
Prerequisite: IS 0500 or OM 0400.

This course explores the process and practice of project management. Topics to be covered include project lifecycle and organizations, teambuilding and productivity, task scheduling and resource allocation, and progress tracking and control. Cases will be used to consider the implications for change management, consulting, IT implementation, and other related disciplines. Small team projects and experiential exercises will also be used to provide an active learning environment. This course is designed to count toward professional project management certification.

IS 0550 Business Analytics and Big Data Management **3 Credits**
Prerequisites: BA 0540, BA 0545.

This course will survey state-of-the-art topics in Big Data, looking at data collection (via smartphones, sensors, the Web), data storage and processing (scalable relational databases, Hadoop, Spark, etc.), extracting structured data from unstructured databases, systems issues (exploiting multicore, security), analytics (machine learning, data compression, efficient algorithms), data visualization, and a range of applications. Each of these five modules will introduce broad concepts as well as provide the most recent developments in the area.

IS 0585 Contemporary Topics in Information Systems and Operations Management **3 Credits**

Prerequisite: IS 0500.

This course draws from current literature and practice on information systems and/or operations management. The topics change from semester to semester, depending on student and faculty interest and may include: project management, e-business, management science with spreadsheets, e-procurement, executive information systems, ethics, and other socio-economic factors in the use of information technology.

IS 0598 Independent Study in Information Systems and Operations Management **3 Credits**

This course provides an opportunity for students to complete a project or perform research under the direction of an Information Systems and Operations Management (ISOM) faculty member who has expertise in the topic being investigated. Students are expected to complete a significant project or research paper as the primary requirement of this course. Enrollment by permission of the ISOM Department Chair only.

International Business

IB 0580 Study Abroad **3 Credits**

This program provides students with the opportunity to supplement their class lectures and assignments on a specific topic during a visit to specific world region. The program offers students the invaluable experience of visiting a company and meeting business leaders in another country to learn about their culture and business practices.

Management

MG 0400 Organizational Behavior **3 Credits**

This course examines micro-level organizational behavior theories as applied to organizational settings. Topics include motivation, leadership, job design, interpersonal relations, group dynamics, communication processes, organizational politics, career development, and strategies for change at the individual and group levels. The course uses an experiential format to provide students with a simulated practical understanding of these processes in their respective organizations.

MG 0500 Leadership **3 Credits**
Prerequisite: MG 0400.

This course focuses intensively on the art and science of leadership in organizations by examining the critical links between leader skills, strategy, and organizational change utilizing a human resources approach. The course strives to assist students from every concentration, including finance, marketing, information systems, accounting, and international business, to become leaders who can motivate and mobilize their people to focus on strategic goals. The material covered in this course will include traditional, contemporary, and strategic theories of leadership. Students will assess their leadership skills, and engage in a series of assignments designed to improve and establish confidence in their own abilities to lead.

MG 0503 Legal and Ethical Environment of Business 3 Credits

This course helps students be more responsible and effective managers of the gray areas of business conduct that call for normative judgment and action. The course is designed to develop skills in logical reasoning, argument, and the incorporation of legal, social, and ethical considerations into decision-making. The course teaches the importance of legal and ethical business issues and enables students to make a difference in their organizations by engaging in reasoned consideration of the normative aspects of the firm. Using the case method, the course provides an overview of current topics, including the legal process, corporate governance, employee rights and responsibilities, intellectual property and technology, and the social responsibility of business to its various stakeholders.

MG 0504 Managing People for Competitive Advantage 3 Credits

This course focuses on effectively managing people in organizations by emphasizing the critical links between strategy, leadership, organizational change, and human resource management. Topics include the strategic importance of people, leading organizational change, corporate social responsibility, implementing successful mergers and acquisitions, and fundamentals of human resource practices. Discussions interweave management theory with real-world practice. Class sessions are a combination of case discussions, experiential exercises, and lectures.

MG 0505 Human Resource Strategies: An Analytics Approach 3 Credits

Human Resource Strategy is the linkage between human resource management (HRM) and firm strategy, contributing to competitive advantage of the firm. Human capital, which is knowledge, skills and abilities (KSA) of people, is one of the strategic assets of the firm. HRM entails recruitment and selection, training and development, total compensation and rewards, performance management, employee relations (such as diversity management, work life balance, legal and ethical compliance, safety issues) and other people related practices. In this course students will analyze how these practices can be aligned with the strategy of the firm and lead to greater firm performance. The students will take an analytics approach to generate for effectively managing employees so that business goals can be reached quickly and efficiently. The challenge of human resources analytics is to identify what data should be captured and how to use the data to model and predict capabilities so the organization gets an optimal return on investment (ROI) on its human capital.

MG 0506 Organizational Culture 3 Credits

This course starts from the premise that organizations are more than the sum of their parts and best understood as complex, evolving cultures. Indeed, organizations prosper or stumble on the meanings they produce. An organization's structure, control mechanisms, leadership, and identity are not, therefore, to be treated as brute facts of nature but as accomplishments of culture-bound human imaginations. Predicted on this 'constructivist' perspective, this course employs pressing questions about the efficacy of market-based culture (e.g., resource depletion) to improve students' skills in reconsidering corporate business purpose and social and environmental obligation.

MG 0507 Negotiations and Dispute Resolution 3 Credits

Prerequisite: MG 0500.

This course uses the theories of negotiation and alternative dispute resolution, along with extensive experiential exercises, to build individual negotiation skills and to help students manage disputes from a business perspective. The course emphasizes ways of managing both internal and external disputes.

MG 0508 Strategic Management of Technology and Innovation: The Entrepreneurial Firm 3 Credits

This course begins by presenting cutting-edge concepts and applications so that students understand the dynamics of innovation, the construction of a well-crafted innovation strategy, and the development of well-designed processes for implementing the innovation strategy. It then focuses on the building of an entrepreneurial organization as a critical core competency in the innovation process. Concurrent with this, it focuses on the development and support of the internal entrepreneur or Intrapreneur as part of the process of developing organizational core competencies that build competitive comparative advantages that, in turn, allow the firm to strategically and tactically compete in the global marketplace. Topics explored include technology brokering, lead users, disruptive technologies and the use of chaos and complexity theory in the strategic planning process.

MG 0510 Management Communication, Influence, and Power 3 Credits
Prerequisite: MG 0500.

This course examines the critical factors involved in communication, influence, and power in organizations. It emphasizes that a business strategy, decision, or idea is effective only if it is communicated in a way that persuades an audience. The course is intended for managers who seek to become more effective communicators, whether it is with one person, a group, or a large audience. Fundamentals of persuasion and influence tactics provide the context for considering such topics as critical listening skills, assessing one's emotional intelligence, analyzing communication networks, gender differences in communication, and strategies for communicating during conflict. The course addresses how to formulate communication objectives and strategy; assess levels of credibility; power, audience diversity, and corporate culture; analyze message structure; and choose appropriate communication media. This is an involved, hands-on class. In-class exercises, oral and written presentations, and case discussions provide vivid illustrations of the concepts.

MG 0512 The Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code 3 Credits

This course offers an in-depth analysis of laws and legal principles relevant to commercial transactions. Several articles of the Uniform Commercial Code will be studied, including: Articles 2 and 2A (Sales, Warranties and Leases of Goods); Articles 3 and 3A (Negotiable Instruments - i.e., checks, drafts, promissory notes); Articles 4 and 4A (Bank Collections and Deposits); Article 5 (Letters of Credit); Article 7 (Warehouse Receipts) and Article 9 (Secured Transactions). Federal bankruptcy law (with particular attention to Chapters 7 and 11) will also be considered.

MG 0520 Diversity in the Workplace 3 Credits

Prerequisite: MG 0500.

Students explore the value of diversity in organizations. They develop an increased understanding of the ways in which differences in the workplace can enhance both personal development and organizational effectiveness. To accomplish this, students explore why diversity has become a central strategic issue, their own diversity framework, the relationship between diversity and management effectiveness, and strategies for valuing diversity. The class addresses specific dimensions of diversity and the knowledge and skills students must develop to work effectively with people who are different.

MG 0525 Performance Management**3 Credits**

This course builds on the foundational evaluations and reward concepts covered in "Managing People for Competitive Advantage." Students explore in some depth the employee performance management, compensation, and reward systems in organizations. Topics may include 360 degree feedback programs, ESOPs, profit sharing, gain sharing, and the strategic use of employee benefits. The course focuses on how employee performance management, compensation, and reward systems can lead to a competitive advantage for firms.

MG 0530 Entrepreneurship**3 Credits**

This course covers entrepreneurship and small business management. The course focuses on the development of entrepreneurial start-up ventures from the point of view of the founding entrepreneur. The course explores characteristics and skills of successful entrepreneurs, the stages of growth of entrepreneurial businesses, the crises in start-up ventures, and issues confronting family and small business management. Students may create their own start-up business plan in conjunction with faculty as the primary course requirement.

MG 0531 Social Entrepreneurship**3 Credits**

This course is about understanding how entrepreneurial skills can be used to craft innovative responses to pressing social needs. These skills are opportunity recognition, assembling resources, launching a venture, scaling it and finally ensuring its sustainability. There will be an emphasis, throughout the course, on how exemplar for-profit enterprises have been able to successfully contribute to widespread economic well-being and social development while enjoying significant profitability. Students will appreciate that the pursuit of profit and poverty alleviation need not be mutually exclusive domains and the institutional requirements that are needed to ensure this outcome.

MG 0535 International Human Resources Management**3 Credits****Prerequisite:** MG 0500.

This course delves into the complexities of managing human resources in the global business arena. Business today is characterized by the relentless pace of globalization through the formation of international collaborations, mergers, joint ventures, and the opening of new markets. A major challenge posed by this landscape is the need to understand the similarities and differences in people management practices across cultures and countries. As firms enter global markets, hire foreign employees, or outsource work to foreign countries, human resources management practices such as recruitment, training, compensation, performance management, and employee relations become more complex. Legal and regulatory requirements of foreign countries, cultural differences, expatriate management, and workforce mobility become important considerations for global businesses. This course explores these complexities and analyzes in-depth the people-related issues in different countries.

MG 0540 Cross-Cultural Management**3 Credits**

This course develops a framework for distinguishing the various stages of cooperative relationships across national cultures, which have distinct characteristics and call for different modes of behavior. The stages of this framework include: identifying a cross-cultural win-win strategy; translating the strategy into viable action plans; executing the strategy and making cross-cultural collaboration happen; and assuring that emerging synergistic organizations become self-initiating entities. The course identifies and discusses in detail the necessary managerial skills for the support of each of these stages.

MG 0545 Law and Human Resources Management**3 Credits****Prerequisite:** MG 0503.

This course examines law and public policy issues relating to employee rights and obligations, including employment discrimination, OSHA, pension and benefit issues, minimum wage, and workers' compensation. The course provides a basic overview of the law and its relevance to human resource strategy and operations.

MG 0550 International Business Law and Regulation**3 Credits****Prerequisite:** MG 0503.

This course examines public and private international law and regulation, emphasizing issues relevant to doing business internationally.

MG 0555 Labor Relations**3 Credits****Prerequisite:** MG 0505.

The dual aim of this course is to acquaint students with the dynamics of the labor-management relationship and to make them better negotiators and managers of workplace conflict. Toward these ends, this course examines the processes of bargaining and dispute resolution, primarily in the context of the unionized environment. Case studies, law cases, and experiential exercises are used to explore issues such as negotiations strategy, mediation, and arbitration. Successful models of cooperative relations between management and labor are also covered.

MG 0560 Career Planning and Development**3 Credits****Prerequisite:** MG 0500.

This course provides students an opportunity to explore career planning and development issues from two perspectives, as a job-seeking candidate and as an employer engaged in the hiring and development process of employees. The course will provide theoretical background on a number of career development topics, including: career development over the life span, career transitions, work-family balance, and post-retirement issues. Cases on individuals negotiating career issues such as new roles associated with promotion, managing technical or entrepreneurial careers, aspects of derailment and family issues will be presented. The second part of the course will be devoted to experiential activities that are designed to enhance one's career planning skills. Students take a self-assessment survey and participate in workshops on resume creation, mock interviewing, and social media applications associated with the job search.

MG 0580 Contemporary Topics in Management and Human Resources**1-3 Credits**

This course examines recent practitioner and academic literature in various areas of management. Topics vary each semester. Guest speakers may be invited as appropriate.

MG 0584 Global Competitive Strategy**3 Credits**

This course considers the formulation of effective policy and accompanying strategy actions, and the management of such policies and actions. It examines the role of the general manager in this process and presents the diversified issues and problems the management of a business firm may be required to consider and solve in strategic planning. This course also examines the problems and tasks of strategy implementation and the general manager's function of achieving expected objectives and establishing new ones to assure the continuity of the business organization. Students are required to prepare a business plan as part of this course.

MG 0595 Contemporary Topics in Human Resources Management**3 Credits**

This course examines recent academic literature in various areas of Human Resources Management. Topics vary each semester to fit the interests of the seminar participants. Guest speakers may be invited as appropriate.

Marketing

MK 0400 Marketing Management

3 Credits

This course examines analytical and managerial techniques that apply to marketing functions with an emphasis on the development of a conceptual framework necessary to plan, organize, direct, and control the product and strategies needed for promotion, distribution and pricing of a firm's products. The course also considers the relationship of marketing to other units within a firm.

MK 0500 Customer Value

3 Credits

Prerequisite: MK 0400.

This course examines the concept of customer value with the goal of understanding how it can be used to achieve customer satisfaction, which in turn generates loyalty and, ultimately, a long-term customer-firm relationship. Topics include the nature of the costs and benefits associated with the notion of customer value, measuring and analyzing customer value and satisfaction, and understanding the associated concepts of customer loyalty and customer relationship management. The class consists of a mix of lectures, case analyses, in-depth qualitative research projects, and opportunities for practical applications, such as a marketing simulation.

MK 0510 Customer Behavior

3 Credits

This course offers an interdisciplinary approach to understanding the behavior of consumers in the marketplace, covering concepts from the fields of economics, psychology, social psychology, sociology, and psychoanalysis. Topics include motivation, perception, attitudes, consumer search, and post-transactional behavior.

MK 0520 Marketing Research

3 Credits

This course provides an overview of the risks associated with marketing decisions and emphasizes developing skills for conducting basic market research. Topics include problem formulation, research design, data collection instruments, sampling and field operations, validity, data analysis, and presentation of results.

MK 0535 Building Brand Equity

3 Credits

This course focuses on the theory and conceptual tools used to develop and implement product and service branding strategies, as means for insuring brand awareness, acceptance, and success, or "equity," in the marketplace. The course highlights the importance and impact of the brand in the marketplace; identifies various decisions involved in creating successful brands; provides an overview of different means for measuring brand effectiveness; and explores the existence of customer-brand relationships. The course incorporates three general modules: Module 1: Identifying/Developing Brand Equity, Module 2: Measuring Brand Equity, and Module 3: Managing Brand Equity.

MK 0540 Advertising Management

3 Credits

This course provides a comprehensive overview of advertising and promotional processes, and develops strategies facilitating managerial decisions in the areas of advertising, public relations, sales promotion, and direct marketing. This course analyzes the importance and influence of advertising in the changing marketplace; provides students with an integrated approach for analyzing marketing communication opportunities; develops the capability for designing, implementing, and evaluating advertising campaigns; and promotes an understanding of the different methods of measuring advertising effectiveness.

MK 0550 Global Marketing

3 Credits

This course investigates the role of marketing and marketing management in different environments. It focuses on the distinction between the various marketing activities in a domestic setting versus the impact of the cultural, political, and geographic issues faced in different countries and regions of the world.

MK 0570 Digital Marketing

3 Credits

The move to an Internet-based society is among the changes expected to have a significant impact on the way that business is, and will be, conducted. This course pays particular attention to the impact of Internet technology on marketing strategy and practices, and discusses Internet technology and e-business in the context of established marketing concepts such as promotion, distribution/logistics, pricing, retailing, marketing research, customer behavior, and other product/service decisions from a practical and academic perspective. Students develop an in-depth understanding of the marketing implications of this promising business management development.

MK 0580 Multivariate Data Analysis for Decision Making

3 Credits

Prerequisite: MK 0520.

With unprecedented growth in data availability, companies are increasingly focusing on data driven decision making in marketing. As most of this data is multivariate, an understanding of statistical techniques used to analyze it gains paramount importance. The objective of this course is to develop skills with a range of procedures for multivariate data analysis involving dimension reduction, pattern recognition, classification, and prediction. Students will engage in experiential exercises that require utilizing statistical software to organize and analyze data, interpreting the results, and presenting actionable conclusions for decision making.

MK 0585 Seminar: Contemporary Topics in Marketing

3 Credits

This course examines recent practitioner and academic literature in various areas of marketing, incorporating guest speakers as appropriate. Topics vary each semester to fit the interests of the seminar participants.

MK 0590 Experimental Research in Marketing

3 Credits

Prerequisites: MK 0400, MK 0520.

Experiments are widely used in marketing research to investigate cause and effect relationships, such as the impact of a price change on sales, or the impact of a new promotional campaign on brand awareness, or the impact of a change in the ingredients of a product on brand acceptance. This course is intended to acquaint the student with the basic topics of experimental design and analysis. It is intended to provide an understanding of the components of an experiment, the various types of experimental designs, the analysis of experimental results and when experiments are indicated as a research option.

Operations Management

OM 0400 Business Operations

3 Credits

This course introduces basic concepts and tools relevant to operations and supply chain management, including process mapping, quality management, decision analysis, capacity planning, supply chain management, project management, and operations strategy. Case studies are used to link the concepts and models to real-world business applications.

Quantitative Analysis

QA 0400 Applied Business Statistics 3 Credits

Using spreadsheet software, this hands-on course teaches a variety of quantitative methods for analyzing data to help make decisions. Topics include: data presentation and communication, probability distributions, sampling, hypothesis testing and regression, and time series analysis. This course uses numerous case studies and examples from finance, marketing, operations, accounting, and other areas of business to illustrate the realistic use of statistical methods.

QA 0500 Business Forecasting and Predictive Analytics 3 Credits

Prerequisite: QA 0400.

This course introduces analytical techniques used for decision-making under uncertainty. Topics include time series and other forecasting techniques, such as Monte Carlo simulation, to assess the risk associated with managerial decisions. Specifically, we will cover data collection methods, time dependent models and analysis, advanced solver, time series techniques, exponential smoothing, moving averages, and Box-Jenkins (ARIMA) models. Application examples include financial models - stock prices, risk management - bond ratings, behavior models - customer attrition, customer likes/dislikes, buying patterns - propensity to buy, politics - identify swing voters, and sales.

Taxation

Note: Graduate Taxation courses are open only to students enrolled in the following Programs: MS Accounting, MBA Accounting, Advanced Graduate Certificate (Post-Master's Degree) in Accounting or Taxation, or by permission from the Department Chair or designee.

TX 0500 Tax Research 3 Credits

This course introduces students to tax research source materials and provides students with the opportunity to conduct tax research. After the course, students should be able to identify tax issues inherent in various fact scenarios, locate and evaluate various sources of tax law, and effectively communicate conclusions and recommendations based on their research.

TX 0501 Tax Accounting 3 Credits

This course introduces students to federal tax accounting and contrasts its effects with those of financial accounting. After the course, students should be able to identify accounting transactions and methods that have differing tax and financial statement treatments, and to understand and plan for the consequences of those differences.

TX 0502 Tax of Property Transactions 3 Credits

This course introduces students to the income tax laws impacting real property transactions. After the course, students should be able to identify tax issues stemming from various types of real property transactions and activities, as well as plan for the consequences of, and make recommendations for alternatives to, contemplated property transactions.

TX 0510 Entity Taxation 3 Credits

This course introduces students to the fundamental concepts, rules, and tax planning applications of the federal income taxation for different business entities including corporations, partnerships and trusts, in addition to estate and gift taxes. After the course, students should be able to identify the tax planning implications of different income taxation concepts and rules pertaining to business entity transactions including formation, operations, distributions, liquidation, and other transactions between the entity and its owners or beneficiaries.

TX 0530 Partnership Taxation 3 Credits

This course introduces students to the fundamental concepts of the federal income taxation of partnerships and partner-partnership transactions. After the course, students should be able to identify tax issues stemming from various partnership transactions and activities, including those between the partnership and the partners, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended transactions and activities.

TX 0540 State and Local Taxation 3 Credits

This course helps students develop a conceptual understanding of the constitutional limits on a state's power to impose taxes, the determination of state-specific taxable income, the sales and use tax system, and various other state taxes. After the course, students should be able to identify the tax issues associated with the conduct of business in multiple states, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended multi-state transactions and activities.

TX 0542 International Taxation 3 Credits

This course helps students develop a conceptual understanding of the federal income tax provisions applicable to non-resident aliens and foreign corporations. After the course, students should be able to identify the tax issues associated with the generation of U.S. taxable income by foreign individuals and corporations, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended U.S. transactions and activities by these particular taxpayers.

TX 0550 Tax Planning 3 Credits

This course develops a framework for understanding how taxes affect business decisions, and provides students with the tools to identify, understand, and evaluate tax planning opportunities in various decision contexts, such as investments, compensation, organizational form choice, and multinational endeavors. Open only to students enrolled in MS Accounting, MBA Taxation, or Taxation Grad Cert programs, or by permission from the Department Chair or designee.

TX 0585 Seminar: Contemporary Topics in Taxation 3 Credits

This course presents recent practitioner and academic literature in various areas of taxation, including guest speakers where appropriate. Topics change semester to semester, depending upon faculty and student interests.

TX 0591 Practicum in Taxation 3 Credits

This course builds on the in-class lessons covered during the student's graduate studies by providing the student with the opportunity to apply his/her academic knowledge to a professional taxation context. As such, it is an experiential learning activity. Successful completion of the practicum will entitle students to three credits that count as a graduate-level taxation elective. Enrollment by permission of the department chair or designee. This course may not be repeated for credit.

TX 0598 Independent Study 3 Credits

This course provides students with an opportunity to develop research skills while exploring a specific contemporary taxation issue with a full-time faculty specializing in the area of the discipline. Students are expected to complete a significant research paper as the primary requirement of this course. Enrollment by department chair permission only.

Master of Science in Accounting

With specializations in Assurance, Business Analytics, or Taxation, the MS in Accounting is designed to prepare students for careers in the field of accounting. Students learn to analyze complex accounting issues from an ethical perspective and use professional literature (e.g.,

accounting and auditing standards and interpretations) in resolving them. The degree is offered in a full-time, year-long cohort program that begins annually in May. The curriculum includes 10 three-credit courses (seven are required and three are electives). To earn a specialization, students must successfully complete a minimum of six courses designated for the specialization. Thus, students seeking to specialize in Assurance (Taxation) must complete a total of six courses coded as AC (TX), while students seeking to specialize in Business Analytics must complete a total of six courses designated as applicable to Business Analytics.

The program is designed to address the educational requirements for CPA certification in Connecticut and most other states. Prior to beginning the program, applicants must have a baccalaureate degree in accounting or have completed the equivalent coursework. The equivalent of an undergraduate degree in accounting includes the successful completion of: intermediate accounting (six credits), advanced accounting (three credits), auditing (three credits), cost accounting (three credits), and U.S. taxation (three credits). Deficiencies will be handled on a case-by-case basis.

Program

Requirements

Note: To earn a specialization, students must successfully complete a minimum of six courses designated for the specialization. Thus, students seeking to specialize in Assurance (Taxation) must complete a total of six courses coded as AC (TX), while students seeking to specialize in Business Analytics must complete a total of six courses designated as applicable to Business Analytics.

Code	Title	Credits
Foundation Courses		
AC 0530	Accounting for Governments, Hospitals, and Universities	3
AC 0570	Issues in Accounting Ethics	3
AC 0580	Financial Statement Analysis	3
TX 0510	Entity Taxation	3
Select one of the following:		3
AC 0550	Accounting Information Systems and Technology ²	
AC 0560	Audit Issues in a Global Environment ²	
TX 0550	Tax Planning ¹	
International Course		
Select one of the following:		3
AC 0520	International Accounting	
AC 0560	Audit Issues in a Global Environment ^{2,3}	
TX 0542	International Taxation	
Designated Research Course		
Select one of the following:		3
AC 0590	Research on Contemporary Issues in Accounting ^{1,2}	
TX 0500	Tax Research ¹	
Elective Courses		
Select 3 courses from the following: ⁴		9
AC 0510	Issues in a Regulatory Reporting Environment ¹	
AC 0520	International Accounting	

AC 0550	Accounting Information Systems and Technology ²	
AC 0555	Issues in Internal Audit	
AC 0560	Audit Issues in a Global Environment ²	
AC 0565	Forensic Accounting ²	
AC 0585	Seminar: Special Topics in Accounting	
AC 0590	Research on Contemporary Issues in Accounting ^{1,2}	
AC 0591	Practicum in Accounting ²	
AC 0598	Independent Study	
BA 0500	Business Analytics ²	
BA 0505	Python for Business Analytics ²	
BA 0510	Databases for Business Analytics ²	
BA 0540	Business Intelligence ²	
BA 0545	Data Mining ²	
IS 0520	Project Management ²	
MG 0510	Management Communication, Influence, and Power	
MG 0512	The Law of Commercial Transactions: Advanced Studies in the Uniform Commerical Code	
TX 0500	Tax Research ¹	
TX 0501	Tax Accounting	
TX 0502	Tax of Property Transactions	
TX 0530	Partnership Taxation	
TX 0540	State and Local Taxation	
TX 0542	International Taxation	
TX 0550	Tax Planning ¹	
TX 0585	Seminar: Contemporary Topics in Taxation	
TX 0591	Practicum in Taxation	
TX 0598	Independent Study	
Total Credits		30

¹ Designated research course.

² Course is applicable for the Business Analytics specialization.

³ Students specializing in Assurance or Business Analytics who choose AC 0560 as a Foundation course and as an International course *must* take an additional elective course from the list of electives above.

⁴ Elective courses may also include any other 500-level business course with permission of the Coordinator of Graduate Accounting Programs or Director of Graduate Programs.

MBA and MS in Accounting Overlap

The MBA with a concentration in Accounting (MBA-AC), is a generalist degree that covers all relevant topical areas for a business professional and gives students the opportunity to concentrate, but not major in, Accounting. Immediately after completion of the MBA-AC, students sometimes wish to further their graduate study in Accounting. Interested students then may apply for admission to the MS in Accounting and, once accepted, can earn the degree by completing an additional 6 courses drawn from the MS in Accounting Curriculum. Courses are selected in advisement with the Coordinator of Graduate Accounting Programs. Students are encouraged to seek individualized advisement well before completing the MBA-AC.

Courses

Accounting

AC 0400 Introduction to Accounting 3 Credits

This course examines the basic concepts necessary to understand the information provided by financial and managerial accounting systems. The focus is on interpretation of basic information, as students learn about internal and external financial reporting. Topics include: accrual accounting; revenue and expense recognition; accounting for assets, liabilities, and equities; accumulation and assignment of costs to products and services; and budgeting.

AC 0500 Accounting Information for Decision-Making 3 Credits

Prerequisite: AC 0400.

This course emphasizes the use of accounting information by managers for decision-making. It is designed to provide managers with the skills necessary to interpret analytical information supplied by the financial and managerial accounting systems. Financial accounting concepts based on profit, liquidity, solvency, and capital structure are used in the process of employing management accounting tools to decisions and evaluate organization performance and changes in cost, profit and investment centers.

AC 0510 Issues in a Regulatory Reporting Environment 3 Credits

This course brings together technical accounting and reporting concepts and theories with a focus on the financial accounting information that is required to be filed with regulatory agencies, the most predominant being the Securities and Exchange Commission. This course aims to provide an in-depth conceptual understanding of regulatory reporting requirements coupled with an appreciation of how these regulations affect the quality of information in publicly available corporate reports. Students will enhance their ability to analyze and understand unique and complex future accounting issues and possible solutions. The course is taught seminar style with students leading the discussions of cases and research.

AC 0520 International Accounting 3 Credits

The primary focus of this course is the study of International Financial Reporting Standards (IFRS). Particular emphasis will be placed on developing an understanding of significant differences between the current United States Generally Accepted Accounting Principles (GAAP) and IFRS standards. Students will also learn the pros and cons of U.S. GAAP and IFRS approaches for select technical accounting issues. Some other non-IFRS related topics include International Taxation, International Transfer pricing and the impact of culture on the development of accounting standards and practices throughout the world.

AC 0530 Accounting for Governments, Hospitals, and Universities 3 Credits

This course examines the generally accepted accounting principles applicable to governmental entities (as issued by GASB) as well as accounting principles applicable to not-for-profit entities (as issued by FASB). The focus will be on the financial statements and reports prepared by state and local governments and financial reporting for the wide array of not-for-profit entities with an emphasis on the contrast of these entities with for-profit accounting.

AC 0550 Accounting Information Systems and Technology 3 Credits

This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles, identify weaknesses, and recommend internal control improvements. They may design and build a module of an accounting information system using appropriate database technology.

AC 0555 Issues in Internal Audit 3 Credits

This course covers internal audit from a broad perspective. Course topics cover three main areas, internal audit: (1) basics, (2) risks, and (3) metrics. During the course, students will develop critical thinking skills (particularly employing professional skepticism) and learn to effectively communicate their professional opinions.

AC 0560 Audit Issues in a Global Environment 3 Credits

This course will expose students to the global profession of auditing, with a primary focus on public company auditors. Topics will vary any given semester, but may include the following: the different international organizations that set auditing standards and enforce auditing standards; the impact of culture on auditing standards and practices throughout the world; the impact of International Financial Reporting Standards on international and U.S. auditing rules; the evaluation of audit evidence; auditor independence; materiality; internal controls; computer assisted audit tools and techniques; fraud detection and forensic accounting. The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 0565 Forensic Accounting 3 Credits

This course provides students with a foundation in investigative accounting. Topics covered include identifying, investigating and documenting fraud and providing litigation support for forensic engagements. With an emphasis on case analyses and/or independent research, students taking the course will have the opportunity to improve their critical thinking and written and oral communication skills, particularly as they relate to the legal settings associated with investigative accounting.

AC 0570 Issues in Accounting Ethics 3 Credits

This course investigates ethical problems in contemporary accounting practice. The goal is to increase students' ethical perception so they are better able to identify, consider, and ultimately act on the ethical issues they may face in their professional accounting career, regardless of specialty area (e.g., audit, tax, and corporate accounting). The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 0580 Financial Statement Analysis 3 Credits

The course is designed to increase and extend the knowledge of the student in financial statement information and topics introduced in undergraduate courses in intermediate and advanced financial accounting through lecture, problem solving and case analysis. A critical examination of both objective and subjective aspects of financial reporting will be undertaken with both quantitative as well as qualitative assessments of financial information emphasized.

AC 0585 Seminar: Special Topics in Accounting 3 Credits

This course presents recent practitioner and academic literature in various areas of accounting, including guest speakers where appropriate. Topics change semester to semester, depending upon faculty and student interests.

AC 0590 Research on Contemporary Issues in Accounting 3 Credits

This course is a designated research course. In it students will investigate, analyze, develop, and present recommendations for emerging issues, recent pronouncements of accounting rule-making bodies and/or unresolved controversies relating to contemporary financial reporting. In doing so, students will consider institutional, historical, and international perspectives. In their research, students are expected to use authoritative resources (e.g., FASB and/or IASB pronouncements). The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 0591 Practicum in Accounting 3 Credits

This course builds on the in-class lessons covered during the student's graduate studies by providing the student with the opportunity to apply his/her academic knowledge to a professional accounting context. As such, it is an experiential learning activity. Successful completion of the practicum will entitle students to three credits that count as a graduate-level accounting elective. Enrollment by permission of the department chair or designee. This course may not be repeated for credit.

AC 0598 Independent Study 3 Credits

This course provides students with an opportunity to develop research skills while exploring a specific contemporary accounting issue with a full-time faculty member specializing in the area of the discipline. Students are expected to complete a significant research paper as the primary requirement of this course. Enrollment by permission from Department Chair or designee only.

Taxation

TX 0500 Tax Research 3 Credits

This course introduces students to tax research source materials and provides students with the opportunity to conduct tax research. After the course, students should be able to identify tax issues inherent in various fact scenarios, locate and evaluate various sources of tax law, and effectively communicate conclusions and recommendations based on their research.

TX 0501 Tax Accounting 3 Credits

This course introduces students to federal tax accounting and contrasts its effects with those of financial accounting. After the course, students should be able to identify accounting transactions and methods that have differing tax and financial statement treatments, and to understand and plan for the consequences of those differences.

TX 0502 Tax of Property Transactions 3 Credits

This course introduces students to the income tax laws impacting real property transactions. After the course, students should be able to identify tax issues stemming from various types of real property transactions and activities, as well as plan for the consequences of, and make recommendations for alternatives to, contemplated property transactions.

TX 0510 Entity Taxation 3 Credits

This course introduces students to the fundamental concepts, rules, and tax planning applications of the federal income taxation for different business entities including corporations, partnerships and trusts, in addition to estate and gift taxes. After the course, students should be able to identify the tax planning implications of different income taxation concepts and rules pertaining to business entity transactions including formation, operations, distributions, liquidation, and other transactions between the entity and its owners or beneficiaries.

TX 0530 Partnership Taxation 3 Credits

This course introduces students to the fundamental concepts of the federal income taxation of partnerships and partner-partnership transactions. After the course, students should be able to identify tax issues stemming from various partnership transactions and activities, including those between the partnership and the partners, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended transactions and activities.

TX 0540 State and Local Taxation 3 Credits

This course helps students develop a conceptual understanding of the constitutional limits on a state's power to impose taxes, the determination of state-specific taxable income, the sales and use tax system, and various other state taxes. After the course, students should be able to identify the tax issues associated with the conduct of business in multiple states, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended multi-state transactions and activities.

TX 0542 International Taxation 3 Credits

This course helps students develop a conceptual understanding of the federal income tax provisions applicable to non-resident aliens and foreign corporations. After the course, students should be able to identify the tax issues associated with the generation of U.S. taxable income by foreign individuals and corporations, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended U.S. transactions and activities by these particular taxpayers.

TX 0550 Tax Planning 3 Credits

This course develops a framework for understanding how taxes affect business decisions, and provides students with the tools to identify, understand, and evaluate tax planning opportunities in various decision contexts, such as investments, compensation, organizational form choice, and multinational endeavors. Open only to students enrolled in MS Accounting, MBA Taxation, or Taxation Grad Cert programs, or by permission from the Department Chair or designee.

TX 0585 Seminar: Contemporary Topics in Taxation 3 Credits

This course presents recent practitioner and academic literature in various areas of taxation, including guest speakers where appropriate. Topics change semester to semester, depending upon faculty and student interests.

TX 0591 Practicum in Taxation 3 Credits

This course builds on the in-class lessons covered during the student's graduate studies by providing the student with the opportunity to apply his/her academic knowledge to a professional taxation context. As such, it is an experiential learning activity. Successful completion of the practicum will entitle students to three credits that count as a graduate-level taxation elective. Enrollment by permission of the department chair or designee. This course may not be repeated for credit.

TX 0598 Independent Study 3 Credits

This course provides students with an opportunity to develop research skills while exploring a specific contemporary taxation issue with a full-time faculty specializing in the area of the discipline. Students are expected to complete a significant research paper as the primary requirement of this course. Enrollment by department chair permission only.

Master of Science in Business Analytics

Business Analytics refers to the skills, technologies, applications and practices for continuous iterative exploration and investigation of past

business performance to gain insight and drive business planning by using data and statistical methods. A variety of industries are in need of professionals who can take on positions of responsibility for collecting, analyzing and interpreting data in order to make sound strategic business decisions.

The MSBA program seeks to fill the talent gap in the area and to prepare graduates for this fast-growing field by developing students' critical skills in data- and model-driven management decision-making in the context of a firm's strategic vision. The program, which begins annually in September, consists of 10 three-credit courses (seven are required and three are electives). The program is designed to be completed either in one year's time (full-time) or over two years (part-time). Students may opt to use their elective courses to earn a specialization that is tailored to their career interests. Available specializations include: Marketing Analytics, Healthcare, and, for those who have an undergraduate degree in Accounting or the equivalent, Accounting.

Program

Requirements

Code	Title	Credits
BA 0500	Business Analytics ¹	3
BA 0505	Python for Business Analytics	3
BA 0510	Databases for Business Analytics	3
BA 0540	Business Intelligence	3
BA 0545	Data Mining	3
BA 0590	Capstone: Business Analytics Applications	3
QA 0500	Business Forecasting and Predictive Analytics ¹	3
Electives		
Select three elective courses in Business Analytics ²		9
Total Credits		30

¹ Designated research course.

² Students are required to complete an additional 9 credits (3 courses) of graduate work at the 500-level. Students can choose elective courses either to fulfill the requirements of one of the specializations listed below, or to enrich their background in an area of interest. *Please note:* students must complete the appropriate prerequisite(s) before taking 500-level graduate courses chosen as MS Business Analytics program electives.

Accounting Specialization

To be eligible to pursue this specialization, students must have an undergraduate degree (BS or BA) with a major in accounting or the equivalent. The equivalent of an undergraduate degree in accounting includes the successful completion of: intermediate accounting (six credits), advanced accounting (three credits), cost accounting (three credits), auditing (three credits), and U.S. taxation (three credits). Deficiencies will be handled on a case-by-case basis.

To complete a specialization in Accounting, students take any three graduate Accounting or Taxation courses at the 500 level for their required electives. Students trying to meet educational requirements for CPA certification are encouraged to consult with the Coordinator of

Graduate Accounting Programs in selecting their graduate Accounting or Taxation courses.

Healthcare Specialization

To complete a specialization in Healthcare, students will select three of the following courses as their required electives:

Code	Title	Credits
NS 0602	Healthcare Economics and Marketing	3
NS 0605	Advanced Healthcare Policy	3
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3

Marketing Analytics Specialization

To complete a specialization in Marketing Analytics, students take the following courses as their required electives:

Code	Title	Credits
MK 0520	Marketing Research	3
MK 0580	Multivariate Data Analysis for Decision Making	3
MK 0585	Seminar: Contemporary Topics in Marketing	3
or MK 0590	Experimental Research in Marketing	

Note: MK 0400 or its equivalent is a required prerequisite for all upper-level marketing courses.

MBA and MS in Business Analytics Overlap

The MBA with a concentration in Information Systems/Business Analytics (MBA-IS/BA) is a generalist degree that covers all relevant topical areas for a business professional, and gives the students the opportunity to concentration on, but not major in, Information Systems. Immediately after completion of the MBA-IS/BA, students sometimes wish to further their graduate study in Business Analytics. Interested students then may apply for admission to the MS in Business Analytics and, once accepted, can earn the degree by completing an additional 6 courses drawn from the MS in Business Analytics curriculum. Courses are selected in advisement with the Director of Graduate Programs. Students are encouraged to seek individualized advisement well before completing the MBA-IS/BA.

Courses

BA 0500 Business Analytics **3 Credits**
Prerequisite: OM 0400.
This course introduces basic skills necessary for business analytics such as data analysis using basic statistics, data visualization and summarization, descriptive and inferential statistics, spreadsheet modeling for prediction, linear regression, risk analysis using Monte-Carlo simulation, linear and nonlinear optimization, and decision analysis. Microsoft Excel is used as the platform for conducting analyses and performing statistical calculations.

BA 0505 Python for Business Analytics**3 Credits**

In this course, we introduce Python as a language and tool for collecting, preprocessing, and visualizing data for business analytics. Since Python is one of the most popular programming languages, along with R, in data mining and business analytics, its fundamental programming logic and knowledge is essential for students to apply in data mining and to succeed in the job market. Specifically, this course focuses on the data-engineering phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, a number of mini projects will be used as vehicles to cover the main applications of data analytics, including recommender systems, text analytics, and web analytics.

BA 0510 Databases for Business Analytics**3 Credits**

This course introduces databases and data management in three parts. The first part covers basic database fundamentals. The second part is a hands-on introduction to Structured Query Language (SQL) for defining, manipulating, accessing, and managing data, accompanied by the basics of data modeling and normalization needed to ensure data integrity. The course concludes with a comprehensive database project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Advanced topics such as distributed database systems, data services, and NoSQL databases are also discussed.

BA 0540 Business Intelligence**3 Credits**

Prerequisites: BA 0500, BA 0510, QA 0500.

This course will change the way students think about data and its role in business. Increasingly, managers rely on intelligent technology to systematically analyze data to improve their decision-making. In many cases, automating analytical and decision-making processes is necessary because of the large volume of data and the speed with which new data are generated. In this course, we will examine how data warehousing, modeling, and visualization can be used to improve managerial decision making.

BA 0545 Data Mining**3 Credits**

Prerequisites: BA 0500, BA 0505.

Businesses, governments, and individuals create massive collections of data as a byproduct of their activity. In this course, we will study the fundamental principles and techniques of data mining through real-world examples and cases to place data mining techniques in context, to develop data-analytic thinking, and to illustrate that proper application of these techniques is as much an art as it is a science. In addition, we will work "hands-on" with contemporary data mining software.

BA 0590 Capstone: Business Analytics Applications**3 Credits**

Prerequisites: BA 0540, BA 0545.

This capstone course for the MS Business Analytics program is to be taken in the last term before graduation. The purpose is to apply and integrate knowledge and skills learned in the program (statistics, modeling, data management, data mining, etc.) to a live data analytics project. The course is project-based, with students collaborating on their work under the guidance of faculty members. Application areas and format of the projects may vary, depending on faculty, dataset, and budget availability. However, the work should be rich enough to demonstrate mastery of business modeling and technology, with each student making a unique, demonstrable contribution to completion of the work.

IS 0500 Information Systems and Database Management**3 Credits**

This course introduces the basic concepts and tools relevant to information systems and database management, and their enabling roles in business strategies and operations. Case studies are used to facilitate discussions of practical applications and issues involving strategic alignments of organizations, resource allocation, integration, planning, and analysis of cost, benefit and performance in light of the big data challenges. Specific emphases involve database design and implementation and emerging strategies and technologies such as business intelligence, big data management, web security, and online business analytics.

IS 0520 Project Management**3 Credits**

Prerequisite: IS 0500 or OM 0400.

This course explores the process and practice of project management. Topics to be covered include project lifecycle and organizations, teambuilding and productivity, task scheduling and resource allocation, and progress tracking and control. Cases will be used to consider the implications for change management, consulting, IT implementation, and other related disciplines. Small team projects and experiential exercises will also be used to provide an active learning environment. This course is designed to count toward professional project management certification.

IS 0550 Business Analytics and Big Data Management**3 Credits**

Prerequisites: BA 0540, BA 0545.

This course will survey state-of-the-art topics in Big Data, looking at data collection (via smartphones, sensors, the Web), data storage and processing (scalable relational databases, Hadoop, Spark, etc.), extracting structured data from unstructured databases, systems issues (exploiting multicore, security), analytics (machine learning, data compression, efficient algorithms), data visualization, and a range of applications. Each of these five modules will introduce broad concepts as well as provide the most recent developments in the area.

IS 0585 Contemporary Topics in Information Systems and Operations Management**3 Credits**

Prerequisite: IS 0500.

This course draws from current literature and practice on information systems and/or operations management. The topics change from semester to semester, depending on student and faculty interest and may include: project management, e-business, management science with spreadsheets, e-procurement, executive information systems, ethics, and other socio-economic factors in the use of information technology.

IS 0598 Independent Study in Information Systems and Operations Management**3 Credits**

This course provides an opportunity for students to complete a project or perform research under the direction of an Information Systems and Operations Management (ISOM) faculty member who has expertise in the topic being investigated. Students are expected to complete a significant project or research paper as the primary requirement of this course. Enrollment by permission of the ISOM Department Chair only.

OM 0400 Business Operations**3 Credits**

This course introduces basic concepts and tools relevant to operations and supply chain management, including process mapping, quality management, decision analysis, capacity planning, supply chain management, project management, and operations strategy. Case studies are used to link the concepts and models to real-world business applications.

QA 0400 Applied Business Statistics**3 Credits**

Using spreadsheet software, this hands-on course teaches a variety of quantitative methods for analyzing data to help make decisions. Topics include: data presentation and communication, probability distributions, sampling, hypothesis testing and regression, and time series analysis. This course uses numerous case studies and examples from finance, marketing, operations, accounting, and other areas of business to illustrate the realistic use of statistical methods.

QA 0500 Business Forecasting and Predictive Analytics**3 Credits****Prerequisite:** QA 0400.

This course introduces analytical techniques used for decision-making under uncertainty. Topics include time series and other forecasting techniques, such as Monte Carlo simulation, to assess the risk associated with managerial decisions. Specifically, we will cover data collection methods, time dependent models and analysis, advanced solver, time series techniques, exponential smoothing, moving averages, and Box-Jenkins (ARIMA) models. Application examples include financial models - stock prices, risk management - bond ratings, behavior models - customer attrition, customer likes/dislikes, buying patterns - propensity to buy, politics - identify swing voters, and sales.

Master of Science in Finance

The MS in Finance (MSF) provides unique opportunities for individuals who want to enhance their career opportunities in the areas of investments, corporate finance, or banking. The program, which has start dates in September or January, consists of 10 three-credit courses (seven are required and three are electives). It is especially useful for those who want to pursue advanced certification, such as the CFA, CFM, CFP, FRM, etc. Applicants should hold an undergraduate or an MBA degree and have an adequate background in the areas of microeconomics, macroeconomics, financial accounting, and statistics. Applicants lacking proper training in these areas will need to take preparatory courses in addition to the main course work. The GMAT/GRE requirement may be waived for MSF applicants who have passed the CFA Level I certification examination or the FRM Level I certification examination.

Program

Curriculum

Code	Title	Credits
FI 0530	Corporate Finance	3
FI 0540	Investment Analysis	3
FI 0545	Portfolio Management	3
FI 0560	Global Financial Markets and Institutions	3
FI 0565	Derivative Securities	3
FI 0580	Financial Risk Management	3
FI 0595	Research Methods in Finance ¹	3
Select 3 elective courses from the following:		9
FI 0500	Shareholder Value	
FI 0555	International Financial Management	
FI 0570	Fixed Income Securities	
FI 0575	Capital Budgeting	
FI 0585	Seminar: Contemporary Topics in Finance	
FI 0597	Independent Research Seminar	
Total Credits		30

¹ Designated research course.

MBA and MS in Finance Overlap

The MBA with a concentration in Finance (MBA-FI) is a generalist degree that covers all relevant topical areas for a business professional and gives students the opportunity to concentrate, but not major in, Finance. Immediately after completion of the MBA-FI, students sometimes wish to further their graduate study in Finance. Interested students then may apply for admission to the MS in Finance and, once accepted, can earn the degree by completing an additional 6 courses drawn from the MS in Finance Curriculum. Courses are selected in advisement with the Coordinator of Graduate Finance Programs. Students are encouraged to seek individualized advisement well before completing the MBA-FI.

Courses

FI 0400 Principles of Finance**3 Credits****Prerequisites:** AC 0400; QA 0400.

This course examines the fundamental principles of modern finance that are helpful in understanding corporate finance, investments, and financial markets. More specifically, the course examines the time value of money; the functioning of capital markets; valuation of stocks, bonds, and corporate investments; risk measurement; and risk management. Students learn to use sources of financial data and spreadsheets to solve financial problems.

FI 0500 Shareholder Value**3 Credits****Prerequisite:** FI 0400.

This course examines business decision-making with the aim of creating and managing value for shareholders. Accordingly, students learn how to lead and manage a business in a competitive environment. This involves the formulation of corporate objectives and strategies, operational planning, and integration of various business functions leading to greater shareholder value. Topics include investment and strategic financial decision-making. A business simulation facilitates the learning process.

FI 0530 Corporate Finance**3 Credits**

This course provides an exploration of theoretical and empirical literature on corporate financial policies and strategies. More specifically, the course deals with corporate investment decisions, capital budgeting under uncertainty, capital structure and the cost of capital, dividends and stock repurchases, mergers and acquisitions, equity carve-outs, spin-offs, and risk management.

FI 0540 Investment Analysis**3 Credits**

This course examines the determinants of valuation for bonds, stocks, options, and futures, stressing the function of efficient capital markets in developing the risk-return tradeoffs essential to the valuation process.

FI 0545 Portfolio Management**3 Credits****Prerequisite:** FI 0540.

Students examine how individuals and firms allocate and finance their resources between risky and risk-free assets to maximize utility. Students use an overall model that provides the sense that the portfolio process is dynamic as well as adaptive. Topics include portfolio planning, investment analysis, and portfolio selection, evaluation, and revision.

FI 0555 International Financial Management**3 Credits****Prerequisite:** FI 0530.

The globalization of international financial markets presents international investors and multinational corporations with new challenges regarding opportunities and risks. This course examines the international financial environment of investments and corporate finance, evaluating the alternatives available to market participants in terms of risk and benefits. Topics include exchange rate determination, exchange rate exposure, basic financial equilibrium relationships, risk management including the use of currency options and futures, international capital budgeting and cost of capital, and short-term and international trade financing.

FI 0560 Global Financial Markets and Institutions**3 Credits****Prerequisite:** FI 0540.

This course examines financial markets in the context of their function in the economic system. The material deals with the complexity of the financial markets and the variety of financial institutions that have developed, stressing the dynamic nature of the financial world, which is continually evolving.

FI 0565 Derivative Securities**3 Credits****Prerequisite:** FI 0540.

This course offers in-depth coverage of financial derivative securities, such as options futures and swaps. The course focuses on the principles that govern the pricing of these securities as well as their uses in hedging, speculation, and arbitrage activities.

FI 0570 Fixed Income Securities**3 Credits****Prerequisite:** FI 0540.

This course deals extensively with the analysis and management of fixed income securities, which constitute almost two-thirds of the market value of all outstanding securities. The course provides an analysis of treasury and agency securities, corporate bonds, international bonds, mortgage-backed securities, and related derivatives. More specifically, this course provides an in-depth analysis of fixed income investment characteristics, modern valuation, and portfolio strategies.

FI 0575 Capital Budgeting**3 Credits****Prerequisite:** FI 0530.

This course examines the decision methods employed in long-term asset investment and capital budgeting policy. The course includes a study of quantitative methods used in the capital budgeting process: simulation, mixed integer programming, and goal programming. Students use these techniques and supporting computer software to address questions raised in case studies.

FI 0580 Financial Risk Management**3 Credits****Prerequisite:** FI 0540.

This course focuses on the evaluation and management of corporate and portfolio risk. More specifically, this course examines the methods of evaluating and managing risk with the objective of contributing to value maximization. Risk assessment methodologies such as value-at-risk (VaR) and cash-flow-at-risk (Car) are analyzed and used extensively.

FI 0585 Seminar: Contemporary Topics in Finance**3 Credits****Prerequisites:** FI 0530, FI 0540.

This course presents recent practitioner and academic literature in various areas of finance, including guest speakers where appropriate. Topics vary each semester to fit the interests of the seminar participants.

FI 0585D Seminar: Contemporary Topics in Finance: Rotman Trading Competition**3 Credits****FI 0595 Research Methods in Finance****3 Credits****Prerequisite:** FI 0540.

This course, open to MS in Finance students only, deals extensively with applied research methods in finance, a highly empirical discipline with practical relevance in the models and theories used. The central role of risk distinguishes research methodology in finance from the methodology used in other social sciences, necessitating the creation of new methods of investigation that are adopted by the finance industry at an astonishingly fast rate. For example, methods of assessing stationarity and long-run equilibrium, as well as methods measuring uncertainty, found a home in the finance area. This course covers traditional and new research methods that are directly, and in most instances, solely applicable to finance problems.

FI 0597 Independent Research Seminar**3 Credits****Prerequisite:** FI 0595.

This course, open to MS in Finance students only, provides participants with the opportunity to explore a financial topic of interest in depth, immersing students in detailed investigations requiring substantial research and analysis.

Graduate Certificate Programs

Candidates can hone their skills by choosing from a variety of certificate programs offered at the Dolan School of Business. Certificate candidates are expected to complete all requirements within three years of beginning their coursework. They are expected to make some annual progress toward the certificate in order to remain in good standing. A candidate who elects to take a leave of absence must notify the Graduate Office in writing.

Grades and academic average computation are identical to those of the MBA and MS programs. Certificates are awarded to candidates who complete their programs with at least a 3.00 overall grade point average.

Graduate Certificate in Business Analytics

The Graduate Certificate in Business Analytics is a 12-credit program designed for the following audiences:

- Those who are in analytical positions and are in need of foundational knowledge in the area.
- Those who are contemplating the MSBA but do not have the time/resources at the moment to undertake the degree program.
- Those who seek a foundation in analytics skills in order to manage "big data" and other quantitative issues.

The program consists of the following four courses:

Code	Title	Credits
BA 0500	Business Analytics	3
BA 0510	Databases for Business Analytics	3
BA 0540	Business Intelligence	3
QA 0500	Business Forecasting and Predictive Analytics	3
Total Credits		12

The four required courses can be completed in one year's time by taking two courses (BA 0500 and QA 0500) in the fall semester, and two courses (BA 0510 and BA 0540) in the spring semester.

Graduate Certificate in Business Essentials

The "Mini MBA"

The Graduate Business Essentials certificate is a 12-credit program designed for the following audiences:

- Those with undergraduate degrees in areas other than business who seek foundational knowledge in the key business disciplines.
- Those who are contemplating the MBA but do not have undergraduate business degrees.
- Those who are in need of foundational business knowledge in order to run/maintain their own businesses.

The program consists of the following four courses:

Code	Title	Credits
AC 0400	Introduction to Accounting	3
FI 0400	Principles of Finance	3
MG 0400	Organizational Behavior	3
MK 0400	Marketing Management	3
Total Credits		12

These courses are offered in flexible formats: 2- or 4-week sessions. All are offered during the summer months, either completely online (FI 0400, MG 0400, MK 0400) or in the evenings and on weekends (AC 0400). Given the format of each course, it is also possible to complete the program over the span of one summer.

Graduate Certificate in Financial Planning and Analysis

The Graduate Certificate in Financial Planning and Analysis is a 12-credit program designed for the following audiences:

- Those who want to enhance their background in budgeting, forecasting and analysis.
- Those who are contemplating a master's degree but do not have the time/resources at the moment to undertake the degree program.
- Those who are in financial positions and need foundational knowledge in the area.

The program consists of the following four courses:

Code	Title	Credits
AC 0500	Accounting Information for Decision-Making	3
FI 0500	Shareholder Value ¹	3
FI 0530	Corporate Finance	3
QA 0500	Business Forecasting and Predictive Analytics	3
Total Credits		12

¹ Note: FI 0500 is the capstone experience for the certificate. The other three certificate courses should be taken prior to or in tandem with FI 0500.

Graduate Certificate in Marketing Analytics

The Graduate Certificate in Marketing Analytics is a 12-credit program designed for the following audiences:

- Those who want to enhance their quantitative background in marketing.
- Those who are contemplating a master's degree, such as the MSBA, but do not have the time/resources at the moment to undertake the degree program.
- Those who are in analytical positions and need foundational knowledge in the area.

The program consists of the following four course choices:

Code	Title	Credits
MK 0520	Marketing Research	3
MK 0580	Multivariate Data Analysis for Decision Making	3
MK 0585	Seminar: Contemporary Topics in Marketing	3
or MK 0590	Experimental Research in Marketing	
BA 0505	Python for Business Analytics	3
or OM 0400	Business Operations	
or QA 0500	Business Forecasting and Predictive Analytics	
Total Credits		12

Graduate Certificate in Strategic Human Resources in the Global Environment

The Graduate Certificate in Strategic Human Resources in the Global Environment is a 12-credit program designed for the following audiences:

- Those who are in human resources positions and are in need of additional knowledge in the area.
- Those who are contemplating the MBA but do not have the time/resources at the moment to undertake the degree program.
- Those who need a foundation in human resources concerns in order to strategically manage workforce challenges.

The program consists of the following four course choices:

Code	Title	Credits
MG 0505	Human Resource Strategies: An Analytics Approach	3
or MG 0507	Negotiations and Dispute Resolution	
MG 0535	International Human Resources Management	3
or MG 0540	Cross-Cultural Management	
MG 0560	Career Planning and Development	3
MG 0507	Negotiations and Dispute Resolution	3
or PY 0480	Consulting Theory and Practice	
or PY 0545	Designing and Developing Training Programs	
Total Credits		12

Advanced Graduate Certificates

Candidates who have *already earned a graduate degree* can enhance their professional competency, update their skills or obtain a greater depth of academic preparation by choosing to pursue Advanced Graduate Certificates in Accounting or Taxation.¹ To earn an Advanced Graduate Certificate in Accounting or Taxation, candidates complete the subject area's required concentration course plus additional elective courses, for a total of 15 credits in Accounting or Taxation, respectively.²

Programs of study are planned in consultation with the Director of Graduate Programs and consider the interests and goals of the participant. Candidates pursuing Advanced Graduate Certificates are expected to complete all requirements within three years of beginning their coursework. They are expected to make some annual progress toward the certificate in order to remain in good standing. A candidate who elects to take a leave of absence must notify the Graduate Office in writing.

Grades and academic average computation are identical to those of the MBA and MS programs. Certificates are awarded to candidates who complete their programs with at least a 3.00 overall grade point average.

¹ To be eligible to pursue an Advanced Graduate Certificate in either of these areas, students must have successfully completed the following courses at the undergraduate level: intermediate accounting (six credits), advanced accounting (three credits), cost accounting (three credits), auditing (three credits), and U.S. taxation (three credits). Additionally, to pursue the Advanced Graduate Certificate in Taxation, students also must have completed a graduate-level course in entity taxation (three credits). Deficiencies will be handled on a case-by-case basis.

² Because students pursuing the Advanced Graduate Certificate in Taxation are required to complete a graduate-level course in entity taxation (three credits) as a program prerequisite, by the time they complete the Advanced Graduate Certificate, those students will have earned at least 18 credits in Taxation at the graduate level.

School Directory

Administration

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Kathi M. Mettler, CPA

Coordinator, Graduate Accounting Programs

Department Chairs

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Dina Franceschi, PhD

Economics

John McDermott, PhD

Finance

Yasin Ozelik, PhD

Information Systems and Operations Management

Carl Scheraga, PhD

Management

Camelia Micu, PhD

Marketing

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GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

A Message from the Dean

Welcome to the Graduate School of Education and Allied Professions (GSEAP) at Fairfield University. For over 50 years, Fairfield has offered high-quality graduate programs in education and human services. Whether your goal is advancement in your current field, a change in career, professional certification, or an advanced degree, we are well positioned to help you meet your goals. Our graduates make significant contributions in fields serving children, youth, adults, families, communities and organizations.

In keeping with the Jesuit tradition, our programs are committed to serving the community while challenging you intellectually. Our caring and committed faculty offer a rigorous course of study, with a broad range of courses that integrate critical reflection, extensive field experience, and the most current research in the field. Our programs are fully accredited and are tailored for working professionals. Classes are scheduled in the evening for fall and spring semesters and in a variety of accelerated formats during the summer.

This catalog has been designed to serve as a reference guide to academic programs, requirements, and resources. It describes the programs that lead to a master of arts degree and a sixth year certificate of advanced study and requirements for a variety of professional credentials. Please see the GSEAP website for course schedules.

The faculty and staff of the Graduate School of Education and Allied Professions join me in wishing you every success as you pursue your academic and professional goals at Fairfield University.

Bob Hannafin, Ph.D.
Dean

Overview

The Graduate School of Education and Allied Professions (GSEAP) prepares students for professional roles in public and private schools, behavioral health and human service agencies, and for profit and non-profit corporations. Currently, the School enrolls two-thirds of all graduate students at Fairfield University. Consistent with Fairfield's Jesuit traditions and mission, GSEAP reaches out to the community - engaging faculty and students in public service and providing career development programs to professionals in the state and region.

Unit Mission and Conceptual Framework

GSEAP advances the mission of Fairfield University by providing advanced education and by preparing professionals to teach, counsel, evaluate, and serve the wider community in ways that reflect Jesuit values. Programs in the School share a commitment to prepare graduates who believe in the inherent worth and dignity of all people; promote the well-being of individuals, couples, families, communities, and organizations; serve a diverse society; possess strong content, pedagogical, and clinical knowledge relevant to their field; understand the impact of informational technologies on the individual, family, and community; and uphold the highest standards of professional conduct. The School promotes and supports the development of intellectual rigor,

personal integrity, collaboration, informed decision-making, self-reflection, and social responsibility.

The knowledge base that informs the School's approach to professional education, and that is central to its conceptual framework, is rooted in four key tenets of the Jesuit tradition found in the Mission of the University. They are:

- Freedom: Belief in the inherent worth and dignity of each person.
- Scholarship: Intellectual curiosity, rigor, critical thinking, and moral analysis.
- Justice: Commitment to greater good through service and advocacy as change agents and/or leaders within the chosen profession.
- Truth: Commitment to research and ethical decision-making.

These four tenets support the fundamental intellectual/ethical commitments that define our various courses of study: The Scholar/Practitioner Component; the Developmental Human Growth and Learning Component; the Reflective Practitioner Component; and the Advocacy for All Children and Families Component. Given the breadth of programs and faculty housed in the School, this knowledge base is diverse, drawing on various theoretical and philosophical perspectives. However, when we look across the programs, we find that our common philosophy and principles stem from core theories, research, and practical wisdom about how people develop, learn, teach, counsel, and serve others.

Disposition Statement

Education, psychology, and mental health professionals are vested by the public with a trust and responsibility requiring the highest ideals of professional service. Central to the mission of GSEAP are the personal and professional qualities and characteristics of students who aspire to work in these fields. Therefore, candidates are required to adhere to the highest standards of ethical and professional conduct.

All prospective and admitted candidates of GSEAP shall demonstrate personal and professional dispositions which are:

- Embodied in the mission statement of GSEAP and articulated in the school's expected student learning outcomes;
- Outlined in the ethical codes, rules, policies and procedures, administrative regulations, and laws applicable to their chosen profession; and
- Mandated by their particular graduate programs and departments as stated in the program handbooks.

If the program faculty and the Dean of GSEAP determines that a candidate or admitted student does not meet these personal and professional dispositional requirements, the candidate or student may be denied admission, dismissed from the program following admission, required to withdraw from courses, complete academic remediation and/or undergo appropriate counseling or other intervention as a condition of continued placement in the program.

Students who believe they are treated unfairly by any such determination may appeal the decision by following the academic grievance procedures.

The School

Since its first graduation in 1951, the Graduate School of Education and Allied Professions has awarded 10,049 master's degrees and 2,661 certificates of advanced study (as of May 2018). The current structure of the School consists of four departments that house 19 distinct programs of study. Ten of those programs are approved by the Connecticut Office

of Higher Education and the Connecticut State Department of Education for the issuance of certificates to practice those professions. In addition to the state certification programs, the departments of Marriage and Family Therapy and Counselor Education are nationally accredited by their professional organizations. The School has earned the reputation of being a model of excellence and innovation within its various professional communities. By engaging in continual internal program assessment, the School is able to create and maintain curricular offerings and clinical field experiences that keep the GSEAP on the leading edge of all of our disciplines.

Accreditation

The Programs in GSEAP are also fully accredited by:

- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- National Association of School Psychologists (NASP)
- National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP)
- International Dyslexia Association

Degrees

The Graduate School of Allied Professions offers degrees in the following areas:

- Counselor Education (p. 83)
- Educational Studies and Teacher Preparation (p. 89)
- Educational Technology (p. 101)
- Marriage and Family Therapy (p. 106)
- Psychological and Educational Consultation (p. 112)
- Remedial Reading and Remedial Language Arts (p. 119)
- Special Education (p. 124)
- TESOL and Bilingual Education (p. 131)

GSEAP offers two levels of professional graduate degree programs: the Master of Arts and the Sixth Year Certificate.

Courses of study leading to a Master of Arts degree include the following:

- Bilingual Education (elementary and secondary)
- Clinical Mental Health Counseling
- Educational Technology
- Elementary Education
- Family Studies
- Foundations of Advanced Psychology (Applied Psychology)
- Industrial/Organizational Psychology
- Marriage & Family Therapy
- Reading and Language Development
- Remedial Reading and Remedial Language Arts
- School Counseling
- School Psychology
- Secondary Education:
 - English
 - Mathematics

- Science (Biology, Chemistry, General Science, Physics)
- Social Studies/History (7-12)
- World Language (French, German, Latin, Spanish)
- Special Education
- Teaching and Foundations (TEFO)
- Teaching English to Speakers of Other Languages (TESOL)

Courses of study leading to a Sixth Year Certificate (SYC) include the following:

- Bilingual Education
- Clinical Mental Health Counseling
- Educational Technology
- Foundations in Education
- Reading and Language Development
- Remedial Reading and Remedial Language Arts
- School Counseling
- School Psychology
- Special Education
- Teaching English to Speakers of Other Languages (TESOL)

Approved Connecticut State Department of Education certification programs at the graduate level include:

- Elementary Education (1-6)
- School Counseling
- School Psychology
- Secondary Education
 - English
 - Mathematics
 - Science (Biology, Chemistry, Physics, General Science)
 - Social Studies/History (7-12)
 - World Language (French, German, Latin, and Spanish)
- Remedial Reading and Remedial Language Arts
- Special Education (K-12)
- TESOL (PK-12)

Approved Connecticut Department of Higher Education Advanced Training Certificates at the graduate level include:

- Applied Behavior Analysis
- Integration of Spirituality & Religion into Counseling
- School-Based Marriage & Family Therapy
- Substance Abuse Counseling

Degree Requirements Overview

Master of Arts

1. Candidates must complete the number of credits specified by the program.
2. Candidates must complete the number of credits in their major field and approved electives as specified by the program.
3. Candidates are required to pass a written comprehensive examination or complete other program-specific culminating requirements in the work offered for the degree. To be eligible to register for comprehensive examinations, candidates must complete the minimum number of semester hours of coursework determined by their program. We recommend that candidates

take the comprehensive examination at least one semester prior to their anticipated semester of graduation. Candidates who fail the comprehensive examinations twice may be dismissed from their program.

4. Candidates must have a minimum grade point average of 3.00 to be eligible to graduate.
5. Candidates must submit an online Application for Degree by the scheduled deadline.

All candidates must register for the comprehensive examination course relevant to their program of study at the beginning of the semester during which they plan to take the examination. Refer to the graduate school calendar for the registration deadline.

Sixth Year Certificate

1. Candidates enrolled in a Sixth Year Certificate (SYC) program must complete a minimum of 30 credits in an approved program. Those whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for advanced study.
2. Candidates must have a minimum overall grade point average of 3.00. Any grade below a B- will not be credited toward a SYC.
3. Candidates must submit an online Application for Degree by the scheduled deadline.

Admission

Admission Criteria

Individuals may apply to the Graduate School of Education and Allied Professions as formal applicants to pursue a master of arts degree, a sixth year certificate of advanced study (SYC), state certification or licensure, or to take courses as non-matriculated candidates seeking credits for career enhancement or personal growth. Applicants for the MA must hold a bachelor's degree from a regionally accredited college or university and give promise of meeting the standards set by the School. Applicants for the SYC must hold a master's degree from a regionally accredited college or university with a 3.00 cumulative quality point average. The master's degree must be in a major relevant to the SYC program of interest. In addition, individual departments may set specific requirements concerning interviews, adequate scores on tests, course waivers, computer literacy, and distribution of undergraduate courses.

Students may be required to take one or more English writing courses if their writing skills do not meet graduate level standards.

Dates for admission vary by program. A complete listing of deadlines can be found online (<http://fairfield.edu/gseapdeadlines>). In order to be reviewed, applications must be completed on or before the program deadline.

If a person has been denied admission to the School twice, his or her application will not be considered again.

Applicants must complete the formal online application for admission; provide a current resume and a personal statement; present two recommendation letters (completed online), on the appropriate forms, to support their professional potential; interview with a faculty panel; and meet other entry requirements as determined by the Connecticut State Board of Education.

Testing Requirements for Programs Leading to Initial Certification.

Applicants for the School Counseling, School Psychology, and all teacher preparation programs must take PRAXIS CORE, SAT, ACT or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.0) or above and provide an official transcript to the Dean's office prior to student teaching. Please see advisor for additional details and recommendations.

Given that we seek to admit the best qualified applicants to our programs and that our applicants must maintain a GPA of 3.0 in their program of study, we generally expect applicants to come with a minimum undergraduate GPA of 3.0. Faculty realize that some otherwise qualified applicants may not possess this minimum GPA, so they carefully review applications to assess candidate qualifications for our programs.

GPA between 2.40 and 2.67: Any applicant whose undergraduate GPA is lower than 2.67 must complete a GPA waiver request as part of the admission process. The waiver form will be sent to the applicant from Graduate Admissions. This form allows applicants to explain any extenuating circumstances that may account for their undergraduate record. The decision to grant the formal GPA waiver will be made based on the applicant's explanation of the low GPA, demonstrated ability to meet the academic expectations of the program of study, fitness for the field, and potential for success in the field. The quality of the applicant's other admission materials (i.e., letters of recommendation, application essay, faculty interview) will also be considered.

GPA below 2.40: Any applicant whose undergraduate GPA is below 2.4 must complete a GPA waiver request and meet with the appropriate Program Chair of Program Director to discuss their academic history prior to review of their application for admission. The waiver form will be sent to the applicant from Graduate Admissions. Most applicants with an undergraduate GPA below 2.4 will be required to take additional coursework to improve their academic record and demonstrate readiness for graduate-level study before their application for formal admission to the program will be considered.

Upon the granting of a GPA waiver, the approval form signed by the Department and the Dean's office will be placed in the applicant's file. Applicants who are granted a GPA waiver and are admitted must maintain a minimum GPA of 3.0 to be permitted to continue in the program. Applicants applying for admission to a certification program should note that Connecticut State certification program standards for formal admission to an approved initial educator certification program require candidates to possess a minimum undergraduate cumulative grade point average of B- (2.67 on a 4.0 scale), unless an approved GPA waiver form documents that a waiver was granted.

Required coursework for elementary, secondary, and TESOL education initial educator certification programs includes a minimum of 39 general education credits with coursework in five or six of the following areas, depending on the program and certification regulations: mathematics, English, natural sciences, social studies, foreign language, and fine arts. Elementary Education majors only are required to have a survey course in U.S. history covering 50 years. This general education coursework is normally completed as part of one's undergraduate program. Applicants with missing prerequisite coursework must complete it before student teaching. Admission with prerequisite course deficiencies varies by

program. Generally, no more than six credits of subject area and/or prerequisite coursework may be deficient to be formally admitted into a certification program. Students seeking certification in Secondary Education must have a B (3.0) average in the relevant content area courses.

Enrollment as a non-matriculated candidate requires prior completion of a bachelor's degree from a regionally accredited college or university. Candidates in this status may take a total of six credits in certification programs or nine credits in non-certification programs before matriculation/full admission is required. Non-matriculated students are not eligible for any tuition aid or financial support. Note: successful completion of initial coursework as a non-matriculated candidate does not guarantee formal admission.

NOTE: Non-matriculated students are not eligible for any tuition aid or financial support. Successful completion of initial coursework as a non-matriculated candidate does not guarantee formal admission.

Admission Procedure

Applicants for the MA, SYC, or Cross-Endorsement Programs

Students seeking admission must complete and submit the following online:

1. A completed application. Apply online (<https://www.fairfield.edu/graduate/academics/graduate-school-of-education-and-allied-professions/how-to-apply>).
2. A non-refundable \$60 application fee.
3. Official undergraduate and graduate transcripts to be sent to the Office of Graduate Admission. Official transcripts are required from all colleges/universities attended, including any study abroad or summer programs.
4. A personal statement describing intent for studying in the program.
5. A professional resume.
6. Two recommendation letters (completed online), accompanied by the University online recommendation forms, from current employers, supervisors, or professors.
7. For programs leading to certification: Provide documentation of scores on the Praxis Core, SAT, ACT, GRE, or equivalent test. If students provide their social security number to Educational Testing Services (ETS) online (<http://www.ets.org/praxis>) when registering for the PRAXIS Core exam, the reported score will automatically be uploaded to their Fairfield application file. Fairfield's code is 3390.
8. Once the file has been reviewed, participate in an admissions interview.
9. Consult a faculty advisor about course selection.

Please note: In order to be reviewed, applications must be complete on or before the program deadline. For an application to be considered complete, all documents noted above must be received by the Office of Graduate Admission by the program deadline. Program deadlines vary. A complete listing of deadlines can be found online (<http://fairfield.edu/gseapdeadlines>).

If formal admission has not been granted prior to the beginning of the semester, qualified applicants may apply for permission to register as a non-matriculated candidate.

Cross-endorsements: Cross-endorsement certification is negotiated between the graduate student and the Connecticut State Department

of Education (<http://www.state.ct.us/SDE>). To ensure that required coursework is taken, applicants with some coursework in a cross-endorsement area are advised to have the State review their materials before entry to a program.

Transfer Students: The School reserves the right to contact the chair and/or director of any programs attended by students who want to transfer into a program offered by the Graduate School of Education and Allied Professions.

Applicants for Advanced Training Certificate Programs

Those seeking formal admission to an advanced training certificate program must complete and submit the following online:

1. A completed formal application. Apply online (<https://www.fairfield.edu/graduate/academics/graduate-school-of-education-and-allied-professions/how-to-apply>).
2. A non-refundable \$60 application fee.
3. Official undergraduate and graduate transcripts showing degrees earned sent to the Office of Graduate Admission.
4. A brief personal statement describing why you want to pursue the advanced training for which you are applying.
5. A professional resume.
6. For the Advanced Training Certificate in School-based Marriage and Family Therapy: Provide documentation of scores on the Praxis Core, SAT, ACT, GRE or other equivalent test.

Non-Matriculated Applicants

Qualified applicants who have not completed the formal admission process may apply for permission to enroll as non-matriculated student and earn up to six credits in a certification program or nine credits in a non-certification program using the following procedure:

1. Complete the online admission application and pay the \$60 application fee. Apply online (<https://ga.fairfield.edu/apply>).
2. Provide an official or unofficial undergraduate transcript that shows the undergraduate degree you have earned. Those who wish to begin an advanced training certificate program of study as a non-matriculated student need to produce official or unofficial copies of both their undergraduate and graduate transcripts showing their degrees.
3. Call the GSEAP office at 203-254-4250 to be directed to the Program Chair or Director for the program that interests you.
4. After you have met with the appropriate advisor and your non-matriculated status has been approved and processed by the Dean's office, you may register on or after the date when non-matriculated students may begin registering.

No recommendations are needed at this time. They will be needed if and when you apply for full matriculation.

Note: Courses taken will count toward degree or certification requirements if you later become a matriculated student, as long as you earn grades of B or better in them. However, successful completion of coursework does not guarantee formal admission.

Professional Development Non-Degree Students

Post-master's degree students seeking cross-endorsement or licensure who only need one to five courses (3 to 15 credits) may apply for non-degree student status. Students who are interested in taking courses for professional development and are not seeking a degree may also

apply for non-degree status. Courses taken under this designation cannot be applied toward a degree and students cannot apply for financial aid. Students may apply for this designation by using the following procedure:

- 1. Call the GSEAP office at 203-254-4250 to be directed to the appropriate Program Chair or Director.
- 2. Obtain a copy of your official or unofficial graduate school transcript that shows you have completed your master's degree.
- 3. Complete the non-degree form in the dean's office and pay the \$60 application fee, payable by cash or check.
- 4. After you have met with the Program Chair or Director and discussed prospective courses, the dean's office will process and approve the registration. Registration is online.

Note: Courses taken with this designation cannot be used toward a degree program.

Continuing Education (CEU) Credits

The Graduate School of Education and Allied Professions is an Approved Continuing Education Unit Provider with the Connecticut State Department of Education (CSDE). Within the school, the Counselor Education Department is authorized by the National Board of Certified Counselors to offer continuing education for licensed professional counselors and licensed marriage and family therapists. The Marriage and Family Therapy Department is authorized by the Connecticut Association for Marriage and Family Therapy to offer continuing education for marriage and family therapists.

Background Check and Fingerprinting

All students in school-based certification programs and registered in courses with fieldwork components must be fingerprinted and have a background check conducted in the districts(s) where they are placed. Multiple fingerprinting and background checks may be required if placed in different districts. Please contact the course instructor or program director for information.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online (<https://fairfield.edu/immunization>). Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or e-mail health@fairfield.edu.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit their transcripts for course-by-course evaluations, completed by an approved evaluator (found on our website (<https://www.fairfield.edu/graduate/admission/how-to-apply/international-students>)) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for

the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield's ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted **at least three months prior to the intended start date.**

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodation, they must identify themselves to Accessibility in the Academic and Career Development Center and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website (<https://www.fairfield.edu/undergraduate/academics/resources/academic-and-career-development-center/accessibility/prospective-students-and-parents>). This process should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation to Accessibility, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. For more information regarding accommodations and the registration process, please email acdc@fairfield.edu, or call 203-254-4081.

Tuition, Fees, and Financial Aid

Tuition and Fees

Application Fee (non-refundable)	\$60
Tuition	\$775 per credit
Graduate Student Activity Fee	\$55 per semester
Registration Fee	\$35 per semester
Promissory Note Fee	\$40
Returned Check Fee	\$30
Graduation Fee	\$175
Transcript	\$5

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees or designated payment method must accompany registration for summer sessions and intersession. For the fall and spring semesters, payment must be received by the initial due date.

Transcripts and diplomas will not be issued until students have met all financial obligations to the University.

Monthly Payment Plan

During the fall and spring semesters, eligible students may utilize a monthly payment plan for tuition. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two consecutive monthly installments.

Failure to honor the terms of the promissory note will affect future registration.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable by the due date.

Students will be required to sign a promissory note acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by the due date and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will affect future registration.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, Visa, or American Express card must be applied as a credit to your charge card account.

Note: Online course refunds are calculated such that each calendar day, beginning with the first day of class, is considered a scheduled class meeting.

10-15 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	60
Before third scheduled class	40
Before fourth scheduled class	20
After fourth scheduled class	0

6-9 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40

Before third scheduled class	20
After third scheduled class	0

1-5 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
After second scheduled class	0

Refunds take two to three weeks to process.

University Merit or Need-Based Aid Policy for Withdrawals

Students are approved for voluntary or medical withdrawal by taking the appropriate steps as prescribed in the Academic Policies section of this catalog. Students that are receiving University financial aid will have their University need-based and merit-based aid prorated based on the following schedule:

Official Withdrawal Date	% of University Aid Earned
Before first scheduled class	0
Before second scheduled class	40
Before third scheduled class	60
Before fourth scheduled class	80
After fourth scheduled class	100

Note: For courses meeting for less than a full semester (15 weeks), financial aid entitlement will be adjusted accordingly.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must be recalculated in these situations. You must begin enrollment in the semester in order to be eligible for a federal student aid disbursement. Withdrawal before the semester start will result in cancellation of federal aid.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance

to the institution. If a student earned more aid than was disbursed, the institution would owe the student (or parent in the case of a PLUS loan) a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. Students (or parents in the case of a PLUS loan) due a post-withdrawal disbursement will be emailed and mailed a notice to reply no later than 14 days of the date of the notice to confirm or refuse the disbursement. No reply will indicate a refusal of the disbursement. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Opportunity Grants for which a return of funds is required
7. Federal TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant for which a return of funds is required

Example

The Spring semester begins on January 16, 2018. Sarah Smith began the official withdrawal process with her dean and it was determined that her official withdrawal date would be March 7, 2018. The total number of days in the Spring semester are 107. Sarah completed 51 days of the semester or 47.7%. Sarah had a total federal aid disbursement of \$4,357.00. Seeing that Sarah only completed 47.7% of the Spring semester, she also earned only 47.7% of her Spring financial aid (\$4,357.00 x 47.7% = \$2,078.29). The amount of Title IV aid to be returned is calculated:

$$\$4357.00 - \$2,078.29 = \$2,278.71$$

Next, the institution must also determine the percentage of unearned charges based on the total semester charges for the period in which the student will withdraw. First, add the total semester charges. For this example, Sarah's total semester charges is \$23,245.00. Sarah did not attend the full semester (100%). To determine the portion of the semester that Sarah attended, subtract her percentage completed from the total: 100% - 47.7% = 52.3%. To determine Sarah's unearned charges, the school would calculate unearned charges in the following manner:

$$\$23,245.00 \times 52.3\% = \$12,157.14$$

Compare the amount of Title IV aid to be Returned above to the amount of unearned charges. The lesser amount is the total of unearned aid that the school is responsible to return. The amount returned is based on the amount disbursed (which may vary by students) and in accordance with the schedule above. If the amount returned in direct loans is less than the total amount in direct loans disbursed to the student, resulting in earned loan funds or in unearned loan funds that the school is not responsible for repaying or both, Fairfield University will notify the loan holder of your withdrawal and withdrawal date. The resulting loan must be repaid in accordance with the terms of the student's promissory note. Fairfield University will return the loan funds within 45 days of notification from the University Registrar of a student's withdrawal.

Students will be mailed a notice of withdrawal from the Office of Financial Aid which will include a copy of the student's withdrawal calculation

indicating the amount returned by Fairfield University and the amount that is the responsibility of the student.

Financial Aid

Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department.

A graduate assistant will be appointed to a curriculum area or to the dean's office and assigned duties as determined by the dean and the faculty responsible for the curriculum area. In return for the assistantship, the student must work a maximum of 15 hours per week under the direction of the department chair or program director. In addition, the Disposition Statement presented in this catalog is applicable to this student position as it is to all students in the Graduate School of Education and Allied Professions.

Applications are available in the dean's office. There are also assistantships available in other University departments. A comprehensive list of assistantships is available online (<http://fairfield.edu/gradasst>).

Alumni Scholarships

Dr. Thomas A. O'Meara '65, MA '67 Memorial Scholarship

Beginning in academic 2005-2006, it was Dr. Thomas O'Meara's intent that over a 20-year period one graduate secondary English education student annually would be awarded a partial tuition scholarship for his or her student teaching course. The recipient will be selected based on recommendations from the program faculty. Please contact Dr. Emily Smith (emith@fairfield.edu) for more information.

Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduate or withdrawal before loan payments begin. For information on current interest rates and loan origination fees, please visit the Federal Student Aid website (<https://studentaid.ed.gov/sa>).

HOW TO APPLY

Step One:

- Complete a Free Application for Federal Student Aid (FAFSA) online (<https://fafsa.ed.gov>), indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:

- Complete the required Entrance Counseling and Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/index.action>).

Step Three:

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, entrance counseling completed, and the MPN is signed.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed the required entrance loan counseling.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at 203-254-4125 or finaid@fairfield.edu.

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website (<https://fairfield.edu/gradaid>).

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available on our website (<https://fairfield.edu/veterans>). The University Registrar's office will complete and submit the required certification form for all VA benefits.

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found on our website (<https://www.fairfield.edu/about-fairfield/university-profile/consumer-information>).

Programs

- Counselor Education (p. 83)
- Educational Studies and Teacher Preparation (p. 89)
- Educational Technology (p. 101)
- Marriage and Family Therapy (p. 106)
- Psychological and Educational Consultation (p. 112)
- Reading and Language Development (p. 119)

- Special Education (p. 124)
- TESOL and Bilingual Education (p. 131)

Counselor Education

The Counselor Education Department offers the master of arts degree in Clinical Mental Health Counseling and School Counseling. The Counselor Education Department also offers a Sixth Year Certificate (SYC) in Clinical Mental Health Counseling and School Counseling.

The Clinical Mental Health concentration prepares candidates to work in a variety of human service settings, including community and mental health counseling centers, career centers, substance abuse centers, crisis counseling centers, and other community agencies offering counseling services. The School Counseling concentration prepares candidates to work as counselors in elementary, middle, and secondary schools. Candidates are endorsed for certification and/or job placement only in their area of concentration.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the MA programs in School and Clinical Mental Health Counseling. In January 2017 after being reviewed on all 241 2009 Standards, CACREP accredited the School and Clinical Mental Health Counseling programs for eight years, through March 31, 2025. As Dr. Carol Bobby, President and CEO of CACREP observed, "Programs receiving accreditation for an eight-year period deserve to be commended for the work completed throughout the accreditation process. This is indeed a worthy achievement."

CACREP accredited the Fairfield counseling programs in 1986, the first programs in Connecticut to receive this accreditation. CACREP accreditation affirms:

- to the public that our programs conform to general expectations for the counseling field;
- to our students that our educational activities are satisfactory and that they meet the needs of those wishing to enter the counseling profession;
- to Fairfield University that our department is committed to self-evaluation and program improvement.

Professional Preparation

In addition to preparing our graduates for certification and licensure, our programs provide opportunities that can serve to further our students' professional development or increase their readiness for post-masters studies. Many of these opportunities occur in the Counselor Education Lab and Training Center, a state-of-the art campus facility, is home to our 3-tier practicum supervision model; a model often seen only in doctoral training programs. In addition to the standard coursework, our students have many opportunities to gain additional preparation in supervision, research, group work, substance abuse counseling, and spirituality in counseling.

As students increase and refine their clinical skills they are encouraged to participate as coaches in several core courses; participate as process observers for the group, career, and theories courses; lead training groups for police officers in how to preplan for corrective feedback in police supervision; and engage in research, writing, and professional presentations with faculty. Combined with ongoing supervision, these various opportunities solidify a set of teaching, research, and supervision

skills, that when added to the high level of clinical training, create a bridge for entry into the professional field or post-masters studies.

Counselor Education Department Position on Dispositions

The Counselor Education programs in School and Clinical Mental Health Counseling (CMHC) at Fairfield University align with the humanistic narrative; a narrative that recognizes the major role that the counselor-client relationship plays in promoting therapeutic change. As such, the program faculty emphasize interpersonal learning as a core competency, along with academic and clinical skill competencies.

Central to the mission of the Graduate School of Education and Allied Professions (GSEAP) are the personal and professional qualities and characteristics of students who aspire to be practicing school and clinical mental health counselors. Therefore, the Counselor Education Department reviews students' professional dispositions during the application process, in all courses, and in practicum and internship experiences. Faculty factor students' professional dispositions into the awarding of final grades, as noted in all syllabi.

As gatekeepers for the counseling profession, the Counselor Education faculty have adapted items from the Evaluation of Counselor Behavior Checklist to assess counseling students' proficiencies in:

- recognizing defensive behavior
- accepting and applying feedback from instructors and supervisors
- exhibiting a balance between self-assurance and awareness of the need for supervision
- recognizing personal feelings while handling them appropriately
- demonstrating awareness about how one's behavior impacts others
- communicating responsibility for self
- behaving in an ethical manner

In view of the responsibilities and role of the counselor in school and clinical settings, candidates whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor may be terminated from the program. Candidates are expected to abide by the policies and procedures described in the student handbook and to behave in accordance with the American Counseling Association code of ethics. In addition, the disposition statement is applicable to these programs as it is to all programs in the Graduate School of Education and Allied Professions.

Admission to the Department

Application deadlines are listed online (<https://www.fairfield.edu/graduate/academics/graduate-school-of-education-and-allied-professions/how-to-apply>).

The formal admission application process consists of 3 steps.

1. Applicants complete an online application which includes required additional questions. Once the application has received a positive faculty review the applicant proceeds to the next step.
2. Applicants are invited to Admissions Day where they interact in small and large groups and participate in individual interviews with faculty members and current students. Application decisions are made at the end of Admissions Day.
3. The final step in the application process is attendance at a New Student Orientation where newly admitted students meet their

advisors and receive important information about the program's policies and procedures.

Testing Requirements for Programs Leading to Initial Certification (School Counseling): Candidates must take PRAXIS CORE, SAT, ACT or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.0) or above and provide an official transcript to the Dean's office prior to internship. Please see advisor for additional details and recommendations.

Prior to admission review qualified school counseling candidates may take a maximum of six credits; qualified clinical mental health counseling candidates may take a maximum of nine credits.

School Counselor Certification

Candidates who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing 700 clock hours of supervised internship over 10 months in a public school setting prior to completion of the MA.

Advanced Training Certificates

Students are required to have earned a prior master's or higher degree in a relevant field.

Preparation for Connecticut State Licensure and National Counselor Certification

Candidates who graduate from the clinical mental health master's degree program will have completed the requirements to sit for the National Counselor Exam and the 60 credit hours required to become a licensed professional counselor within the State of Connecticut. Candidates who graduate from the 48-credit hour school counseling master's degree program and complete an additional 12 credits of specified coursework required by the State of Connecticut will have completed the requirements to sit for the National Counselor Exam and the 60 credit hours required to become a licensed professional counselor within the State of Connecticut.

Candidates graduating with a SYC are not covered under these guidelines and need to obtain national certification and state licensure on an individual basis according to guidelines outlined by the National Board of Certified Counselors and Connecticut Department of Public Health.

Programs

- Master of Arts in Clinical Mental Health Counseling (p. 88)
- Master of Arts in School Counseling (p. 88)
- Sixth Year Certificates (p. 88)

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- Advanced Training Certificate in Substance Abuse Counseling (p. 89)
 - Advanced Training Certificate in the Integration of Spirituality and Religion in Counseling (p. 89)

Courses

CN 0098 Comprehensive Exam in School Counseling 0 Credits

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple choice exam with 136 questions that requires School Counseling candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

CN 0099 Comprehensive Exam in Clinical Mental Health Counseling 0 Credits

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple choice exam with 136 questions that requires Clinical Mental Health Counseling candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

CN 0403 Seminar in Special Topics (Shell) 3 Credits

This course explores advanced topics in the field of counselor education. Topics vary each term, are determined by the counselor education department chair, and reflect current trends and themes in the field of counseling.

CN 0410 Grief and Loss Counseling 3 Credits

An introductory course in the exploration of conceptual models and clinical interventions related to grief and loss. The focus of this course is on developing sensitivity, knowledge, and practical skills working with grief, bereavement, and end of life issues in counseling and cross-cultural approaches. It is designed to inform students how loss is a pervasive, natural process of life and with skilled understanding and intervention can provide healing, meaning, and transformation to self and others. The impact of religious and spiritual belief systems on bereavement, grief, and loss will be covered. Family interventions and conceptualizing grief and loss from a systems perspective will be discussed. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0432 Clinical Mental Health Counseling: Management, Delivery, and Evaluation 3 Credits

Designed to familiarize candidates with the workings of community-based human service programs, this course focuses on organizational structure, agency goals and human resources, program development, needs assessment, grant writing, consultation roles, and program evaluation.

CN 0433 Multicultural Issues in Counseling 3 Credits

Candidates examine issues in counseling individuals and families from diverse ethnic, cultural, racial, and socioeconomic backgrounds and discuss the social, educational, economic, and behavioral factors that impact clinical work. The course addresses counseling men, women, and couples, and the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from individual counseling and family therapy literature.

CN 0446 Spirituality and Counseling 3 Credits

An introductory course in the exploration of developmental models and clinical interventions related to the interface of spirituality and counseling. The focus of this course is on developing knowledge and practical skills in working with spiritual and religious issues in counseling. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0447 Lifespan Human Development 3 Credits

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adolescent, adult, and family development, the course examines the modification of family structures over time and psychosocial development within family systems and cultural contexts. Crosslisted with FT 0447.

CN 0454 Introduction to Counseling Children and Adolescents 3 Credits **Prerequisites:** CN 0447, CN 0500, CN 0553.

This course provides an overview of theories and research pertinent to counseling children and adolescents. Candidates examine factors that promote and hinder healthy human development and receive information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. The course addresses multicultural dynamics and identifies issues relevant to divorce, grieving, and coping with crisis. Procedures include activities designed to help candidates conceptualize an ecosystemic framework for the counseling process.

CN 0455 Group Work: Theory and Practice 3 Credits **Prerequisite:** NS 0650.

This course focuses on the broad methodology of group work and theories and tasks in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. Understanding of group work with substance abusers will be explored. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0457 Career Development: Theory and Practice 3 Credits **Fee:** \$60 GSEAP Lab Fee

This course explores theories of career development across the lifespan and applications used in practice. Career assessment tools, world of work information, and the career counseling process are included.

CN 0465 Introduction to Substance Abuse and Addictions 3 Credits

Candidates explore basic information about the history and current use and abuse of various drugs and alcohol. Topics include addiction, 12-step programs, physiological effects, FAS, COAs, and family systems, as well as culturally relevant prevention, intervention, and treatment strategies for individuals and families. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Crosslisted with FT 0465.

CN 0466 Substance Abuse Interventions 3 Credits **Prerequisite:** CN 0465.

This course uses didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. Topics include the role of motivational counseling and techniques developed by the Johnson Institute. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0467 Assessment in Counseling**3 Credits****Fee:** \$60 GSEAP Lab Fee**Prerequisite:** CN 0553.

This course establishes an understanding of principles and procedures associated with standardized and non-standardized assessment in community and school settings. Candidates acquire skills necessary for conducting basic assessments and explore principles of diagnosis, individual, group, and environmental assessments. The course includes an overview of intelligence, attitude, interest, motivation, aptitude, achievement, personality, adjustment, and development; examines legal, ethical, and multicultural concerns; and presents considerations unique to individuals with special needs.

CN 0468 Professional Issues in Counseling**3 Credits**

This course provides an orientation to the counseling profession, including the history of professional counseling; professional identity; the social, economic, and philosophical bases of the profession; the major legal and ethical issues facing the profession; and current and future issues and trends in counseling.

CN 0500 Theories of Counseling and Psychotherapy**3 Credits**

This course examines philosophical bases for counseling theory, ethical and professional issues, and various theories that contribute to the practice of professional counseling, including psychoanalytic, humanistic/existential, cognitive/behavioral, and systemic approaches.

CN 0515 Trauma and Crisis Intervention**3 Credits**

This course addresses current theory, research, and models relevant to trauma and crisis intervention. Specific focus will be placed on understanding the role of spirituality, across cultures, in counseling children, men, women, and families. In addition, skills essential for response to trauma while working with groups will be addressed. Conceptualization from a systems perspective will be addressed. Forgiveness, hardiness, resiliency, and the dynamics of violence, religious and political, will be discussed. Emphasis will be placed on understanding the role of spirituality while working with individuals and groups. An overview of the affective, behavioral, cognitive, and neurological sequelae in response to trauma and crisis will be discussed, with emphasis on skills essential for crisis intervention, including assessment of safety and security concerns, triage, lethality, mass disaster, death notification, suicide, murder, and natural disaster. In addition, models essential for the care of the caregiver will be identified. The course's instructional format will combine experiential, demonstration, and discussion methods. Active learning is essential to continued development. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0520 Spiritual Interventions: Tools for Competent Practice**3 Credits****Prerequisites:** CN 0446, CN 0553.

Spiritual interventions tap into the affective domain and provide counselors and clients with the opportunity to explore their creativity, self-expression, and drive to be fully human. This course will allow counselors to learn the therapeutic benefits and process of using spiritual interventions in counseling that inform the process of healing and transformation. Interventions will include mindfulness meditation, creating mandalas, and guided imagery. Counselors will learn competencies for effective use of integrating spirituality into the counseling process, conceptualizing from a systems perspective and explore several spiritual interventions to enhance self-awareness and improve their ability to be present and attend to their clients. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0524 Domestic Violence in Nicaragua**3 Credits****Prerequisite:** CN 0553.

The course is designed to provide students with an opportunity to work outside of the country in Nicaragua. Specifically, students will work with groups of women from two rural villages on issues of gender equality and violence against women. The course is structured such that students will be required to meet throughout the summer, learning about Nicaraguan culture and laws, and designing a training program. Students will then travel to Nicaragua and provide training. This course is open only to students matriculated in the Counselor Education program.

CN 0525 Spirituality and Wellness**3 Credits**

This course provides a holistic approach to wellness integrating mind, body, and spirit interventions into the counseling process. An overview of wellness models, assessment tools, and spiritual practices as strength resources will be explored. Students will explore lifespan and cross cultural influences on wellness. Development of wellness and prevention plans and research on health and spirituality will be a focus. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0531 School Counseling: Procedures, Organization, and Evaluation**3 Credits**

This course provides candidates with the information necessary to apply basic counseling knowledge and skills in a school setting. The American School Counseling Association (ASCA) and Connecticut school counseling models are presented, and issues pertinent to working in the school system are explored.

CN 0533 Advanced Multicultural Counseling Strategies and Skills**3 Credits****Prerequisite:** CN 0433, CN 0553.

This course provides in-depth opportunities for students to deepen and expand their multicultural competencies and counseling skills for working with diverse belief systems and populations. Exploration of diverse spiritual, religious, ethnic, and systemic belief systems will allow students to develop cross-cultural competencies and understanding of the impact of the cultural context on the therapeutic process. Topics included will be pedagogy of the oppressed, religious violence and trauma, refugee and immigration concerns. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0553 Counseling Relationships and Skills**3 Credits**

This introductory course equips candidates with various techniques of interpersonal communication and assessment, and reviews their application in counseling. The course emphasizes role-playing with the use of videotape and two-way mirror observation.

CN 0554 Group Facilitation**3 Credits****Prerequisites:** CN 0455, CN 0553.

Candidates explore the dynamics of interpersonal relationships in a laboratory setting as participants and leaders in a group. The course focuses on identifying the structure and leadership of counseling groups and analyzing the dynamics that render them therapeutic.

CN 0555 Substance Abuse Counseling: Skills and Strategies 3 Credits**Prerequisite:** CN 465 or a basic understanding of the addictions field.

This course focuses on learning, practice and developing counseling skills and strategies as it relates to substance abuse counseling. An overview of assessment, treatment planning, relapse prevention and recovery will be explored. The course addresses theories that are fundamental to addiction counseling with emphasis on the relationship between theory and the practice of effective skills. Candidates will reflect on their roles as counselors and define the qualities, knowledge and essential skills to becoming a competent, ethical, culturally aware counselor in training specific to the treatment of substance abuse. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0557 Co-occurring Disorders in Substance Abuse and Addictions Counseling 3 Credits**Prerequisite:** CN 0465.

This course will introduce students to major concepts in the treatment of co-occurring substance use disorders and mental health disorders. Students will develop an awareness of the unique challenges that face clients who are struggling with multiple diagnoses. Students will practice conducting assessments, recovery plans, counseling skills and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning opportunities. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences.

CN 0558 Counseling Practicum 3 Credits**Prerequisites:** Matriculation in Counselor Education, completion of core requirements, and practicum review.

Candidates develop their individual, group, and consultation skills in this course through placement in a counseling setting, while receiving individual and group supervision on campus weekly. Participation requires audio recording at the practicum site for supervision and demonstration of diagnosis and treatment planning skills. Additional requirements include 100 clock hours, including 40 direct service hours. Candidates may repeat this course once for credit.

CN 0565 Substance Abuse and the Family 3 Credits**Prerequisite:** CN 0465.

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Crosslisted with FT 0566.

CN 0566 Research Methodology 3 Credits

This course covers statistical procedures and research design for the consumer of human services research, with an emphasis on program evaluation, understanding the inferential potential of statistical procedures, and evaluating published research. Candidates focus on research in their respective disciplines (school counseling, family therapy, etc).

CN 0585 Introduction to Clinical Supervision 3 Credits**Prerequisite:** CN 0558 or permission of instructor.

Intended for post-master's degree practitioners in counseling, marriage and family therapy, psychology, or social work, who are engaged in the practice of clinical supervision or preparing to become supervisors, this course covers major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course offers experiential components to supplement didactic material.

CN 0590C Internship: Clinical Mental Health Counseling 3 or 6 Credits**Prerequisite:** CN 0558.

In clinical mental health counseling setting placements consistent with their career goals, candidate interns receive individual supervision.

University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Candidates arrange their internships with the assistance of the clinical coordinator.

CN 0590S Internship: School Counseling 3 or 6 Credits**Prerequisite:** CN 0558.

In elementary, middle, and/or secondary school setting placements, candidate interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 700 clock hours over 10 months, including 240 direct service hours. Candidates make their internship arrangements with the assistance of the clinical coordinator.

CN 0591C Continuing Clinical Mental Health Internship 3 Credits**Prerequisite:** CN 0590C.

This course is a continuation of CN 0590C. Faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation as well as professional issues related to practice. This continuation course ensures that interns complete the required 600 clock hours including 240 direct service hours.

CN 0595 Independent Study 3-6 Credits

Candidates undertake individual projects in consultation with a faculty member, based on proposals submitted one semester in advance.

Faculty

Professor

Hulse, *Chair*
Kelly
Robert

Assistant Professor

Morrison

Visiting Instructor

O'Connell

Master of Arts in Clinical Mental Health Counseling

Requirements

Candidates in the Clinical Mental Health Counseling¹ MA program must complete a minimum of 60 credits. Candidates are expected to maintain an overall grade point average of 3.0 or higher.

Code	Title	Credits
Social and Cultural Foundations		
CN 0433	Multicultural Issues in Counseling	3
Human Development		
CN 0447	Lifespan Human Development	3
PY 0437	Psychopathology and Classification II	3
Professional Orientation		
CN 0468	Professional Issues in Counseling	3
Helping Relationship		
CN 0500	Theories of Counseling and Psychotherapy	3
CN 0553	Counseling Relationships and Skills ²	3
Group Work		
CN 0455	Group Work: Theory and Practice	3
Lifestyle and Career Development		
CN 0457	Career Development: Theory and Practice	3
Appraisal		
CN 0467	Assessment in Counseling	3
Research and Evaluation		
CN 0566	Research Methodology	3
Clinical Instruction		
CN 0558	Counseling Practicum ²	3
CN 0590C	Internship: Clinical Mental Health Counseling ²	6
Specialized Curriculum		
CN 0432	Clinical Mental Health Counseling: Management, Delivery, and Evaluation	3
CN 0465	Introduction to Substance Abuse and Addictions	3
CN 0515	Trauma and Crisis Intervention	3
CN 0585	Introduction to Clinical Supervision	3
FT 0550	Introduction to Marriage and Family Therapy	3
PY 0480	Consulting Theory and Practice	3
Elective Courses		
Select one elective course in consultation with advisor		3
Comprehensive Exam		
CN 0099	Comprehensive Exam in Clinical Mental Health Counseling ³	0
Total Credits		60

¹ CACREP accredited until 2025.

² Grades of B or better are required in all clinical coursework.

³ May be taken during the last semester of study or one semester prior. Note: Registration is required to sit for the exam.

Master of Arts in School Counseling

Requirements

Candidates in the School Counseling MA program must complete a minimum of 48 credits. Candidates are expected to maintain an overall grade point average of 3.0 or higher. The MA program of study in School Counseling allows candidates to complete the state certification requirements.

Code	Title	Credits
Social and Cultural Foundations		
CN 0433	Multicultural Issues in Counseling	3
Human Development		
CN 0447	Lifespan Human Development	3
PY 0436	Psychopathology and Classification I	3
Professional Orientation		
CN 0468	Professional Issues in Counseling	3
Helping Relationship		
CN 0500	Theories of Counseling and Psychotherapy	3
CN 0553	Counseling Relationships and Skills ¹	3
Group Work		
CN 0455	Group Work: Theory and Practice	3
Lifestyle and Career Development		
CN 0457	Career Development: Theory and Practice	3
Appraisal		
CN 0467	Assessment in Counseling	3
Research and Evaluation		
CN 0566	Research Methodology	3
Clinical Instruction		
CN 0558	Counseling Practicum ¹	3
CN 0590S	Internship: School Counseling ¹	6
Specialized Curriculum		
CN 0531	School Counseling: Procedures, Organization, and Evaluation	3
SE 0405	Exceptional Learners in the Mainstream ²	3
Elective Courses		
Select one elective course in consultation with advisor		3
Comprehensive Exam		
CN 0099	Comprehensive Exam in Clinical Mental Health Counseling ³	0
Total Credits		48

¹ Grades of B or better are required in all clinical coursework.

² Not required for MA, but required for school counseling certification when the candidate lacks a valid Connecticut Educator Certificate.

³ May be taken during the last semester of study or one semester prior. Note: Registration is required to sit for the exam.

Sixth Year Certificates

The Sixth Year Certificate (SYC) programs in Clinical Mental Health Counseling and School Counseling require a minimum of 30 post-

masters' graduate-level credit hours, including clinical courses, and completion of requirements as outlined on an individual plan of study.

Advanced Training Certificate in Substance Abuse Counseling

The following six courses are based on the competencies established by the Connecticut Certificate Board for Drug and Alcohol Counseling. Completion of these courses is required in order to sit for the certification exam that can lead to credentialing as a Licensed Alcohol/Drug Abuse Counselor (LADC).

Code	Title	Credits
CN 0455	Group Work: Theory and Practice	3
CN 0465	Introduction to Substance Abuse and Addictions	3
CN 0466	Substance Abuse Interventions	3
CN 0555	Substance Abuse Counseling: Skills and Strategies	3
CN 0557	Co-occurring Disorders in Substance Abuse and Addictions Counseling	3
CN 0565	Substance Abuse and the Family	3
Total Credits		18

Advanced Training Certificate in the Integration of Spirituality and Religion in Counseling

The following six courses are based on the nine competencies specified by the Association of Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), a division of the American Counseling Association. The Council for the Accreditation of Counseling & Related Educational Programs (CACREP) has encouraged all counselor education programs to infuse and integrate these competencies into the curriculum.

Code	Title	Credits
CN 0410	Grief and Loss Counseling	3
CN 0446	Spirituality and Counseling	3
CN 0515	Trauma and Crisis Intervention	3
CN 0520	Spiritual Interventions: Tools for Competent Practice	3
CN 0525	Spirituality and Wellness	3
CN 0533	Advanced Multicultural Counseling Strategies and Skills	3
Total Credits		18

Educational Studies and Teacher Preparation

The Educational Studies and Teacher Preparation Department offers graduate programs for new and experienced teachers and community educators that are organized around reflective inquiry and socially responsible professional practice. Guided by the GSEAP conceptual framework, we are committed to educating scholar-practitioners who have the knowledge, skills, and dispositions to: enact meaningful connections between theory and practice; promote a developmental

model of human growth and learning; exercise ethical professional judgment and leadership; and advocate for quality education for all learners.

As members of an inclusive community of learners, we (faculty, experienced and aspiring classroom teachers, and community members and leaders) work together to create and sustain exemplary learning environments that empower pre-K-12 students to become engaged, productive citizens in their communities.

Disposition Statement

In view of the essential responsibility of the program to assure the protection of the healthy development of children and adolescents served by educators, the faculty reserve the right to discontinue the program of any candidate, at any time during his or her program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are deemed not appropriate to the field. Such a candidate may be denied recommendation for certification. The Disposition Statement presented in this catalog is applicable to all programs offered by the Graduate School of Education and Allied Professions.

Admission

Across all programs, our foci for inquiry and action include: the socio-cultural and political contexts of education and schooling; the complexities of teaching and learning; teacher work and professional cultures; culturally relevant understandings of human growth and development; and socially responsible uses of technology in schooling and society. Application deadlines are listed online (<http://fairfield.edu/gseapdeadlines>).

Information about Teaching Certifications

All candidates for teaching certification programs must be matriculated into a degree program. Information about prerequisite requirements for current and pending degree and certification programs is available from the GSEAP dean's office, the Office of Graduate and Continuing Studies Admission, the University website, and from the department faculty. Potential candidates are encouraged to discuss these prerequisites with program faculty or graduate admissions staff before or during the admission process. Information about the most recent certification requirements and applications for certification can be downloaded directly from the Connecticut State Department of Education website (<http://www.sde.ct.gov/sde>).

Prerequisites for Initial Certification:

1. Matriculation in the Secondary M.A. program, the Elementary Education M.A. program, and the Special Education SYC with initial certification program following review of all application materials, academic credentials, and an interview with faculty.
2. Minimum academic credentials for certification include:
 - a. An earned bachelor's degree that includes an appropriate major for the certification sought. (Additional course requirements are required for some licensure subjects. Consult state regulations and program faculty for details.)
 - b. Additional courses as required for the content area.
 - c. Additional general education coursework as specified in CT state regulations and program requirements.
 - d. A survey course in U.S. history covering at least 50 years (only required for Elementary Education majors)

- e. A minimum undergraduate GPA of 2.67. A minimum 3.0 GPA in the major or certification subject area.
- f. Passing score on the PRAXIS Core, SAT, ACT, or GRE exam.
- g. Completion of all required program courses.
- h. Passing scores on the appropriate required subject area assessment(s): PRAXIS II, Foundations of Reading or ACTFL tests (World language candidates must pass the ACTFL OPI and WPT with a minimum score of Advanced Low. It is recommended that candidates take the tests early in their program in case additional world language coursework is required).
- i. Successful completion of all program expectations and recommendation by program faculty for certification.

Student Teaching Waivers

Candidates who have completed 10 school months of successful teaching within 10 years prior to entry into an approved program (at the grade level, subject or field appropriate to the endorsement area, excluding substitute teaching) may apply to the State of Connecticut for a waiver of the student teaching requirements. The waiver must be recommended by the candidate's department. Candidates who qualify should request a waiver immediately upon admission to the program. They should submit their requests in writing to the certification officer in the dean's office, with a copy to their advisor, along with a completed copy of State Department of Education form ED-126 and at least one year's worth of teaching evaluations from their supervisor.

Elementary Education Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching seminar.

Secondary Education Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching seminar.

Programs

At the master's level, the department offers distinctive, research-based degree tracks in Elementary Education, Secondary Education, and Teaching and Foundations, geared to the level of professional expertise and experience of the applicant. The department also offers a Sixth Year Certificate (SYC) in Foundations of Education.

- Master of Arts in Elementary Education with Initial Certification (p. 97)
 - Five-Year Integrated Bachelor and Master of Arts in Elementary Education (p. 98)
- Master of Arts in Secondary Education with Initial Certification (p. 98)
 - Five-Year Integrated Bachelor and Master of Arts in Secondary Education (p. 99)
- Master of Arts in Teaching and Foundations (p. 101)
- Sixth Year Certificate in Foundations in Education (p. 101)

Courses

ED 0401 K-12 Teaching Internship Seminar for Initial Certification Candidates 1 Credit

Prerequisite: Matriculated status in an initial educator certification MA or SYC program in the Graduate School of Education and Allied Professions. This seminar is designed for pre-service teachers working as teaching interns while pursuing a graduate degree. Candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and develop an identity as educators for social justice and social responsibility. Seminar activities increase in sophistication as the teaching internships progress. Candidates must enroll in the seminar every semester of their teaching internships. May not be used to fulfill degree requirements.

ED 0402 Teaching Internship Seminar for Certified Teachers 1 Credit

Prerequisites: Connecticut teacher certification or eligibility and matriculated status in an advanced educator MA or SYC program in the Graduate School of Education and Allied Professions. In these sequenced seminars, designed for certified teachers working as teaching interns while pursuing a graduate degree, candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and build their professional portfolios as educators for social justice and social responsibility. Seminar faculty will spend time with the teaching interns in their schools. Candidates must enroll in the seminar every semester of their teaching internships; the seminar activities increase in sophistication as the teaching internships progress. May not be used to fulfill degree requirements.

ED 0403 Special Topics (Shell) 1-3 Credits

This course provides faculty and candidates the opportunity to explore advanced and/or timely topics in education. Guided by the foundational premises of the GSEAP conceptual framework, candidates develop knowledge and culturally sensitive professional capacity with regard to the specified topic through readings, class discussion, and authentic activity, including advocacy. Topics may vary each semester and are determined by the Educational Studies and Teacher Preparation Department as a reflection of pertinent and timely themes that are not otherwise covered in depth in existing courses. Upon faculty advisement, candidates may take two special topics courses during their matriculation.

ED 0405 Contexts of Education in the Primary Grades 3 Credits

Based on current theory and practice in multicultural education, learning theory, child development, and class-room management, this course provides the opportunity to learn about and design learning environments in which primary grade children thrive, build supportive learning communities, and develop social conscience.

ED 0429 Philosophical Foundations of Education 3 Credits

Drawing on a range of philosophical perspectives, this foundational course provides candidates with the opportunity to analyze critically some of the recurring themes in educational thought and connect them to the contemporary educational context. Fundamental questions examined include: the meaning of one's chosen vocation; the purposes of education and schooling in a democratic society; the ethical dimensions of the teaching/learning relationship; and the role of the social imagination in transforming the world.

ED 0431 Extending Literacy in the Elementary School: Grades 3-6 3 Credits**Prerequisite:** ED 0437.

This course explores the continuation of literacy development and learning, with emphasis on content-area literacy development in the later elementary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates learn to assess and develop children's literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development and social responsibility. The course addressed the integration of visual and performing arts and appropriate use of electronic technology, includes collaborative work with cooperating teachers, and requires at least two hours per week of fieldwork in priority school districts.

ED 0437 Developing Literacy in the Elementary School: Primary Grades 3 Credits

This course explores developmental literacy, with an emphasis on primary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates assess and develop children's literacy strategies and skills; organize and implement group and individual instruction in reading and writing; develop a technologically current, literate classroom environment; and design curriculum to support literacy development and social responsibility. Course requirements include: collaborative work with peers and cooperating teachers, an extensive case study, and at least two hours per week of fieldwork in a priority school district.

ED 0441 Teaching and Learning within Multicultural Contexts of Education 3 Credits

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Crosslisted with SL 0441.

ED 0442 Educational Psychology 3 Credits

Designed to provide an understanding of the psychology of teaching and learning, this course emphasizes child and adolescent development, motivation techniques, teaching and learning theories, strategies for working with culturally diverse student populations, student performance monitoring and assessment, and current issues in educational psychology. Especially appropriate for those new to the profession, this course helps participants develop insights into student behavior. Course requirements include field experience in a culturally diverse school setting approved by the instructor for a minimum of 20 hours. Marriage and Family Therapy candidates require Dean's approval.

ED 0447 Learning Mathematics in the Elementary Classroom 3 Credits

In accordance with the professional standards for teaching mathematics, this course emphasizes the important decisions a teacher makes in teaching: setting goals, selecting or creating a variety of appropriate mathematical tasks, supporting classroom discourse; integrating mathematics across the curriculum; assessing student learning; and creating a supportive classroom environment. During this course, candidates explore the relevance of theory in the classroom. In addition, candidates investigate the development of specific concepts such as computation and geometry in elementary age children. Candidates engage in adult-level mathematics activities designed to increase an understanding of mathematics, examine the latest research on how children learn mathematics, and explore strategies for dealing with diverse learners. Additionally, as socially responsible educators, candidates examine how mathematical practices and teaching methods are influenced by underlying theoretical principles linked to history and the position of the classroom teacher. Course requirements include on-site fieldwork in an elementary school for a minimum of two hours per week during the semester.

ED 0455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12 3 Credits

In this course, designed for experienced and new middle and high school educators, candidates explore and use cutting edge theory and best practices in literacies to support powerful student learning across curricular areas. Candidates learn a repertoire of research-based strategies and tools to help diverse learners to make meaning from a variety of texts in their subject area, including non-print and media texts. As reflective educators who advocate for equity and justice in education, candidates will infuse critical and strategic literacies into content area curriculum and document their effect on student learning. Candidates not currently teaching will be expected to work with a teacher in a high needs school for about 25 hours in order to complete this aspect of the course.

ED 0459 Developmental Reading in the Secondary School 3 Credits

This course emphasizes enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies, and assessment.

ED 0462 Science Methods 3 Credits

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 20 hours of teaching with a practicing science teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Science Education.

ED 0463 World Language Methods 3 Credits

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching world language at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching world language through course readings, lesson and unit plan design, and mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing language teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of World Language Education.

ED 0464 Mathematics Methods**3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching mathematics at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching mathematics through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing mathematics teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Mathematics Education.

ED 0466 English Methods**3 Credits**

Candidates explore the organizational pattern in which English can best be taught and analyze the effectiveness of various methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to literature study, and procedures most cogent in the fields of grammar, composition, oral communication, and dialogue. The course addresses teaching English through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course requires a field service component consisting of 10 hours of teaching with a practicing English teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of English Education.

ED 0468 Social Studies/History Methods**3 Credits**

This course combines theory, research and practice through a comprehensive application of the principles, methods, and materials necessary for teaching social studies/history at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching social studies/history through course readings and resources, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing social studies/history teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Social Studies/History Education.

ED 0493 Educational Imagination: Exploring Multicultural Identities & Curriculum in a Cross-Cultural Context**3 Credits**

This course explores alternative approaches to education. Drawing on the works of liberatory educators, such as Paulo Freire and Maxine Greene, as well as the arts and popular culture, this course provides the basis for dialogue on the transformative power of our imagination. This course views the teacher's role as one of empowering students to think critically about themselves and their relation to education and a multicultural society, and the student's role as one of active participation in the learning process. Connecting theory, practice and personal experience in useful and imaginative ways, we will, in the words of Maxine Greene, begin to see: schooling as it could be otherwise; teaching as it could be otherwise; learning as it could be otherwise; culture as it could be otherwise; the world as it could be otherwise.

ED 0497 Teaching Science in the Elementary Classroom**3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the elementary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through readings, active participation in class activities, lesson/unit plan design and microteaching, class discussions, and individual reflections. Guided by current research and practice in science education, candidates in this course design science curricula for the elementary grades that develop content knowledge, science inquiry skills, critical thinking, problem solving, social responsibility, and technological competence. This course includes a required 10-hour field component.

ED 0499 Introduction to Educational Research**3 Credits**

Prerequisite: At least six credits toward the MA degree.

In this course, candidates develop critical perspectives on research about education. Guided by current theory and practice in educational research, candidates reflect on ethical considerations of the researcher as well as the methodological tools that are used in educational research. Candidates are introduced to a wide range of qualitative and quantitative methods, which they use in analyzing data and reviewing current educational research articles. Through discussions, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and teaching practices. During the course, candidates connect an area of interest with research methods as they develop research paper proposals.

ED 0501 Practicum for Literacy Teacher Consultants**2 or 3 Credits**

Prerequisite: ED 0561.

The Practicum for Literacy Teacher Consultants will focus on the following: research on literacy issues; exploration of best practices in the teaching of literacy to all students; theory and practice of providing leadership for teachers who use reading, writing, and thinking in the courses they teach. Students who successfully complete the Practicum will become teacher/consultants for the Connecticut Writing Project: Fairfield.

ED 0510 Cultural and Political Geography**3 Credits**

Cultural and political geography can be at once overlaid and in conflict. Geographer Bernard Nietschmann's analysis of indigenous "nation peoples" conflicts with past and current political states describes many of today's extant political conflicts. Within virtually every political state, "multi-national" (i.e. multicultural) groups struggle for identity, independence, autonomy, territory, and rights. This course provides a framework for understanding the dual centrifugal and centripetal forces acting on political states, the fragility of the notion of "nation-states," sovereignty, boundary, alliances, cartels, and organizations of states as functions of human cultural and political geography. Appropriate technologies and activities for 7-12 students are demonstrated.

ED 0511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar**3 Credits**

Prerequisite: All other degree requirements.

Drawing on contemporary educational theory and best practices, and inspired by the Jesuit educational goal of "forming men and women for others," this capstone seminar is the culminating, integrative experience for approved candidates in the Master's in Teaching and Foundations program for certified teachers and for the Master's in Elementary Education, and the Master's in Secondary Education. As participants in a community of learners, candidates demonstrate their capacities as reflective scholar-practitioners who synthesize program learnings to produce an Integrative Master's Project. This capstone seminar explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families.

ED 0512 Contemporary Schooling in Society**3 Credits**

Candidates investigate and discuss current issues important to education, seeking to understand the relationship between the systemic nature of particular issues and their specific manifestations in local, national, and global arenas. In addition, candidates identify the ways that they, as educators and as citizens, attend to these issues at the local level.

ED 0515 Economic and Physical Geography**3 Credits**

Economic geography is closely connected to physical geography - the central issue being uneven distribution of resources on a global scale. These resources, be they natural, human or capital resources, constitute the economic interactions of not only nations, but of the past, present, and future of human activities and planetary resource and environmental issues. Therefore, issues of development, poverty and wealth, environmental concerns that will affect the lives of today's students, their children, and their environment are addressed. Appropriate technologies and activities for 7-12 students are demonstrated.

ED 0522 Learning and the Child's Experience**3 Credits**

Prerequisite: ED 0405 or ED 0437 or ED 0447 or ED 0497.

Drawing from classic and current cross-disciplinary theory and practice, candidates in this course gain a comprehensive, culturally sensitive knowledge of how children and young adolescents in the elementary grades learn, think, and interact as social beings. Candidates consider the development of individual children within the larger context of educational institutions. Beginning with an introduction of Piaget's and Vygotsky's frameworks for the understanding of development, candidates further explore constructivism and socio-historical cultural views of learning as they consider the relevance of theory for teaching practices.

ED 0530 Assessment and Differentiated Instruction**3 Credits**

Teacher candidates in this course will become familiar with principles and techniques necessary to plan, select, administer, interpret, and assess a differentiated range of student learning activities and instructional methods. Candidates will learn to use traditional norm-referenced instruments, curriculum-based assessments, formal observations, interviews, criterion-referenced assessments, and other alternative assessments to guide differentiated planning and instruction.

ED 0534 Theories of Learning**3 Credits**

This course presents a detailed consideration of the positions on the nature and conditions of human learning found in the principal schools of psychology and in contemporary research. Crosslisted as PY 0534.

ED 0540 Ethics and Advocacy in Educational Contexts**3 Credits**

This course examines key ethical theories and their application in authentic educational settings. Case studies of real and potential ethical dilemmas are analyzed from a social justice advocacy perspective, highlighting the individual, professional and social dimensions of ethical reasoning, decision-making and action.

ED 0545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action**3 Credits**

Guided by current research and practice in pedagogy, human development, and multicultural education, candidates in this course design socially responsible, inquiry and action-oriented, interdisciplinary curriculum units that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Fieldwork in local 3-6 classrooms required. Prerequisites: At least two of the following: ED 0437, ED 0447, ED 0497, ED 0531.

ED 0547 Leadership in Supporting Mathematics Learning in School and Community Settings**3 Credits**

In accordance with the professional standards for teaching mathematics, this course provides certified elementary educators and candidates for cross-endorsement in elementary education opportunities to plan, design and carry out theoretically informed, developmentally appropriate and culturally responsive mathematics education for elementary students with varied learning needs. Candidates have the opportunity to take a leadership role in team planning, the design of responsible test preparation, and in school and community-based opportunities for students to explore mathematical concepts, skills, and strategies. Requirements include extensive teaching and team planning for mathematics learning in an elementary school and/or community setting.

ED 0552 Participatory Research and Advocacy in School and Community Settings**3 Credits**

Prerequisite: Matriculation and six completed credits in the MA program in Teaching and Foundations.

This course is designed for certified teachers, community leaders and professionals from allied fields. Through engagement in authentic participatory projects in schools or community settings, and through engagement with the literature on participatory research and advocacy, candidates in this course gain knowledge and competence in designing and implementing socially responsible research and advocacy projects with and for students, clients and community members.

ED 0559 Empowering Struggling Readers and Writers in the Elementary Grades**3 Credits**

Prerequisite: ED 0437 or a current teaching certification.

In this course, elementary teacher candidates work to meet the literacy learning needs of struggling learners. Under the guidance of certified literacy specialists, candidates assess learning needs, and, in collaboration with classroom teachers and appropriate specialists, provide instructional interventions for individuals or small groups of struggling readers and writers. A minimum of 25 hours of fieldwork are required. Enrollment by permission only.

ED 0561 Summer Institute in the Teaching of Writing**0-4 Credits**

This institute is for experienced teachers, grades K-12, in all disciplines. Participants will become familiar with contemporary theory regarding all aspects of literacy with emphasis on composition theory. In addition, participants will explore best practices that extend theory into the classroom. A primary focus for inquiry will be on language of students for whom English is a second language and for low income students. In addition, participants will explore literary issues through their own writing and through independent research in an area of study that is appropriate to their professional needs. All participants who want advanced training as presenters and literacy leaders in Fairfield and New Haven school districts will be encouraged to apply for the practicum following the institute.

ED 0565 Principles of Curriculum Development and Evaluation**3 Credits**

Candidates examine the principles, problems, theories, and critical issues in curriculum organization. The course emphasizes gaining practical knowledge about curriculum development and improvement, with a focus on the identification and systematic study of concerns and new directions in curriculum development and improvement based on current research and thought.

ED 0572 Guided Research in Science**3 Credits**

Working closely with both a science education and faculty member in Physics, Chemistry or Biology (depending on licensure field), science education candidates engage in a guided research project. Candidates learn and use the most recent skills and tools of research in their certification area and demonstrate their ability to understand research and successfully design, conduct, report, and evaluate investigations in science. As part of their course requirements, candidates synthesize their research in the form of a scientific paper and develop a unit of instruction that integrates findings from their research and engages 7-12 students in the processes of research in the field.

ED 0573 Instructional Issues in Teaching Science**3 Credits**

Teacher candidates seeking secondary science certification must enroll in an advanced science methods course focusing on contemporary issues in science education. This course will provide candidates with the opportunity to learn the conceptual foundations of current approaches to science instruction and professional development especially as related to student learning at the secondary level. Contemporary issues central to the course include but are not limited to: science education standards, science education reform efforts, equity in science education, teaching through inquiry and assessment strategies in science education. The course will offer students opportunities for active learning and reflection and the construction of new understanding regarding science teaching and learning. This course will also require students to take part in a research component focusing on a particular science education issue of their choice. They will begin a literature review and propose a research project which they may complete if they chose the Master's thesis option.

ED 0575 Theory and Practice of Integrated Curriculum Design**3 Credits**

In this course candidates explore theories of critical pedagogy design and teaching. They develop and implement differentiated, culturally sensitive inquiry and action-oriented interdisciplinary curriculum units. Candidates learn to develop students' content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Current emphasis in this course is on integrating science, social studies and health curricula. This is an advanced course for those already certified or MA degree-only candidates.

ED 0579 Directed Observations for Secondary DSAP Candidates: Part I**3 Credits**

This is part one of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. Enrollment only by approval of the department and the Dean.

ED 0580 Directed Observations for Secondary DSAP Candidates: Part II**3 Credits**

Prerequisites: ED 0579, completion of certification course requirements, and all subject area requirements.

This is part two of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. Open only to candidates who have been formally accepted into the Teacher Preparation program.

ED 0581 Directed Observation and Supervised Student Teaching: Secondary Education**6 Credits**

Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements.

This course offers a semester-long experience in a local school for qualified candidates in secondary teaching. Participants engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who must observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester.

ED 0583 Elementary Student Teaching: Immersion in a Community of Practice**6 Credits**

This course offers a stimulating semester-long experience in an elementary school classroom within a local priority school district. Under the guidance of university supervision and intensive mentoring by cooperating teachers, participants quickly assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Participants must register with the director of student teaching placement at the beginning of the previous semester. Enrollment requires performance-based assessment including, but not limited to, successful completion of all prerequisite certification track courses and requirements while a matriculated candidate in the Elementary Education MA program, permission of the elementary education program director, and an interview with the director of student teaching placements.

ED 0584 Reflective Practice Seminar: Elementary Education 3 Credits

Participants take this weekly seminar concurrently with student teaching. Although much of the seminar's subject matter flows from the ongoing student-teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, mandated Connecticut testing, classroom management, conflict resolution, communication with parents/caregivers, sensitivity to multicultural issues, and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network.

ED 0585 Supervised Teaching, Learning, and Reflection in a Community of Practice: Part I 3 Credits

This course is the first of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar's subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of university supervision, teacher candidates assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Enrollment requires state-approved waiver of student teaching; performance-based assessment, including but not limited to successful completion of at least 27 prerequisite certification track credits and related course requirements while a matriculated candidate in the Elementary Education MA program, and permission of the Elementary Education program director.

ED 0586 Supervised Teaching, Learning, and Reflection in a Community of Practice: Part II 3 Credits

Prerequisite: ED 0585.

This course is the second of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. Part one must be taken during the preceding semester. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar's subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of University supervision, teacher candidates assume full teaching responsibilities including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management; while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families and community members.

ED 0587 Directed Observation and Supervised Student Teaching I: Secondary Education 3 Credits

Prerequisites: Completion of all certification course requirements.

This course is the first of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director required. Open only to candidates who have been formally accepted into the Teacher Preparation program.

ED 0588 Directed Observation and Supervised Student Teaching II: Secondary Education 3 Credits

Prerequisite: ED 0587.

This course is the second of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director required.

ED 0589 English Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports English teacher candidates to enact best practices in English education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the English teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0590 Reflective Research Practicum in Teaching**3 Credits**

Participants solve a practical problem in classroom teaching by applying educational research to a specific school situation.

ED 0591 Mathematics Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports mathematics teacher candidates to enact best practices in mathematics education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the mathematics teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0592 Science Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports science teacher candidates to enact best practices in science education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the science teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio are also addressed. Candidates receive information on the certification process.

ED 0593 World Language Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports world language teacher candidates to enact best practices in world language education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the world language teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0594 Social Studies/History Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports social studies/history teacher candidates to enact best practices in social studies/history education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the social studies/history teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0595 Independent Study**3 Credits**

This course requires self-selected activity by qualified candidates under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Each candidate submits a preliminary proposal, detailed research design, and a comprehensive report and evaluation. The course requires frequent consultation with the faculty advisor.

ED 0599 Professional Writing Seminar: Product of Learning **1-3 Credits**

Prerequisite: Completion of student teaching.

During this seminar, candidates complete a self-designed Product of Learning. Under advisement of the program faculty, candidates produce a learning outcome that relates directly to their future work as an educator (i.e., design an elective course in their field, submit a manuscript for publication, deliver a presentation at a regional or national conference, etc. Math candidates must complete the problem-solving portfolio for their product. Consult with advisor for information). Candidates are expected to develop authentic educational products, with the expectation that candidate-generated products will become contributions to the candidate's specialty area (i.e., English Education, Social Studies Education, etc). The process for this product will be supported in a 10-hour writing seminar course that, with substantial independent work, would be supervised by faculty editorial and revision input toward the development of worthy professional products. Students will be encouraged to work alongside peers who are also completing the Product of Learning.

EN 0405 Literature for Young Adults**3 Credits****Attributes:** EDCG Educational Studies Cognate, E_AF English Literature After 1800

During the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The course explores the major current authors, poets, and illustrators of works written for young adults. Topics include theories and purposes of reading literature in the classroom; criteria development for evaluating adolescent literature; reader response in the classroom; reading workshop; and adolescent literature integration across the curriculum.

EN 0411 Teaching Writing in the 3-12 Classroom**3 Credits**

This course provides teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. The course helps teachers develop awareness of their own composing processes and the processes of others. Topics include writing needs of diverse populations, the reading/writing relationship, writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios, and other forms of assessment. Underlying the class is the premise that in sharing their perspectives, teachers at the elementary and secondary levels enhance each other's performance as writing educators and as writers.

EN 0417 Teaching and Learning Grammar**3 Credits**

Designed for English education majors and for experienced English teachers, this course presents an introduction to the principles of modern descriptive linguistics, especially as it relates to present-day English, its grammatical structure, its sound and spelling systems, and its vocabulary and rules of usage. The course approaches modern English grammar from structural and transformational viewpoints, placing special emphasis on the teaching of language arts, including composition and stylistic analysis.

Faculty

Associate Professor

Campbell

Crandall, *Director, Connecticut Writing Project*Orelus, *Chair*

Smith

Storms

Welles

Assistant Professor

Colwell, *Director, Childhood Education and 5-Year Programs*

Goodrich

Martin, *Co-Director, Special Education*Shamash, *Co-Director, Special Education*

Assistant Professor of the Practice

Elliott, *Director, Educational Technology and Secondary Education*Germain-Williams, *Director of Teacher Education*

Master of Arts in Elementary Education with Initial Certification

Requirements

The MA in Elementary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Elementary Education (Grades 1-6) within an advocacy based, culturally responsive framework. Candidates can earn their master's and certification in Elementary Education through the post-baccalaureate master's degree program or through the Five-Year Integrated Bachelor and Master of Arts degree program.

Code	Title	Credits
Core Courses		
ED 0429	Philosophical Foundations of Education	3
ED 0512	Contemporary Schooling in Society	3
ED 0522 or ED 0442	Learning and the Child's Experience Educational Psychology	3
MD 0400	Introduction to Educational Technology	3
SE 0403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
Elementary Education Coursework		
ED 0405	Contexts of Education in the Primary Grades	3
ED 0431	Extending Literacy in the Elementary School: Grades 3-6	3
ED 0437	Developing Literacy in the Elementary School: Primary Grades	3
ED 0447	Learning Mathematics in the Elementary Classroom	3
ED 0497	Teaching Science in the Elementary Classroom	3
ED 0545	Developing Integrated Curriculum for Elementary Students: Inquiry and Action	3
ED 0583	Elementary Student Teaching: Immersion in a Community of Practice ¹	6
ED 0584	Reflective Practice Seminar: Elementary Education	3
Integrated Inquiry/Advocacy Sequence		
ED 0499	Introduction to Educational Research	3
ED 0511	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar	3
Total Credits		51

¹ A passing grade of B or better in student teaching is required.

Note: Based on elementary education faculty evaluations, teacher candidates may also be required to take ED 0441 Teaching and Learning within Multicultural Contexts of Education and/or ED 0442 Educational Psychology.

Five-Year Integrated Bachelor and Master of Arts in Elementary Education with Initial Certification

Requirements

Undergraduate Courses

Code	Title	Credits
ED 0200	Explorations in Education: Introduction to Teaching, Learning, and Schooling	3
ED 0241	Educational Psychology	3
ED 0329	Philosophy of Education: An Introduction	3
ED 0350	Special Learners in the Mainstream	3
ED 0431	Extending Literacy in the Elementary School: Grades 3-6	3
ED 0437	Developing Literacy in the Elementary School: Primary Grades	3
MD 0300	Introduction to Educational Technology	3
Select one cognate course from educational studies minor menu		3
Select one diversity course from educational studies minor menu		3
Total Credits		27

Graduate Courses

Code	Title	Credits
ED 0405	Contexts of Education in the Primary Grades	3
ED 0447	Learning Mathematics in the Elementary Classroom	3
ED 0497	Teaching Science in the Elementary Classroom	3
ED 0499 or ED 0552	Introduction to Educational Research Participatory Research and Advocacy in School and Community Settings	3
ED 0511	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar	3
ED 0545	Developing Integrated Curriculum for Elementary Students: Inquiry and Action	3
ED 0583	Elementary Student Teaching: Immersion in a Community of Practice ¹	6
ED 0584	Reflective Practice Seminar: Elementary Education	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
Total Credits		30

¹ A passing grade of B or better in student teaching is required.

Master of Arts in Secondary Education with Initial Certification

The MA in Secondary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in

Secondary Education (Grades 7-12) in one of five subject areas: English, Math, Science (Biology, Chemistry, Physics, or General Science), Social Studies/History, and World Language (French, German, Latin, or Spanish). Through a combination of foundational and subject-specific coursework, field experiences, and a culminating master's project, candidates earn both their initial certification and master's degree. Candidates can earn their master's degree and certification in Secondary Education through the post-baccalaureate master's degree program or through the Five-Year Integrated Bachelor and Master of Arts degree program.

Requirements

For the MA in Secondary Education, candidates complete all core and discipline-specific course work, including the following:

Code	Title	Credits
Core Curriculum		
ED 0429	Philosophical Foundations of Education	3
ED 0441	Teaching and Learning within Multicultural Contexts of Education	3
ED 0442	Educational Psychology	3
ED 0499 or ED 0552	Introduction to Educational Research Participatory Research and Advocacy in School and Community Settings	3
ED 0512	Contemporary Schooling in Society	3
MD 0400	Introduction to Educational Technology	3
SE 0403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
Discipline-Specific Courses		
Select 18-24 credits in Discipline-Specific coursework (see below)		18-24
Master's Project		
ED 0511 or ED 0599	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar ¹ Professional Writing Seminar: Product of Learning	3
Total Credits		45-51

¹ ED 0599 may be substituted for Secondary Math candidates *only*.

Note: Grade of B (3.0) or better is required in student teaching.

Discipline-Specific Coursework

English

Code	Title	Credits
ED 0459	Developmental Reading in the Secondary School	3
ED 0466	English Methods	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0589	English Seminar	3
EN 0405	Literature for Young Adults	3
EN 0411	Teaching Writing in the 3-12 Classroom	3

EN 0417	Teaching and Learning Grammar	3
Total Credits		24

History/Social Studies

Code	Title	Credits
ED 0468	Social Studies/History Methods	3
ED 0515	Economic and Physical Geography	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0594	Social Studies/History Seminar	3
Select one elective in American Studies with advisor approval		3
Total Credits		18

Mathematics

Code	Title	Credits
ED 0455	The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12	3
ED 0464	Mathematics Methods	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0591	Mathematics Seminar	3
Select two graduate-level mathematics electives in Statistics and Geometry with advisor approval ²		6
Total Credits		21

² If taken previously, alternate courses may be selected with advisor approval.

Science

Code	Title	Credits
ED 0462	Science Methods	3
ED 0572	Guided Research in Science	3
ED 0573	Instructional Issues in Teaching Science	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0592	Science Seminar	3
Total Credits		18

World Language

Code	Title	Credits
ED 0455	The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12	3
ED 0463	World Language Methods	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0593	World Language Seminar	3
SL 0439	Methods of Foreign Language Teaching for Elementary School	3
SL 0467	Language Acquisition	3
Total Credits		21

Five-Year Integrated Bachelor and Master of Arts in Secondary Education with Initial Certification

Requirements

English Education Track

Undergraduate Courses

Code	Title	Credits
ED 0200	Explorations in Education: Introduction to Teaching, Learning, and Schooling	3
ED 0241	Educational Psychology	3
ED 0329	Philosophy of Education: An Introduction	3
ED 0350	Special Learners in the Mainstream	3
ED 0459	Developmental Reading in the Secondary School	3
ENW 0311	Teaching and Writing (Cognate Course)	3
or EN 0411	Teaching Writing in the 3-12 Classroom	
ENW 0317	Teaching and Learning Grammar	3
or EN 0417	Teaching and Learning Grammar	
Select one diversity course from educational studies minor menu		3
Total Credits		24

Graduate Courses

Code	Title	Credits
ED 0441	Teaching and Learning within Multicultural Contexts of Education	3
ED 0466	English Methods	3
ED 0499	Introduction to Educational Research	3
or ED 0552	Participatory Research and Advocacy in School and Community Settings	
ED 0511	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0589	English Seminar	3
EN 0405	Literature for Young Adults	3
MD 0400	Introduction to Educational Technology	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
Total Credits		30

Mathematics Education Track

Undergraduate Courses

Code	Title	Credits
ED 0200	Explorations in Education: Introduction to Teaching, Learning, and Schooling	3
ED 0241	Educational Psychology	3
ED 0329	Philosophy of Education: An Introduction	3
ED 0350	Special Learners in the Mainstream	3

ED 0455	The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12	3
Select one cognate course from the educational studies minor menu		3
Select one diversity course from the educational studies minor menu		3
Total Credits		21

Graduate Courses

Code	Title	Credits
ED 0464	Mathematics Methods	3
ED 0499	Introduction to Educational Research	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0591	Mathematics Seminar	3
ED 0599	Professional Writing Seminar: Product of Learning	3
MD 0400	Introduction to Educational Technology	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
Select two graduate-level mathematics electives in Statistics and Geometry with advisor approval ¹		6
Total Credits		30

¹ If taken previously, alternate courses may be selected with advisor approval.

Science Education Track

Undergraduate Courses

Code	Title	Credits
ED 0200	Explorations in Education: Introduction to Teaching, Learning, and Schooling	3
ED 0241	Educational Psychology	3
ED 0329	Philosophy of Education: An Introduction	3
ED 0350	Special Learners in the Mainstream	3
ED 0455	The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12	3
Select one cognate course from the educational studies minor menu		3
Select one diversity course from educational studies minor menu		3
Total Credits		21

Graduate Courses

Code	Title	Credits
ED 0462	Science Methods	3
ED 0499	Introduction to Educational Research	3
or ED 0552	Participatory Research and Advocacy in School and Community Settings	
ED 0511	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar	3
ED 0572	Guided Research in Science	3
ED 0573	Instructional Issues in Teaching Science	3

ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0592	Science Seminar	3
MD 0400	Introduction to Educational Technology	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
Total Credits		30

Social Studies Education Track

Undergraduate Courses

Code	Title	Credits
ED 0200	Explorations in Education: Introduction to Teaching, Learning, and Schooling	3
ED 0241	Educational Psychology	3
ED 0329	Philosophy of Education: An Introduction	3
ED 0350	Special Learners in the Mainstream	3
ED 0455	The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12	3
or ED 0459	Developmental Reading in the Secondary School	
Select one cognate course from educational studies minor menu		3
Select one diversity course from educational studies minor menu		3
Total Credits		21

Graduate Courses

Code	Title	Credits
ED 0468	Social Studies/History Methods	3
ED 0499	Introduction to Educational Research	3
ED 0511	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar	3
ED 0515	Economic and Physical Geography	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0594	Social Studies/History Seminar	3
MD 0400	Introduction to Educational Technology	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
Select one elective in American Studies with advisor approval		3
Total Credits		30

World Language Education Track

Undergraduate Courses

Code	Title	Credits
ED 0200	Explorations in Education: Introduction to Teaching, Learning, and Schooling	3
ED 0241	Educational Psychology	3
ED 0329	Philosophy of Education: An Introduction	3
ED 0350	Special Learners in the Mainstream	3
SL 0467	Language Acquisition	3
Select one cognate course from educational studies minor menu		3

Select one diversity course from educational studies minor menu	3
Total Credits	21

Graduate Courses

Code	Title	Credits
ED 0455	The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12	3
ED 0463	World Language Methods	3
ED 0499 or ED 0552	Introduction to Educational Research Participatory Research and Advocacy in School and Community Settings	3
ED 0511	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar	3
ED 0581	Directed Observation and Supervised Student Teaching: Secondary Education	6
ED 0593	World Language Seminar	3
MD 0400	Introduction to Educational Technology	3
SE 0565	Evidence-Based Strategies in the Inclusive Classroom	3
SL 0439	Methods of Foreign Language Teaching for Elementary School	3
Total Credits		30

Master of Arts in Teaching and Foundations

Requirements

The MA in Teaching and Foundations is an advanced professional degree for experienced educational professionals and community educators who wish to deepen and expand their knowledge of teaching and learning in a socio-cultural context. Candidates for this degree may select from several possible cluster/concentrations, including: Curriculum Studies; Literacy, Language, and Culture; and Integrating Technologies.

The following requirements are planned with approval of a faculty advisor.

Code	Title	Credits
Foundational Core Requirements		
Select one course in each of the following foundational areas:		18
	Philosophical Foundations	
	Social Foundations	
	Multicultural Foundations	
	Curriculum Foundations	
	Technology Foundations	
	Learning and Development Foundations	
Concentration Courses		
Select one concentration/cluster of 4 courses from the following:		12
	Curriculum Studies	
	Individualized Concentration/Clusters	
	Integrating Technologies	
	Literacy, Language, and Culture	

Integrative Inquiry/Advocacy Sequence

ED 0511	Educating for Social Responsibility and Civic Engagement: A Capstone Seminar	3
ED 0552	Participatory Research and Advocacy in School and Community Settings	3
Total Credits		36

Sixth Year Certificate in Foundations in Education

The Sixth Year Certificate (SYC) in Foundations in Education is an advanced professional degree for experienced educational professionals and community educators who wish to deepen and expand their knowledge of teaching and learning in a socio-cultural context. Candidates for this degree may select from several possible cluster/concentrations, including Curriculum Studies or Literacy, Language, and Culture.

Requirements

Code	Title	Credits
Foundational Core		
ED 0493	Educational Imagination: Exploring Multicultural Identities & Curriculum in a Cross-Cultural Context	3
ED 0534	Theories of Learning	3
ED 0540	Ethics and Advocacy in Educational Contexts	3
ED 0565	Principles of Curriculum Development and Evaluation	3
Concentration		
Select one concentration from the following areas:		12
	Curriculum Studies	
	Literacy, Language, and Culture	
	Individualized Concentration with approval of program advisor	
Integrated Inquiry/Advocacy Sequence		
ED 0552	Participatory Research and Advocacy in School and Community Settings	3
ED 0590	Reflective Research Practicum in Teaching	3
Total Credits		30

Educational Technology

The Educational Technology program welcomes potential candidates from all teaching disciplines and those contemplating a career change or an enhancement to their existing professional skills. Our programs are tailored to the needs of working professionals, and provide initial and advanced training in integrating technology in a wide variety of teaching and training environments. We offer campus-based, online, and blended courses each semester.

The Master's in Educational Technology is designed to enhance and transform teaching through technology integration - training candidates as teachers, co-teachers and consultants in schools, agencies and organizational professional development.

K-12 classroom teachers often add the MA in Educational Technology to their existing graduate education degrees. The MA in Educational Technology with School Library Media Specialization is offered as a K-12 cross endorsement for certified teachers.

The Sixth Year Certificate is designed for teachers who want to enhance and transform teaching through technology integration but already have a Master's degree.

The online certificates are designed for professionals seeking learning opportunities in one of three areas: Classroom Technology Integration, Leadership in Educational Technology, and Learning Design and Technology.

Admission

Application deadlines are listed online (<http://fairfield.edu/gseapdeadlines>).

After an initial paper review, successful applicants are invited to campus for an interview. The purpose of the interview is twofold: to offer applicants an opportunity to review the program with an advisor, and help the advisor assess the applicant's potential for success as a graduate candidate. If a formal admission letter is received, each candidate is expected to contact their assigned faculty advisor to outline a planned program of study.

Any candidate whose relevant academic productivity is marginal or inadequate, who does not embody a socially responsible professional disposition, or who demonstrates unsuitable personal qualities, will not be recommended for matriculation, continuation in the program, student teaching placement, or state certification. Candidates are expected to behave in accordance with the State of Connecticut's Teachers Code of Professional Responsibility. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Programs

- Master of Arts in Educational Technology (p. 105)
- Master of Arts in Educational Technology with Preparation for School Library Media Specialist (062) Cross-Endorsement (p. 105)
- Sixth Year Certificate in Educational Technology (p. 105)

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- Certificate in Classroom Technology Integration (p. 106)
 - Certificate in Leadership in Educational Technology (p. 106)
 - Certificate in Learning Design and Technology (p. 106)

Courses

MD 0400 Introduction to Educational Technology 3 Credits

This foundational course offers a hands-on overview of effective teaching methods using digital technologies. Candidates will gain understanding of the potential applications of educational technology in schools, organizational settings, and higher education. The course develops candidates' skills in using digital technologies to design and implement effective learning environments for students from diverse academic and social backgrounds.

MD 0401 Special Topics in Educational Technology (Shell) 3 Credits

This course explores contemporary issues in educational technology. Topics vary from semester to semester and will be chosen by faculty to address issues of current relevance that are not addressed in other course offerings.

MD 0403 The School Library I 3 Credits

This course, the first in a two-semester sequence, provides an introduction to the current policies and practices of effective school library programs. Candidates will examine the professional skills, dispositions and responsibilities related to the roles of the school library media specialist as defined in AASL standards: instructional partner, teacher, information specialist, program administrator and technology leader. Previously MD 0403A.

MD 0404 The School Library II 3 Credits

This course, a continuation of the material presented in MD 0403, provides an introduction to the current policies and practices of effective school library programs. Candidates will examine the professional skills, dispositions and responsibilities related to the roles of the school library media specialist as defined in AASL standards: instructional partner, teacher, information specialist, program administrator and technology leader. Previously MD 0403B.

MD 0405 Management of School Library Resources for Teaching and Learning 3 Credits

This course provides candidates with hands-on experience in managing print and digital resources. Topics include: approaches to supporting curriculum through collection development; strategies for purchasing and acquisition of databases, books, and multimedia materials; cataloging and creating MARC records to provide effective access. Each candidate will create a fully functioning circulation/catalog system complete with overdue books, statistics reporting, reserve and temporary items and special collection groups. Recent trends in web-based access to library resources will be explored.

MD 0406 Introduction to Reference 3 Credits

Candidates will explore print and online resources, and develop competency in selecting, acquiring and evaluating resources to meet student needs. Course activities will emphasize communication skills and instructional strategies needed to provide effective reference services in school libraries.

MD 0409 The Literate Environment: P-12 Literature and Reading 3 Credits

Candidates will explore factors related to creating a literate environment and the roles of school and classroom libraries. This course includes an overview of P-12 literature, an analysis of approaches to reading instruction and an examination of collaboration between reading professionals - literacy coaches, reading specialists and school library media specialists.

MD 0413 Technology Methods for Middle School 3 Credits

This interdepartmental course introduces students to the philosophy and organization of middle level education in the digital age. Students learn and apply instructional strategies and planning methods to integrate technology appropriate for middle-level learners from diverse academic and social backgrounds. During the required 25-hour field work experience, students are partnered with a classroom teacher to design and implement a technology-enhanced instructional module. Open only to students who have been formally accepted into the secondary education or educational technology programs.

MD 0414 Geospatial Technologies in the Classroom 3 Credits

In this course, we will explore geospatial technologies both outdoors and in the computer lab using GPS and GIS, and apply "community games" such as geocaching and protocols for conducting "real world" research with students. Participants will develop skills and applications of geospatial technologies for curricular integration.

MD 0429 Teaching and Training with Online Environment 3 Credits

This course will focus on ways in which teachers, trainers, and technology support professionals can use a variety of online tools to engage learners of all types. Students will explore ways to effectively employ webinars, podcasts, screen captures, and videos to support online and blended learning environments, as well as how to consider relevant technological issues such as bandwidth, file types, policies, and mobile device access.

MD 0430 Digital Storytelling in the Classroom 3 Credits

Studies have shown that our brain organizes, retains, and accesses information through story. Therefore, teaching with story allows students to remember what is being taught, access it, and apply it more easily. This course is designed for any educator looking to utilize technology to encourage storytelling at all levels. While maintaining a focus on traditional conventions of storytelling, such as character development, story mapping, and writing techniques, this course aims to develop the next generation of storytelling through a technological lens. Crosslisted with ED 0430.

MD 0442 Design and Development of Multimedia Programs 3 Credits

Participants will explore five different types of digital multimedia production and come to understand how it can best be adapted to create an entire learning experience. Candidates of all levels of experience will gain experience with four different types of multimedia tools: audio recording/editing, video recording/editing, drawing/comics/animation, and game creation, and will create a sample production for each type of tool. In addition, participants will explore a variety of platforms for combining various multimedia creations into a digital publication, such as an eBook and or other interactive presentation. All material will be presented with an eye toward the practical use of these tools in K-12 classrooms, and will also address larger issues such as accessibility, copyright compliance, and technology and economic inequity.

MD 0443 Integrating Instructional Technologies in Elementary School Education 3 Credits

This course focuses on the application of a variety of instructional technologies including the Internet, spreadsheets, databases, graphic programs, and multimedia programs to structure effective learning environments for elementary education students. The course also emphasizes reviewing available teachers' resources including lesson plans, collaborative projects, and cultural diversity projects. Crosslisted with ED 0443.

MD 0452 Integrating Technology in the Content Areas: Language Arts and Social Studies 3 Credits

This course addresses the infusion of new technologies in teaching language arts and social studies curricula. Participants study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Museum-based education and community partnerships are an integral part of this course. Based upon a sound theoretical framework, instructional models and best practices, participants design and create lesson activities and materials integrating technology resources including digital archives, digital storytelling, Geographic Information Systems (GIS) and other online and publishing tools. Crosslisted with ED 0452.

MD 0460 Principles of Instructional Development 3 Credits

This course covers the principles and application of systemic design of instruction in multimedia curricula design. Topics include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner performance. Candidates analyze, evaluate, and propose potential solutions to selected case studies and conduct a needs assessment.

MD 0463 Methods for School Library Media 3 Credits

Students will explore effective implementation of the school library media program, integrating current research and actualizing best practices in the field. Topics will include strategies for teaching and learning in multimedia environments, organizing information and support for K-12 classrooms and structured focus to help the future school library media specialist develop the skills and dispositions necessary to manage the roles and responsibilities of teacher and instructional partner.

MD 0465 Emerging Technologies 3 Credits

This course will examine specific technologies that are being used in the classroom at an increasing frequency. Specific technologies covered will vary depending on the section. The course can be taken more than once for credit depending on the topic covered with approval from the program director. This is a hands on course, and students will be working with the actual assigned technologies. Possible topics may include: AR/VR in the Classroom, Multimedia in the Classroom, Podcasting in the Classroom, E-Learning in the Classroom, Flipping the Classroom, Google Tools in the Classroom, Mobile Devices in the Classroom, QR Codes in the Classroom, Digital Badging.

MD 0469 Establishing Worldwide Learning Communities through Technology 3 Credits

Worldwide developments continue to heighten awareness of the importance of connections between people on a global scale. When we consider our world from such a perspective, the need for understanding and education becomes glaringly apparent. This course views the benefits of using technology for communication and collaboration on a broad scale from the perspectives of both students and educators. Technologically connected learning communities around the globe occur through students forming partnerships to learn about each others' customs, languages, and cultures; teachers collaborating on teaching strategies and curriculum development; or administrators and policymakers exchanging views on educational issues. Candidates in this course examine the instructional strategies, issues, and concerns for connecting communities of learning globally along with the related technological tools and techniques.

MD 0470 Designing for Online Instruction 3 Credits

This course examines the nature of teaching online, the development of online teaching courses and activities, and the use of integrated media resources in online learning in K-12, higher education, and professional development settings.

MD 0472 Information Literacy Through Inquiry 1-3 Credits

Inquiry-based learning is a curricular framework that develops candidates' information literacy skills by encouraging rigorous investigation, information retrieval, collaboration, and reflection, paired with transformative learning technologies. Participants learn to locate, evaluate, and use a variety of electronic, print, multimedia, and interpersonal resources, and create a teaching unit using an online learning environment developed by internationally recognized leaders in inquiry-based education. Crosslisted with ED 0472.

MD 0490 Achieving an Interdisciplinary Approach to Teaching through Technology 3 Credits

Achieving an interdisciplinary approach to teaching is a challenge facing many of today's educators. It is a set of complex tasks that involves integrating content across disciplines, good instructional design, effective planning, and creative pedagogical strategies while at the same time realizing educational equity among a diverse student population. Fortunately, technologies of instruction can help with the realization of these tasks. In preparation for the interdisciplinary challenge, teachers need exceptional instruction in the stages of interdisciplinary curriculum development with technology. This course addresses the selection, use, modifications, design, integration, and implementation of interdisciplinary curricula using technology in a culturally diverse environment. It aims at helping candidates in the course to develop their understanding of the potential use of technologies of instruction in achieving an interdisciplinary cross-cultural approach to education.

MD 0500 Technology and Transformational Culture 3 Credits

Candidates will explore contemporary philosophies in learning and information technologies. Recent research that supports effective approaches to technology integration, and the implications for evidence based practice in instructional settings in schools, agencies and professional development environments will be emphasized. Optional opportunities for field work based on individual professional goals.

MD 0503 Research and Evaluation in K-12 Consultation and Leadership 3 Credits

Candidates will examine methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment and will perform critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice; data assessment; the roles of the K-12 specialist: school library media specialist, technology specialist, special education/TESOL/ Bilingual co-teacher and/or consultant in providing support for general education teachers and a diversified student population, and the skills needed for effective data-based decision making in school leadership. Crosslisted with RLD 0503.

MD 0540 Creating and Curating Digital Content 3 Credits

While the explosion of both online educational resources and digital content creation tools has opened up a new world of possibilities for classroom teachers, few instructors have the time to do the exploration and collation necessary to truly take advantage of all the Internet has to offer. In this hands-on course, each student will be given the opportunity to assume the role of digital content developer for an actual university course: working closely with an instructor to define and research course content, learning how to evaluate digital tools for presenting material across devices and platforms, and choosing the best options – be they aggregators, e-book creators, online portfolios, or other web tools – to produce, collate, and deliver the content required by the professor. The materials produced will subsequently be used in actual Fairfield University courses. This course is open only to students enrolled in the Educational Technology program.

MD 0541 21st Century Literacies in the Classroom 3 Credits

The term "literacy" used to be associated with the ability to read and write. How we interact with our environment is evolving as technology evolves. This has resulted in an expansion of the definition of literacy. Literacy now includes several facets: Information, Media, and Information and Communication Technologies (ICT). It is important for students to understand the 21st century literacies and be able to use them as a guide in the global community that helped create the need for them. This course explores the concept of 21st century literacy and how these skills can be both taught to students and integrated into our teaching to support student learning.

MD 0545 Designing and Developing Training Programs 3 Credits

Designed for prospective training specialists, personnel generalists, school media specialists or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and tailoring of course content to candidate needs and working environments. Crosslisted with PY 0545.

MD 0546 Integrating the Arts and Technology in K-12 Teaching and Learning 3 Credits

The value of the visual and performing arts in supporting essential critical thinking is well documented in recent research. Arts education is closely linked to every goal of school reform, academic achievement, social and emotional development, civic engagement, and equitable opportunity. Candidates will examine integration of the arts in content areas, and the robust opportunities in both formal and informal learning environments offered by technology applications and digital resources. Crosslisted with ED 0546.

MD 0554 Understanding Media Literacy through Popular Culture and Mediated Environments 3 Credits

Media literacy is the ability to access, analyze, evaluate, and produce media messages through a variety of mediated environments. Class time will consist of a blending of lectures and class discussions that will illustrate how popular culture has altered a generation of children while at the same time looking at how it is understood and perceived by them. Further, we will explore how media literacy can be integrated into classroom lessons to increase motivation and cultural awareness.

MD 0585 Capstone Experience 3 Credits

Prerequisites: All other required coursework in the Educational Technology program.

This course serves as the final summative assessment for educational technology students. Their final product should reflect their cumulative work from the program.

MD 0590 Practicum in Educational Technology 3-6 Credits

This practicum provides full-time students with firsthand experience in educational technology management.

MD 0594 Survey of Innovation in Technology**3 Credits**

Technologies are being introduced at an astounding pace, and their adoption is increasingly being driven by consumers rather than by institutional needs and considerations. For educational technology managers, the ability to critically assess new tools and foresee where technology is heading are essential skills. In this course, students will examine the introduction of a variety of mass communication and digital technologies in the recent past in order to develop an understanding of the common elements that have characterized technical innovation in U.S. society and their potential use in education. In taking a case-study approach to the topic, students will conduct research on the relative success of, and societal/institutional reactions to, the various technologies. Students will also study failed technologies in an effort to understand what elements might have been missing. The course will culminate with each student developing their own measurement and assessment of a current "new" technology and develop a strategic plan as to how it might be pursued/implemented in their own school or district. This course is only open to students enrolled in the Sixth Year Certificate program in Educational Technology.

MD 0595 Independent Study**3-6 Credits**

Candidates complete individual study in educational technology with a faculty member after submitting a proposal for independent study prior to registration.

MD 0596 Leading and Supporting Educational Technology in K-12 Schools**6 Credits**

This course is designed to address the specific needs of educational technology professionals for K-12 technology leadership positions. The course will allow students to simultaneously examine both the issues and practices involved in managing technology operations and the technical knowledge required to implement, oversee, and contract for the services required to deliver tech-based learning. The course will lead students through such leadership topics as strategic planning, budgeting, professional development, legal and ethical issues, policy development, and team building, along with the technical concepts of networks, servers, devices and device management, security, and web services as needed to manage technical staff and successfully interact with technology providers. Students will also connect with a technology administrator or director to gain first-hand knowledge of the issues and challenges faced in the field.

Faculty**Assistant Professor of the Practice**Elliott, *Director***Master of Arts in Educational Technology****Requirements**

The MA in Educational Technology is designed to enhance and transform teaching through technology integration: training candidates as teachers, co-teachers and consultants in schools, agencies and organizational professional development.

Code	Title	Credits
Foundations		
MD 0400	Introduction to Educational Technology	3

MD 0500	Technology and Transformational Culture	3
MD 0503	Research and Evaluation in K-12 Consultation and Leadership	3

Core

MD 0460	Principles of Instructional Development	3
MD 0470	Designing for Online Instruction	3
MD 0585	Capstone Experience	3

Electives

Select 4 elective courses in consultation with advisor	12
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Total Credits	30
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Master of Arts in Educational Technology with Preparation for School Library Media Specialist (062) Cross-Endorsement**Requirements**

The MA in Educational Technology with School Library Media Specialization is offered as a K-12 cross-endorsement for certified teachers. This program is for currently-certified teachers only.

Code	Title	Credits
Foundations		
MD 0400	Introduction to Educational Technology	3
MD 0500	Technology and Transformational Culture	3
MD 0503	Research and Evaluation in K-12 Consultation and Leadership	3
Core		
MD 0403	The School Library I	3
MD 0404	The School Library II	3
MD 0405	Management of School Library Resources for Teaching and Learning	3
MD 0406	Introduction to Reference	3
MD 0409	The Literate Environment: P-12 Literature and Reading	3
MD 0585	Capstone Experience	3
Electives		
Select one elective course in consultation with advisor	3	
Total Credits	30	

Sixth Year Certificate in Educational Technology**Requirements**

Code	Title	Credits
Foundations		
MD 0400	Introduction to Educational Technology	3
MD 0500	Technology and Transformational Culture	3
MD 0503	Research and Evaluation in K-12 Consultation and Leadership	3

Core

MD 0460	Principles of Instructional Development	3
MD 0470	Designing for Online Instruction	3
MD 0585	Capstone Experience	3

Electives

Select four elective courses in consultation with advisor	12
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Total Credits	30
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Certificate in Classroom Technology Integration

As the integration of technology into the classroom has become more common, the need for an understanding of how to effectively employ it has moved beyond the purview of a single educational technology professional. This program is designed to provide a foundational understanding of technology integration, its principles, and its practices to teachers seeking to strengthen their educational technology skills. On its own, the certificate will educate candidates on today's technology as well as the methods for assessing new teaching and learning technologies. The certificate is structured to allow students to continue on to the Master of Arts or Sixth Year Certificate programs if they choose, applying all four courses to that degree program. This certificate is offered entirely online.

Code	Title	Credits
MD 0400	Introduction to Educational Technology	3
MD 0460	Principles of Instructional Development	3
MD 0500	Technology and Transformational Culture	3
MD 0540	Creating and Curating Digital Content	3
Total Credits		12

Certificate in Leadership in Educational Technology

While large schools and districts all require Educational Technology Directors, there currently exists little formal training to equip candidates with a strong knowledge of the technical (hardware) and leadership (budgeting and staffing) aspects required to be a leader in the field. This program's goals have been specifically aligned with the nationally recognized Consortium for School Networking (COSN) framework and the International Society for Technology in Education (ISTE) administrator standards. Additionally, the certificate's program of study is designed to help students prepare to successfully complete COSN's Educational Technology Leadership certificate exam, which is increasingly being sought by districts when hiring for technology management positions. The design of this certificate also allows students to continue on to the Master of Arts or Sixth Year Certificate programs if they choose. This certificate is offered entirely online.

Code	Title	Credits
MD 0500	Technology and Transformational Culture	3
MD 0594	Survey of Innovation in Technology	3
MD 0596	Leading and Supporting Educational Technology in K-12 Schools	6
Total Credits		12

Certificate in Learning Design and Technology

This certificate program is designed to teach students the general principles of, and current approaches to, proper instructional design and technology-based course delivery. The program is specifically geared to those students seeking to design and deliver educational programs and professional development/worker training in settings other than educational institutions, e.g., corporate training and human resource departments. Possible occupations for somebody who successfully completes this certificate program include Instructional Coordinator Training and Development Specialists. This program of study is entirely online.

Code	Title	Credits
MD 0400	Introduction to Educational Technology	3
MD 0460 or MD 0470	Principles of Instructional Development Designing for Online Instruction	3
MD 0500	Technology and Transformational Culture	3
MD 0545	Designing and Developing Training Programs	3
Total Credits		12

Marriage and Family Therapy Overview

The department offers two master's degree (MA) programs: one in Marriage and Family Therapy and one in Family Studies. The Master of Arts (MA) degree in marriage and family therapy prepares candidates for careers as marriage and family therapists. The curriculum and clinical training at Fairfield University equips the candidate to work in a wide variety of professional settings with diverse populations who are experiencing a broad range of problems. The program is dedicated to providing a learning context that fundamentally values diversity and nondiscrimination. The core curriculum, the clinical training component of the program and the faculty and supervisors strive to address diversity, power, privilege, and social justice in all aspects of training and education. Toward that end, the faculty is committed to creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty, instructors, and supervisors.

The program is accredited through 2018 by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT). Upon completion of the planned program of study, candidates may apply for pre-clinical fellow membership in AAMFT and are eligible to take the licensing examination in the State of Connecticut. Upon completion of additional required clinical experience and supervision and a passing score on the national licensing exam, according to Connecticut statutes, graduates may apply for Connecticut licensure in marriage and family therapy and Clinical Fellow membership in AAMFT.

The MA degree program in Family Studies is an advanced educational track in early childhood, human development, interpersonal relations, and family studies. Graduates of the program may enter a variety of human services vocations and/or pursue further advanced degrees in human and family development including early childhood, adolescence, marriage and geriatrics.

The Family Studies program focuses on basic human developmental and behavioral characteristics of the individual within the context of the family system. The curriculum includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems.

The curriculum is designed to prepare the candidate to pursue doctoral studies in related areas to become educators and researchers. The Family Studies program also provides an advanced educational track for the candidate who wishes to seek employment in the non-clinical areas of social service delivery, research, family policy and family law, parenting and family life education, health and well-being, prevention and program evaluation. The curriculum covers theory, research and practice with individuals and families across the life span. The curriculum strives to address diversity, power, privilege and social justice with the goal of creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty and instructors.

Mission Statement

The Marriage and Family Therapy program at Fairfield University is designed to prepare students for careers as competent professional marriage and family therapists by providing them with a solid conceptual knowledge base and the clinical skills necessary for effective practice. Students are exposed to the broad range of family systems theories and models with a particular emphasis on the utilization of the Structural and Strategic approaches. The program is dedicated to providing a learning context that fundamentally values diversity, nondiscrimination and the promotion of justice. The program seeks to educate students to be socially aware and ethically responsible professionals.

Philosophy Statement

The philosophy statement of the Marriage and Family Therapy program is an extension of the Mission Statement and incorporates the Conceptual Scholar-Practitioner Framework of the Graduate School of Education and Allied Professions and the Ignatian Jesuit values of the university. The Marriage and Family Therapy program instills in graduates the value of the inherent worth and dignity of all people and promotes the wellbeing of individuals, couples, families and communities, is committed to serving a diverse society; possesses strong conceptual and clinical knowledge and upholds the highest standards of professional conduct. The program supports the development of intellectual rigor, personal integrity, multidisciplinary collaboration, informed decision-making, self reflection and social responsibility.

Admission to the Program

Application deadlines are listed online (<https://www.fairfield.edu/graduate/academics/graduate-school-of-education-and-allied-professions/how-to-apply>).

All potential candidates will be required to participate *in person* in a mandatory on-campus group interview as part of the admission process and will be notified in writing of their eligibility for the group interview.

Given the professional responsibility one assumes as a marriage and family therapist, candidates whose work continues to be of marginal academic quality despite remedial efforts or who demonstrate personal qualities that are not conducive to the role of the marriage and family therapist as cited in the Marriage and Family Therapy Program Student Handbook, or after an unsuccessful attempt to maintain or be placed in a practicum or internship site, may be terminated from the program. All

candidates are required to adhere to the AAMFT Code of Ethics and the Marriage and Family Therapy Program policies and procedures. Failure to comply with ethical and professional standards may also result in termination from the program. In addition, the disposition statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Kathryn P. Koslow Center for Marriage and Family Therapy

The Marriage and Family Therapy program operates a clinical facility on the campus of Fairfield University. The Kathryn P. Koslow Center for Marriage and Family Therapy is a new, state-of-the-art facility that was made possible through a generous gift. The Center is a beautiful facility that is equipped with the latest in technology which enables advanced master's degree candidates to receive the finest professional training for students entering the profession. The Koslow Center offers a wide range of clinical services available to the community, as well as new and exciting opportunities for students to engage in research, grants, and community partnerships.

The Koslow Center for Marriage and Family Therapy is dedicated to providing therapeutic services to individuals, couples, and families; to excellence in the training of professional marriage and family therapists; and to creating a community of professionals where both graduates and current students can be engaged and remain connected. In keeping with Fairfield University's identity as a Jesuit and Catholic institution of higher learning, the Koslow Center is committed to the ideals of embracing difference, examining social systems critically, and becoming directly involved with those who are underprivileged and underserved.

Programs

- Master of Arts in Family Studies (p. 109)
- Master of Arts in Marriage and Family Therapy (p. 110)

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- Certificate in School-Based Marriage and Family Therapy (p. 110)

Courses

FT 0098 Comprehensive Exam in Family Studies 0 Credits

The family studies comprehensive exam is a standardized exam in which the candidate answers questions that require them to demonstrate understanding and mastery of terms reflecting the content they have learned throughout the program. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

FT 0099 Comprehensive Exam in Marriage and Family Therapy 0 Credits

The marriage and family therapy comprehensive exam is a standardized exam in which the candidate answers questions that require them to demonstrate understanding and mastery of terms reflecting the content they have learned throughout the program. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

FT 0425 Private Practice and Small Business Management 3 Credits

This course will provide an overview of small business and private practice management. Students will become acquainted with the technical and personal elements necessary to create and sustain a private practice. Attention will be focused on narrowing student focus in order to develop a feasible strategy for creating, implementing and maintaining small business goals.

FT 0433 Social Justice and Diversity in Professional Practice 3 Credits

Students examine professional practice with individuals, couples and families from diverse ethnic, cultural, racial, religious and socioeconomic backgrounds with a focus on issues of diversity, social justice, power, privilege and underserved communities, in accordance with Key Element IV-B and Foundational Curriculum Area (FCA) 3 of the accreditation standards set forth by the American Association for Marriage and Family Therapy Education (COMAFTE). The course addresses the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from the professional literature.

FT 0447 Lifespan Human Development 3 Credits

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adult, and family development, the course examines the modifications of family structures over time and psycho-social development within family systems and cultural contexts. Crosslisted with CN 0447.

FT 0450 Techniques of Narrative and Solution-Focused Therapy 3 Credits

Prerequisite: FT 0559.

This course will provide an overview of two postmodern and strengths-based therapeutic theories, concepts and applications. The student will become acquainted with the theories and concepts developed by White, Epston, Anderson, Freedman, Combs, de Shazer, Berg and others. Attention will be focused on distinguishing between the postmodern approaches in terms of assessment, conceptualization, treatment and theoretical foundations.

FT 0465 Introduction to Substance Abuse and Addictions 3 Credits

Candidates explore basic information about the history and current use/abuse of various drugs and alcohol. Topics include addiction, the 12-step programs, physiological effects, FAS, COAs, and family systems as well as culturally relevant prevention, intervention, and treatment strategies for individuals and families. Crosslisted with CN 0465.

FT 0470 Professional Practice with LGBTQ Youth and Families 3 Credits

This course is designed to expand candidates' multicultural competence when working with lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals, couples, and families in educational and mental health settings. Topics include identity development, political and historical context, minority stress theory, ethical issues, and guidelines for best practice in marriage and family therapy, counseling, psychology, and educational contexts.

FT 0525 Divorce, Single-Parenting, and Remarriage 3 Credits

This course considers the implications of divorce, single parenting, remarriage, and step-parenting for families experiencing these transitions and for society at large. Specific topics include boundary issues during transition, legal aspects of divorce custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families, with an emphasis on recent research regarding divorce and its aftermath.

FT 0550 Introduction to Marriage and Family Therapy 3 Credits

This course provides an overview of the historical development of the field of family therapy, acquainting candidates with the models developed by Minuchin, Haley, Madanes, Satir, Bowen, Whitaker, and others. The course focuses on distinguishing between the systemic approaches in terms of assessment, conceptualization, diagnosis, treatment, and theoretical foundations, and explores contemporary directions of the field.

FT 0552 Intervention in Structural and Strategic Family Therapy 3 Credits

Prerequisite: FT 0550.

This course focuses on the models of Minuchin, Haley, Madanes, and MRI, with an emphasis on developing a substantive understanding of diagnosis, assessment, and intervention design. The course addresses the range of techniques associated with each orientation, indications and contra-indications for using specific techniques, rationale development for intervention, and the role of the therapist.

FT 0553 Family Therapy Pre-Practicum 3 Credits

Prerequisites: FT 0433, FT 0550, FT 0552.

Taken after FT 0552 and with the approval of the clinical director, this course provides simulated experiences in the practice of family therapy and focuses on developing skills in joining and forming a therapeutic relationship, designing and implementing interventions, and the use of self at the various stages of therapy. The course emphasizes the structural, strategic, and systemic family therapy models and addresses culturally sensitive practice, management, and treatment of cases of suicide, child abuse, domestic violence, and incest. Successful completion of this course and the requirements determines readiness for clinical practice. Candidates must have a signed clinical training agreement on file before registration.

FT 0555 Foundations of Marital and Family Therapy 3 Credits

This course exposes candidates to the theories upon which the models of family therapy are based, exploring the critical epistemological issues in family therapy theory. Furthermore, it helps candidates think about therapy theoretically applying systems theory to an understanding of the variety of contexts in which marriage and family therapists work, including mental health systems, medical systems, etc. The course prepares candidates to understand and contribute to current thinking in the field in regard to theory and practice. Topics include general systems theory, cybernetics, communication theory, constructivism, and current developments in epistemology.

FT 0556 Research in Marriage and Family Therapy 3 Credits

This course covers the methodology, design, and statistical procedures for research in marriage and family therapy. The course addresses selecting appropriate experimental designs, data analysis and understanding the inferential potential of statistical procedures, and evaluating published research, including efficacy and outcome studies in marriage and family therapy. The course content includes quantitative and qualitative research in the field with recognition of cultural factors in research design and methodology.

FT 0559 Practicum in Family Therapy I 3 Credits

Prerequisites: FT 0553, FT 0565.

This course provides clinical experience working with families and meets the standards for training established by the American Association for Marriage and Family Therapy and the Connecticut Department of Health and Addiction Services. Candidates provide five hours per week of service in the Koslow Center plus five to 10 hours per week of service in a community agency offering family therapy treatment under supervision. This practicum follows consecutively after FT 0553.

FT 0560 Practicum in Family Therapy II 3 Credits**Prerequisite:** FT 0559.

This course is a continuation of FT 0559.

FT 0561 Advanced Interventions in Family Therapy 3 Credits**Prerequisites:** FT 0559.

This course explores in depth the theory and techniques of Bowen Family Systems Theory. It focuses on developing a substantive understanding of the theoretical assumptions and clinical applications of Bowen theory and emphasizes self-of-therapist processes as central to effective practice of Bowen therapy.

FT 0565 Ethical, Legal, and Professional Issues in Family Therapy 3 Credits**Prerequisite:** FT 0550.

This course examines issues specific to the clinical practice and profession of marriage and family therapy. Areas of study include ethical decision-making and the code of ethics; professional socialization and the role of professional organizations; licensure and certification; legal responsibilities and liabilities of clinical practice; research, family law, confidentiality issues, AAMFT Code of Ethics, interprofessional cooperation, and mental health care delivery systems.

FT 0566 Substance Abuse and the Family 3 Credits**Prerequisite:** FT 0465.

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. Crosslisted with CN 0565.

FT 0567 Couples Therapy 3 Credits**Prerequisite:** FT 0553.

This course examines couple relationships including issues of intimacy and sexuality throughout the lifespan. The focus is on understanding, conceptualizing, and treating couple relationships across sexual orientations and partnership types. The course addresses assessment and intervention in critical cases as well as treatment of common presenting problems such as infertility, childrearing conflict, infidelity, domestic violence and chronic health issues. The course also covers sexual dysfunction as it occurs in each phase of the couple relationship. Students learn methods for biopsychosocial assessment and diagnosis and develop ethically informed treatment formulations using systemic models of therapy.

FT 0568 Special Topics in Family Therapy (Shell) 1-3 Credits

This course explores advanced topics in the field of family therapy. Topics may vary each semester and are determined by the marriage and family therapy faculty as a reflection of pertinent themes of interest in the field.

FT 0569 Assessment Techniques in Marriage and Family Therapy 3 Credits

This advanced family therapy course addresses clinical diagnosis and assessment in the treatment process. Topics include major family therapy assessment methods and instruments, familiarity with the DSM V, pharmacological treatments, and recognition and critical assessment of cultural factors.

FT 0570 School-Based Practicum in Marriage and Family Therapy 3 Credits

This course is a requirement in the Area of Specialization in School Marriage and Family Therapy and provides an opportunity for candidates to apply theory to practice in the context of the public school system. The practicum is an advanced level clinical experience that is specifically designed to meet the requirements established by the Connecticut State Board of Education for certification in School Marriage and Family Therapy. Enrollment by permission only.

FT 0580 Internship in Family Therapy I 3 Credits**Prerequisite:** FT 0560.

During internship candidates provide 10 to 15 hours of clinical services at an off-campus internship site. They receive weekly individual and group supervision by an approved site supervisor and weekly group supervision by University faculty.

FT 0581 Internship in Family Therapy II 3 Credits**Prerequisite:** FT 0580.

This course is a continuation of FT 0580. Candidates must complete all clinical and supervisory hours by the close of the grading period to be eligible for graduation.

FT 0582 Continuing Internship in Family Therapy 1 Credit**FT 0595 Independent Study 3-6 Credits**

Candidates undertake individual projects in consultation with a faculty member based on proposals submitted one semester in advance of course registration.

FT 0598 Master's Thesis in Marriage and Family Therapy 3 Credits**Prerequisite:** FT 0556.

This elective seminar is for candidates wishing to conduct original research in the field of family therapy or family science. The thesis is expected to make a scholarly contribution to the field. Credit for this course is contingent upon approval of the completed thesis. Prior to beginning this course, candidates must consult with their advisor and complete the prerequisite steps, including the preparation and acceptance of a thesis proposal.

Faculty

Associate Professor

*Preli, Chair**O'Brien, Clinical Director*

Assistant Professor

Hartwell

Instructor of the Practice

LaBella, Koslow Center Administrator

Master of Arts in Family Studies

Requirements

The MA in Family Studies requires completion of a minimum of 33 credits. Candidates must maintain an overall grade point average of 3.0 and pass a comprehensive examination and/or master's thesis at the end of the program.

Students are required to complete the following courses:

Code	Title	Credits
PY 0433	Behavioral Statistics	3
PY 0475	Program Evaluation	3
PY 0571	Research in Psychology	3
Select 8 courses from the following, in consultation with advisor:		24
FT 0433	Social Justice and Diversity in Professional Practice	
FT 0447	Lifespan Human Development	
FT 0465	Introduction to Substance Abuse and Addictions	
FT 0470	Professional Practice with LGBTQ Youth and Families	
FT 0525	Divorce, Single-Parenting, and Remarriage	
FT 0550	Introduction to Marriage and Family Therapy	
FT 0552	Intervention in Structural and Strategic Family Therapy	
FT 0555	Foundations of Marital and Family Therapy	
FT 0556	Research in Marriage and Family Therapy	
FT 0561	Advanced Interventions in Family Therapy	
FT 0565	Ethical, Legal, and Professional Issues in Family Therapy	
FT 0567	Couples Therapy	
FT 0568	Special Topics in Family Therapy (Shell)	
FT 0099	Comprehensive Exam in Marriage and Family Therapy	0
Total Credits		33

Master of Arts in Marriage and Family Therapy

The MA degree in marriage and family therapy requires completion of 60 credits. Candidates must maintain an overall grade point average of 3.0, complete a five-semester continuous and uninterrupted clinical training sequence, in which they provide a minimum of 500 direct contact hours of clinical treatment (250 of which must be relational hours) and receive 100 hours of supervision (50 of which must be individual supervision using direct observation of candidates' clinical work). Candidates must evidence required clinical, ethical, and conceptual competencies and pass a comprehensive examination at the end of the program.

The 60-credit master's degree program is typically completed within a 3-6 year period, although students may attend on a full-time basis which will enable them to complete the program more quickly. A personalized program of study is designed for candidates upon admission to determine their progression through the program.

Requirements

Code	Title	Credits
FCA 1: Foundations of Relational/Systemic Theories and Models		
FT 0550	Introduction to Marriage and Family Therapy	3

FT 0555	Foundations of Marital and Family Therapy	3
FCA 2: Clinical Treatment with Individual, Couples, and Families		
FT 0450	Techniques of Narrative and Solution-Focused Therapy	3
FT 0525	Divorce, Single-Parenting, and Remarriage	3
FT 0552	Intervention in Structural and Strategic Family Therapy	3
FT 0553	Family Therapy Pre-Practicum	3
FT 0561	Advanced Interventions in Family Therapy	3
FT 0567	Couples Therapy	3
FCA 3: Diverse, Multicultural, and/or Underserved Communities		
FT 0433	Social Justice and Diversity in Professional Practice	3
FCA 4: Research and Evaluation		
FT 0556	Research in Marriage and Family Therapy	3
FCA 5: Professional Identity, Law, Ethics, and Social Responsibility		
FT 0565	Ethical, Legal, and Professional Issues in Family Therapy	3
FCA 6: Bio-Psycho-Social Health and Development Across the Lifespan		
FT 0447	Lifespan Human Development	3
FCA 7: Systemic/Relational Assessment and Mental Health Diagnosis and Treatment		
FT 0569	Assessment Techniques in Marriage and Family Therapy	3
FCA 8: Contemporary Issues		
FT 0465	Introduction to Substance Abuse and Addictions	3
FT 0470	Professional Practice with LGBTQ Youth and Families (or other suitable elective)	3
FCA 9: Community Intersections and Collaborations		
FT 0425	Private Practice and Small Business Management	3
Foundational Clinical Practice		
The following courses must be taken in sequence and without interruption:		
FT 0559	Practicum in Family Therapy I	3
FT 0560	Practicum in Family Therapy II	3
FT 0580	Internship in Family Therapy I	3
FT 0581	Internship in Family Therapy II	3
Comprehensive Exam, Capstone, and Thesis		
FT 0099	Comprehensive Exam in Marriage and Family Therapy	0
Capstone Presentation		
Thesis Seminar		
Total Credits		60

Certificate in School-Based Marriage and Family Therapy

The School-Based Marriage and Family Therapy (SB-MFT) certificate program prepares candidates to fulfill the requirements for certification

with the State Board of Education to work in the public school system. The program is available to current MFT master's students and to licensed graduates of COAMFTE-accredited programs.

State Certification as a School Marriage and Family Therapist

In 2007, Connecticut passed the first school certification law for MFTs in the country. Connecticut State Board of Education Regulations require applicants to meet specialized training and experience requirements for school MFT certification. Applicants must be licensed by the Department of Public Health, meet test requirements (required of all educators), fulfill a minimum of 300 hours of supervised experience in public schools, and complete graduate coursework in special education, developmental, learning and school-based systems theory.

Section 10-145d-566d of the Regulations of Connecticut State Agencies specifies:

To receive an initial educator certificate to serve as a school marriage and family therapist, the applicant shall meet the following requirements:

1. Holds a bachelor's degree from an approved institution
2. Holds a master's degree from an approved institution with a planned program in marriage and family therapy accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
3. Has successfully met test score requirements
4. Holds a valid license from the Connecticut Department of Public Health pursuant to Section 20-195c of the Connecticut General Statutes to practice marriage and family therapy
5. Has completed graduate coursework in the following areas:
 - a. Child and adolescent development
 - b. Learning theories
 - c. School-based systems theory
 - d. Federal and state education laws including, but not limited to, the Individuals with Disabilities Education Improvement Act (IDEIA), Americans with Disabilities Act Section 504, professional ethics and code of professional responsibility for educators, Family Educational Rights and Privacy Act (FERPA), and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability
 - e. 300 hours of school-based marriage and family therapy practicum jointly supervised by faculty of a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and a special service staff member of a board of education
6. Has completed a course of study in special education comprised of not fewer than 36 clock hours which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom

Admission and Matriculation Requirements

1. To apply for the School-Based Marriage and Family Therapy certificate, go to the Dean's Office of the Graduate School of

Education and Allied Professions to complete the two-page paper portion of the application.

2. To complete the application, candidates must take the PRAXIS CORE, SAT, ACT or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.0) or above and provide an official transcript to the Dean's office. Please see advisor for additional details and recommendations. When you take the Praxis Core exam, use the University's code of 3390 and provide ETS with your social security number so that your scores will be sent to the Dean's Office and uploaded into the system. Information on applying to take the Praxis Core examination can be obtained at ets.org (<http://www.ets.org>).
3. Fingerprinting/background check requirement: Students registering for coursework with a fieldwork component will be required to adhere to the requirements of the district where the fieldwork takes place: Check with the Program Director or faculty advisor for more information.

Requirements

The seven required courses may be taken concurrently with the candidate's master's program or after completion of the degree. Completion of the master's degree and certificate are noted on the student's transcript. The courses required for the certificate are as follows:

Code	Title	Credits
ED 0442	Educational Psychology	3
ED/PY 0534	Theories of Learning	3
FT 0447	Lifespan Human Development	3
FT 0555	Foundations of Marital and Family Therapy	3
FT 0570	School-Based Practicum in Marriage and Family Therapy	3
SE 0405	Exceptional Learners in the Mainstream	3
SE/SL 0419	Special Learners in the Bilingual/ESL Classroom	3
or SL 0477	Culture and Second Language Acquisition	
Total Credits		21

Notes:

- FT 0447 and FT 0555 are core courses in the regular MFT master's degree program and are taken as part of the MA curriculum. These courses will count toward the certificate program as well.
- ED 0442, ED 0534/PY 0534, FT 0570, SE 0405, SE 0419/SL 0419, and SL 0477 may be taken by MFT master's degree candidates *only* after completing a brief paper application for the SB-MFT certificate and providing passing test scores on the Praxis Core, SAT, ACT, or GRE.
- Completion of the SB-MFT admission application does not commit the student to completion of the certificate program. It does ensure that, if the certificate program is completed, notification will be posted on the student's transcript after graduation from the MFT master's degree program.

- FT 0570 may be taken concurrently with or after completion of ED 0442 and SE 0405. Candidates must receive approval prior to enrollment in FT 0570. Approval is obtained from the Department Chair after the Department Chair verifies with all instructors that the candidate demonstrates both interpersonal and academic suitability for work in the public school system. Any candidate who is denied permission to take FT 0570 may not continue in the program or receive the certificate of completion. Candidates also will not receive endorsement from the program faculty or administrators for certification with the State of Connecticut. Interpersonal suitability refers to all dispositional characteristics that might interfere with the candidate's ability to function effectively in the capacity of a school-based marriage and family therapist. Academic suitability refers to the demonstration of sufficient aptitude conceptually and in coursework to function effectively as a school-based marriage and family therapist.
- Any candidate who does not receive approval to enroll in FT 0570 will be unable to use all courses completed at Fairfield University towards certification from the Department of Education.

Psychological and Educational Consultation

The Department of Psychological and Educational Consultation offers concentrations in studies that prepare candidates for careers in a variety of human service and consultative areas. The department has, as its primary objective, a collaborative approach to contributing to the quality of life in our changing schools, organizations, and society. The department is dedicated to making significant contributions to the:

- Enhancement of self-awareness and self-understanding
- Promotion of self care to develop optimal well-being and prevent burnout
- Improvement of service delivery options to children, adolescents, and adults
- Resolution of problems through effective consultation skills
- Promotion of effective communication skills and working relationships
- Increased effectiveness of interventions in schools, organizations, and community support agencies
- Leadership in schools and community agencies in the areas of theory, assessment, and understanding of differences among children, youth, adults, and those with disabilities, with special emphasis on differentiating typical cultural characteristics from pathology
- Development of effective strategies in curricular, behavioral, technological, therapeutic, and organizational interventions
- Enhancement of human potential, facilitation of healthy development, and primary prevention of problems in school, at home, in organizations, and in the community
- Development and implementation of a wide and effective range of instructional and telecommunication technologies

Candidates may choose from one of several sequences of study. They may pursue certification preparation in school psychology; elect a program in psychology that finds application in the promotion of organizational effectiveness and work productivity; select courses that enrich competencies required in human services and community work; or strengthen their knowledge of psychology in preparation for further graduate study. All of the programs provide for the development of a basic foundation of knowledge in psychology and related fields, as well

as emphasize the application of knowledge in assessment, problem-solving and understanding others.

To supplement course work, the faculty has established working relationships within settings where psychological skills are applied. These settings include schools, child and family mental health and rehabilitation services, corporate training and development settings, and organizations in the private sector. These relationships provide for the coordination of real life experiences with academic training and serve dual purposes. First, candidates have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by university faculty. Second, the addition of graduate candidates to established staff enhances the resources available in the community.

Programs

- Applied Psychology (p. 116)
 - Foundations of Advanced Psychology
 - Industrial/Organizational Psychology (Master of Arts or 5-Year Integrated Bachelor and Master of Arts)
- School Psychology (p. 118)
- Advanced Training Certificate in Applied Behavior Analysis (p. 119)

Courses

PY 0098 Comprehensive Exam in Applied Psychology 0 Credits

The comprehensive examination in applied psychology requires candidates to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays. Candidates are eligible to take the master's comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. Cumulative GPA of 3.0 required to sit for the exam.

PY 0099 Comprehensive Examination in School Psychology 0 Credits **Prerequisites:** PY 0430, PY 0433, PY 0435, PY 0436, PY 0438, PY 0446.

The comprehensive examination in school psychology requires candidates to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays. Before candidates take the comprehensive examination, they must have completed, or be in the process of completing, 24 credits.

PY 0401 Special Topics in Psychology (Shell) 1-3 Credits

The special topic course varies in content, as needed, in order to provide timely opportunity to explore time sensitive, new and emerging topics and foci on a one-time basis, or to offer a pilot section of a new course in development. Each special topic course will have a unique focus, clearly identified in the course title after the colon. Candidates may take a special topic course more than once, as long as the course content and foci are distinctly identified.

PY 0403 Introduction to Play Therapy 3 Credits

This course provides candidates with instruction in client-centered play therapy. Course objectives include enhancing sensitivity to children's issues, developing an awareness of the world as viewed by children, increasing the ability to communicate effectively with children using play techniques, understanding children's behavior, communicating effectively with parents, and developing basic play therapy skills. Candidates also view demonstrations of actual play therapy sessions and gain experience applying play therapy strategies with children. This course is available to candidates enrolled in a certification program or those who are already certified.

PY 0406 Organizational Development 3 Credits

Prerequisites: PY 0420, PY 0435, PY 0545.

This course explores and analyzes the various methods and techniques for effective organizational development in contemporary organizations. The course focuses on models, case studies, and candidate examination of organizations with which they are affiliated. Candidates identify and study key success factors such as organizational culture, leadership, and history.

PY 0420 Introduction to Industrial and Organizational Psychology 3 Credits

This course introduces the application of psychological concepts, principles, and methods to process issues and problems in the work environment. Topics include personnel selection, training and development, work motivation, job satisfaction and effectiveness, work design, and organizational theory. For students interested in the 5-year Integrated Bachelor's/Master's degree in Industrial/Organizational Psychology permission of the instructor is required. May be used by Psychology majors as a Psychology elective towards the undergraduate degree if PY 0124 has not been taken.

PY 0430 Issues in Professional Practice in School Psychology 3 Credits

Among the first courses that should be taken in the School Psychology program, this course presents a realistic view of school psychology, permitting participants to interview school psychologists and other school personnel in the field about the role of the school psychologist. It serves as a vehicle to affect the future of school psychology by empowering future school psychologists, and it introduces the issues primary to the profession and practice of school psychology. Topics include special education law; professional ethics; the history of school psychology; a tripartite model of service delivery; the "scientific practitioner" approach; consultation; child development and system theory as a basis for practice; advocacy for and education about the school psychologist's role; and an introduction to federal and state educational systems within which the profession operates.

PY 0433 Behavioral Statistics 3 Credits

Participants study descriptive and inferential statistics with an emphasis on methodological and technological applications in the behavioral sciences. Topics range from measures of central tendency to parametric and nonparametric tests of significance. Applied Psychology students must earn at least a B in the course for the course to count toward their degree. Candidates with a prior course in statistics may try to test out of PY 0433 before the first class. Contact the instructor well in advance of the first class to make arrangements. Candidates who successfully test out of this course will substitute another approved three-credit course appropriate to their program.

PY 0435 Psychology of Personality 3 Credits

This course takes a comprehensive approach to understanding theories of personality formation through an in-depth survey and critique of major and minor theories of personality. The course emphasizes developing a critical understanding of the similarities and differences among the theories and the contribution of each theory to conceptualizations of normal and abnormal behavior, with application to the understanding of current research in personality psychology. Cross-cultural issues are addressed. Applied Psychology students must earn at least a B in this course for the course to count toward their degree.

PY 0436 Psychopathology and Classification I 3 Credits

This course introduces candidates to advanced child and adolescent psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating children and adolescents who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-V and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes.

PY 0437 Psychopathology and Classification II 3 Credits

This course introduces candidates to advanced adult psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating people who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-V and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes.

PY 0438 Treatment Models for School-Age Youth 3 Credits

Prerequisites: PY 0435, PY 0436*.

In this course, candidates learn to develop treatment plans for children and adolescents in schools. Various psychotherapy models bridge the gap between theory and practice. Case studies serve as the primary learning vehicle. Given that children and adolescents frequently demonstrate emotional difficulties in the school setting, the course highlights theoretically informed therapeutic interventions that are pragmatic for use in the school setting, and emphasizes the importance of recognizing individual differences (cognitive, cultural, etc.) when designing interventions. (*indicates concurrency allowed)

PY 0446 Developmental Psychology I: Theory and Application in Professional Practice 3 Credits

Candidates study human development from birth through adolescence. Designed for graduate candidates pursuing careers as clinical practitioners, this course helps participants develop the basic skills necessary to understand their clients in the context of the various domains of human development. Candidates learn to identify deviations in development and craft corresponding intervention plans. The course also emphasizes cultural competence, providing candidates with an understanding of individuals and families within a cultural context.

PY 0449 Introduction to Clinical Child Neuropsychology 3 Credits

Prerequisites: PY 0538, PY 0540.

This course introduces candidates to brain structure, development, and function as the child grows to adulthood. Discussion topics include cognitive, academic, and behavioral sequelae of commonly encountered neuropathologies of childhood and adolescence, with case illustrations. Because of the emphasis placed on educational outcomes of neuropathology, the course addresses dyslexia, attention deficit disorder, and non-verbal learning disability.

PY 0471 Effective Interviewing**3 Credits**

This course trains individuals whose work requires a high skill level in communication. The course emphasizes defining the goals of the interview and the best means for achieving these goals, attending to overt and covert language and non-language messages, and dealing with the emotional dimensions of the interview. Candidates learn and experiment with a variety of interviews in different contexts.

PY 0475 Program Evaluation**3 Credits**

Prerequisites: PY 0201; or PY 0433, PY 0571.

This course focuses on concepts and principles in performing evaluations of psychological and social programs. Evaluations are an amalgam of political and scientific perspectives that require numerous skills and talents. A number of topics and models of evaluation are presented. However, no two evaluations are alike. Therefore, solid training in methodology and technical techniques is imperative for performing evaluations. The objectives of this course are to develop skills in designing evaluations, to develop survey instruments, to develop proposals, and to communicate evaluation results. In each of these areas, ethical issues are addressed. Quantitative methods are emphasized, but qualitative approaches are presented.

PY 0480 Consulting Theory and Practice**3 Credits**

Prerequisite: PY 0420 or matriculation in the Clinical Mental Health Counseling program.

This course is designed to assist candidates in developing an understanding of and skills in the practice of consultation in both internal and external roles. The core psychological principles and techniques apply equally well in business, non-profit, and educational settings. The course focuses upon the psychological concepts, models, and principles for effective consultation. A variety of contemporary models are examined. Candidates are expected to develop insight into their own consultation approaches and their strengths and needs.

PY 0485 Performance Coaching**3 Credits**

This course focuses upon the models, strategies and techniques for coaching and mentoring managers and employees in contemporary organizations. Students are introduced to research on interpersonal and leadership style issues that have been shown to play key roles in leadership success or failure. Students are also introduced to research related to leadership "derailment," or failure patterns observed in managers and employees who have been previously assessed as being moderate to high-potential leaders. Within this course, students learn about the most common performance coaching challenges and practice conducting performance coaching sessions.

PY 0501 Fundamentals of Survey Design**3 Credits**

Prerequisite: PY 0201 or PY 0433.

This course covers the important basics of measurement and the fundamentals of un-normed survey and questionnaire design. It also will provide training in entry-level survey/questionnaire skills for those who may be required to develop simple surveys/questionnaires in their work.

PY 0534 Theories of Learning**3 Credits**

This course considers, in detail, the conditions of human learning found in the principal schools of psychology on the contemporary scene. Candidates investigate other theories for individual reports. Crosslisted with ED 0534.

PY 0535 Collaborative Consultation**3 Credits**

Prerequisites: PY 0430, PY 0548.

Designed to give candidates knowledge and consultation skills, this course presents consultation as a collaborative problem-solving process that is empowering and prevention-oriented. The course focuses on mental health consultation as described by Gerald Caplan. Candidates learn the major models of consultation, the generic stages of consultation, and four levels of consultation service. The course also addresses practice issues, such as consultee resistance, consultee perspective, and consultant self-awareness. The course includes a practicum component in which candidates consult with a teacher at a school site once a week for approximately 10 weeks.

PY 0537 Psychoeducational Assessment I: Behavioral**Approaches****3 Credits**

Designed for school psychology candidates, this course is the first in a four-course sequence in the psycho-educational evaluation of school-aged children. It covers the key concepts and procedures used in the behavioral assessment of individuals with a dual emphasis on functional behavioral assessment and progress monitoring within a response-to-intervention model. Topics covered include direct observation procedures, indirect assessment procedures, data collection and progress monitoring, functional analysis, reinforcer assessment, social validity assessment, direct behavior ratings, inter-observer reliability, and linking assessment results to behavior intervention and support plans. Applications at all three tiers of a response-to-intervention model will be discussed. This course is also the first course in the three course program: Advanced Training in Applied Behavior Analysis.

PY 0538 Psychoeducational Assessment II: Standardized**Approaches****3 Credits**

Fee: \$60 GSEAP Lab Fee

Corequisite: PY 0540.

Prerequisite: Completion of all MA degree requirements.

For school psychology candidates, this course is designed to advance their knowledge and skills of standardized assessment instruments commonly used by school psychologists in practice. This course will include review of psychometric constructs relevant to the measurement of intelligence and achievement, review of cross-battery assessment, (c) practice in the administration and scoring of standardized measures of intelligence, achievement and behavior, and (d) practice in the interpretation of test scores, (e) practice in the preparation of written reports summarizing test results, (f) exploration of multicultural issues related to assessment, and (g) review of the application of intelligence testing in school and clinical settings.

PY 0540 Psychoeducational Assessment III: Clinical Approaches**3 Credits**

Fee: \$60 GSEAP Lab Fee

Corequisite: PY 0538.

Prerequisite: Completion of all MA degree requirements.

This course provides an introduction to clinical approaches to assessment for candidates in the school psychology program. A variety of assessment techniques will be presented and critically reviewed, including clinical interview, clinical observation, and projective techniques commonly used by school psychologists to assess students in school settings. Candidates will gain practice in the administration and interpretation of clinical assessments as well as basic report-writing.

PY 0541 Behavior Change Procedures**3 Credits****Prerequisite:** PY 0537.

This course will present behavior change procedures for use with individual and group clients. Antecedent, consequence, and alternative behavior interventions will be discussed. Procedures to learn include the use of: reinforcement and punishment (including differential reinforcement), modeling, shaping, chaining, etc. Specific topics will include discrimination training, contingency contracting, and group contingencies, among others. Basics of working with verbal behavior also will be introduced. This course is the second course in the three-course Applied Behavior Analysis Advanced Training Certificate program.

PY 0542 Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis**3 Credits****Prerequisites:** PY 0537, PY 0541.

This course will present the concepts, principles, and tools of measurement used for assessment and intervention within applied behavior analysis. Topics covered will include defining target behaviors, choosing measurement strategies and procedures for various dimensions of behavior, single-case design, graphical presentation of data, and applications within a response-to-intervention framework. This course is the final course in the three course program: Advanced Training in Applied Behavior Analysis.

PY 0544 Psychoeducational Assessment IV: Integrated Assessment**3 Credits****Prerequisites:** PY 0538, PY 0540.

For school psychology majors only, this is the fourth and final course in the advanced study of applied psychoeducational assessment. Designed for graduate candidates who are in the final stages of preparing for on-site professional assessment, this course focuses on continuing instruction in the administration and interpretation of various assessment techniques, emphasizing cognitive measures, academic assessment, academic achievement tests, and projective techniques, as well as psychological report-writing that integrates all assessment data into clear, accurate, written psychological reports. The course also stresses cultural and ethical competence in order to meet the need to synthesize and integrate assessment data into comprehensive, non-biased psychological evaluations of children and youth. Candidates administer comprehensive psychoeducational batteries within a school or agency in preparation for their internship in school psychology. Formerly "Integrated Assessment."

PY 0545 Designing and Developing Training Programs**3 Credits****Prerequisites:** Matriculation in the IOPE program; PY 0420.

Designed for prospective trainers, training specialists, personnel generalists, or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and allow content to be tailored to participant needs and working environments. Crosslisted with MD 0545.

PY 0548 Psychotherapeutic Techniques for School-Age Youth**3 Credits****Prerequisites:** PY 0430, PY 0435, PY 0438, PY 0446.

This course provides school psychology, school counselor, and social work candidates with a first exposure to psychotherapeutic techniques. Topics include the purposes and rationale for such techniques, selection of appropriate methodologies, ethical considerations, and practice skills.

PY 0571 Research in Psychology**3 Credits****Prerequisite:** PY 0433.

This course emphasizes developing a critical understanding of the essential issues involved in designing, conducting, and reporting the results of psychological research. It provides the foundation necessary for more advanced courses in research design and data analysis or for developing a master's thesis proposal.

PY 0576 Practicum I: Assessment and Group Process**3 Credits****Corequisite:** PY 0544.

This course provides support and university supervision for candidates in their semester long school-based practicum. This course primarily provides opportunities to gain practice and facility in testing and report writing. Additionally, the course provides students with an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates also learn how to develop lesson plans and conduct whole class lessons. Enrollment by permission only.

PY 0577 Practicum II: Counseling and Group Process**3 Credits****Prerequisite:** PY 0576.

This course provides support and university supervision for candidates in their eight-week long mental health practicum. The primary purpose of this course is to provide opportunities to gain practice and facility in individual and group counseling, behavior modification, and interviewing in a mental health setting. Candidates typically work with challenging cases, which enables them to act as better liaisons to acute care facilities when in the schools. Additionally, the course provides students an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates take this course the summer before internship.

PY 0578 Field Work in Applied Psychology**3 Credits****Prerequisites:** Completion of 21 credits in psychology, including PY 0406, PY 0420, PY 0433, PY 0435, PY 0545, PY 0571; B or better cumulative GPA.

Advanced candidates matriculated in the industrial/organizational/personnel track undertake approved, supervised fieldwork in an area related to their professional interests and program content. Course requirements include a site supervisor and a faculty supervisor for each candidate, and a fieldwork placement that involves at least 13 full days of on-site experience. Enrollment by permission only.

PY 0595 Independent Study**3 Credits**

Candidates conduct individual projects in consultation with a faculty member from the Department of Psychological and Educational Consultation. Enrollment by approval of faculty advisor.

PY 0596 Master's Thesis**3 Credits****Prerequisites:** PY 0433, PY 0571.

Part-time candidates matriculated in school psychology may engage in a master's thesis project. The candidate's project must demonstrate an advanced, sophisticated knowledge of psychology and be considered a contribution to the field. Activities in the development of the thesis include an initial outline of the project, proposal (including a review of the related literature and proposed thesis), and final report. Candidates submit proposals in the semester preceding registration for this thesis course and may register only during the normal registration period preceding each semester. Enrollment by permission only.

PY 0598 Internship in School Psychology I**3 Credits****Prerequisite:** All course work and approval of program coordinator.

This course provides weekly supervision and support at the University for candidates during the fall semester of the school psychology internship. This internship allows candidates to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. The course stresses a tripartite approach to school psychology, with equal emphasis on assessment, direct intervention, and consultation.

PY 0598P Internship in School Psychology I**3 Credits**

See PY 0598.

PY 0599 Internship in School Psychology II**3 Credits****Prerequisite:** PY 0598.

This course provides weekly supervision and support at the University for candidates during the spring semester of the school psychology internship.

PY 0599P Internship in School Psychology II**3 Credits**

See PY 0599.

to outline a planned program of study. Prior to registering for courses each semester, candidates are encouraged to meet with their advisor. Students may be required to take one or more English writing courses if their writing skills do not meet graduate level standards.

The Applied Psychology program offers three programs of study: industrial/organizational psychology (a traditional MA program or a 5-year integrated Bachelor's/Master's degree program) and foundations of advanced psychology. Requirements for the different programs include:

- Industrial/Organizational Psychology: Requires the completion of 39 credits of approved courses. 36 of these credits must be in psychology.
- 5-Year Integrated Bachelor's/Master's degree in Industrial/Organizational Psychology: Requires the completion of 9 credits at the undergraduate level and 30 credits at the graduate level.
- Foundations of Advanced Psychology: Requires completion of 33 credits of approved courses. 27 of these credits must be in psychology.

Note: Students who need to take 9 credits every semester for visa or financial aid reasons may need to take additional credits beyond the minimum required for the degree.

Faculty

Professor

Dohm, *Director, Applied Psychology*

Associate Professor

Campbell, *Certification and Accreditation Officer; Director, TESOL, World Languages, and Bilingual Programs*Gill Lopez, *Department Chair and Director, School Psychology*

Lolis

Zera

Associate Professor of the Practice

McCombes-Tolis, *Director, Reading and Language Development*

Assistant Professor of the Practice

Maloney

Applied Psychology

Different concentrations of study are available to candidates seeking a master's degree in applied psychology. Some candidates are interested in developing the skills necessary for work as industrial-organizational psychology specialists in organizational settings. Others wish to strengthen their academic background in psychology before pursuing further graduate studies at another institution or to prepare themselves to be entry-level research assistants in psychological research settings.

Admission to the Applied Psychology Program

Application deadlines are listed online (<http://fairfield.edu/gseapdeadlines>).

An interview with one or more faculty members is required for admission to the Applied Psychology program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a candidate. After admission, each candidate is required to meet with a faculty advisor

5-Year Integrated Bachelor and Master of Arts in Industrial/Organizational Psychology

This program has been designed for Fairfield University undergraduate students who are interested in a pathway other than an MBA to work in organizations and who want to develop the skills necessary to work as industrial/organizational specialists.

Graduates of the program assume positions in profit and non-profit organizations in human resources, training, consulting, research, organization development, recruiting and similar specialties. They have been employed in companies such as GE, Shell Oil, Gartner, Survey Sampling, Bank of Montreal, Deloitte Touche, Hewitt Associates, Toyota and Merrill Lynch; and by the Red Cross, the Justice Department, and a number of universities such as Loyola, UCONN, and Fairfield University. The skills, psychological principles and methodologies mastered in the program may be applied in a variety of organizational settings depending upon the student's interests and career choices.

To be eligible for admission students need to have an overall GPA of 3.0 in their undergraduate courses. They also must earn grades of at least B+ in the three required applied psychology courses taken while they are undergraduates: PY 0201, PY 0202, and PY 0420.

Current Fairfield University undergraduates should apply by January 15 of their senior year, for admission the summer immediately following their graduation.

Alumni also are eligible to apply for the 30 credit 5th-year MA degree program in Industrial/Organizational Psychology if they meet the following criteria:

1. Graduated within three years of the date of application
2. Meet the general admissions requirements
3. Earned B+ or better in the three prerequisite courses.

Alumni who as undergraduates earned the required grades of B+ in both PY 0201 and PY 0202 but who have not taken PY 0420 must complete PY 0420 with a grade of B+ or better within the first 9 credits of

coursework. They will be eligible to apply for a modified MA program of 33 credits.

Ethics

Candidates in the Applied Psychology program are expected to act in accordance with the American Psychological Association's ethical principles. Candidates who behave unethically may be dismissed from the program. The ethical principles are available online (<http://www.apa.org/ethics>). In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Comprehensive Examination

Successful completion of the master's comprehensive examination is required of all candidates.

The comprehensive examination in psychology requires candidates to demonstrate understanding and mastery of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays.

Candidates are eligible to take the master's comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. Candidates have a maximum of two opportunities to pass the examination.

Requirements

Master of Arts in Foundations of Advanced Psychology

Code	Title	Credits
PY 0433	Behavioral Statistics ¹	3
PY 0435	Psychology of Personality ¹	3
PY 0436	Psychopathology and Classification I	3
PY 0437	Psychopathology and Classification II	3
PY 0446	Developmental Psychology I: Theory and Application in Professional Practice	3
PY 0475	Program Evaluation	3
PY 0501	Fundamentals of Survey Design	3
PY 0534	Theories of Learning	3
PY 0571	Research in Psychology	3
Select six credits of electives approved by the program director		6
PY 0098	Comprehensive Exam in Applied Psychology	0
Total Credits		33

¹ Students who earn less than a B in these courses may be required to retake the course to earn credit towards their degree.

Master of Arts in Industrial/Organizational Psychology

Code	Title	Credits
PY 0406	Organizational Development	3
PY 0420	Introduction to Industrial and Organizational Psychology	3
PY 0433	Behavioral Statistics ¹	3
PY 0435	Psychology of Personality ¹	3
PY 0471	Effective Interviewing	3
PY 0475	Program Evaluation	3
PY 0480	Consulting Theory and Practice	3
PY 0485	Performance Coaching	3
PY 0501	Fundamentals of Survey Design	3
PY 0545	Designing and Developing Training Programs	3
PY 0571	Research in Psychology	3
PY 0578	Field Work in Applied Psychology	3
Select one of the following:		3
MG 0500	Leadership	
MG 0503	Legal and Ethical Environment of Business	
MG 0540	Cross-Cultural Management	
MG 0400	Organizational Behavior	
PY 0098	Comprehensive Exam in Applied Psychology	0
Total Credits		39

¹ Students who earn less than a B in these courses may be required to retake the course to earn credit towards their degree.

5-Year Integrated Bachelor and Master of Arts in Industrial/Organizational Psychology

Code	Title	Credits
Undergraduate Prerequisites		
PY 0201	Statistics for Life Sciences	4
PY 0202	Research Methods in Psychology	4
PY 0420	Introduction to Industrial and Organizational Psychology	3
Graduate Credits		
PY 0406	Organizational Development	3
PY 0435	Psychology of Personality	3
PY 0471	Effective Interviewing	3
PY 0475	Program Evaluation	3
PY 0480	Consulting Theory and Practice	3
PY 0485	Performance Coaching	3
PY 0501	Fundamentals of Survey Design	3
PY 0545	Designing and Developing Training Programs	3
PY 0578	Field Work in Applied Psychology	3
Select one of the following:		3
MG 0400	Organizational Behavior	
MG 0500	Leadership	

MG 0503	Legal and Ethical Environment of Business	
MG 0540	Cross-Cultural Management	
PY 0098	Comprehensive Exam in Applied Psychology	0
Total Credits		41

School Psychology

The School Psychology program at Fairfield University is a 63-credit program approved by the National Association of School Psychologists (NASP). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct and indirect intervention. The program is shaped by the belief that school psychologists are best prepared when they are instilled with a scientist/practitioner problem-solving orientation, encouraged to think reflectively, motivated to intervene at the primary prevention level, and inspired to be proactive agents of change. There is a special emphasis on self-care to insure optimal learning and practice in the field. Throughout the program, candidates develop and integrate who they are as individuals with their emerging professional identity. Candidates evolve as professionals through classroom experiences and opportunities to apply their growing knowledge and skills in school and mental health settings. The program culminates in an internship experience, consisting of 1200 hours. Throughout the program, candidates develop portfolios documenting their personal and professional growth, which assist them in finding employment. To be endorsed for state certification, a student must complete both the MA degree and Sixth Year Certificate (SYC) requirements. Upon completing the MA, students must submit a formal application for entry into the SYC program. Those wishing to enter the program initially at the SYC level must hold a relevant master's degree, have a GPA of at least 3.0, and must complete a minimum of 30 credits at Fairfield University.

Admission to the School Psychology Program

Application deadlines are listed online (<https://www.fairfield.edu/graduate/academics/graduate-school-of-education-and-allied-professions/how-to-apply>).

After a successful initial paper review, applicants are invited to campus for a group interview. The interview is intended to clarify applicants' understanding of the program and the profession, and to assess applicants' potential for success in the program. After admission, each candidate is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework. Candidates must complete requirements for both the MA degree and SYC program to be eligible for Connecticut state certification as a school psychologist.

PREPaRE Workshops

All students are trained in the national evidenced-based crisis management program, PREPaRE, while in the SYC program during Practicum and/or Internship.

School Psychologist Certification

A candidate who successfully completes all program requirements meets the Connecticut certification requirements. When the entire program has been completed (63 credits), and the Sixth Year Certificate program is posted, the candidate must apply for an endorsement from the Graduate School of Education and Allied Professions for Connecticut's Initial

Educator's Certificate in School Psychology from the Connecticut State Department of Education.

Completion of all MA degree and SYC program requirements for those entering at the MA level, or completion of a minimum of 30 credits at Fairfield University for those entering at the SYC level is required for university endorsement for state certification as a school psychologist.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty reserve the right to discontinue the program of any candidate, at any time in the program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are not appropriate to the field. Practica and internship candidates are also expected to demonstrate the NASP Professional Work Characteristics (Section 4.5, Standards for the Credentialing of School Psychologists, 2010). A candidate may be denied recommendation of certification for not demonstrating the NASP Professional Work Characteristics. The Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions. Additionally, all students are evaluated by faculty each year on their dispositions and personal work characteristics through formal measures.

Requirements

Master of Arts in School Psychology

All candidates admitted to the School Psychology program must satisfy the requirements for the MA degree as listed in the program of study. Those candidates admitted into the MA program who did not complete an undergraduate major in psychology may be required to take additional coursework as identified by their advisor.

Code	Title	Credits
FT 0433	Social Justice and Diversity in Professional Practice	3
PY 0430	Issues in Professional Practice in School Psychology	3
PY 0433	Behavioral Statistics	3
PY 0435	Psychology of Personality	3
PY 0436	Psychopathology and Classification I	3
PY 0438	Treatment Models for School-Age Youth	3
PY 0446	Developmental Psychology I: Theory and Application in Professional Practice	3
PY 0534	Theories of Learning	3
PY 0537	Psychoeducational Assessment I: Behavioral Approaches	3
SE 0405	Exceptional Learners in the Mainstream	3
SE 0413	Theories of and Introduction to Learning Disabilities	3
PY 0099	Comprehensive Examination in School Psychology ¹	0
Total Credits		33

¹ Before candidates take the comprehensive examination they must complete, or be in the process of completing, 24 credits. These credits must include PY 0430, PY 0433, PY 0435, PY 0436, PY 0438, and PY 0446.

Sixth Year Certificate in School Psychology

A separate admission application for the SYC must be submitted. Those wishing to be accepted for matriculation at the SYC level must first complete all the MA course requirements in school psychology. Applicants with related MA degrees may be considered for admission into the SYC program. However, all MA degree requirements in the School Psychology program must be completed.

Candidates must submit their e-Portfolio before the completion of PY 0599 Internship in School Psychology II. Additionally, candidates must pass the Praxis II test in School Psychology.

Candidates who are accepted into the SYC program with related degrees must fulfill all program course requirements. They must also develop and submit their e-Portfolios and complete three full day PREPaRE crisis management workshops presented by certified faculty trainers.

A prior master's degree (or higher) in a relevant field is required.

Code	Title	Credits
PY 0449	Introduction to Clinical Child Neuropsychology	3
PY 0535	Collaborative Consultation	3
PY 0538	Psychoeducational Assessment II: Standardized Approaches	3
PY 0540	Psychoeducational Assessment III: Clinical Approaches	3
PY 0544	Psychoeducational Assessment IV: Integrated Assessment	3
PY 0548	Psychotherapeutic Techniques for School-Age Youth	3
PY 0576	Practicum I: Assessment and Group Process	3
PY 0577	Practicum II: Counseling and Group Process	3
PY 0598	Internship in School Psychology I	3
PY 0599	Internship in School Psychology II	3
Total Credits		30

Advanced Training Certificate in Applied Behavior Analysis

Fairfield University's Graduate School of Education and Allied Professions offers a three-course, nine-credit Advanced Training Certificate (ATC) program in Applied Behavior Analysis (ABA). It is open to those who hold a related master's degree and are certified to work in public schools because they have the qualifications and background to implement best practice.

Fairfield's program is broad in scope and provides training in all behavioral strategies, as well as in applied behavior analysis. The program provides the requisite knowledge base and skill set for school psychologists and qualified others, allowing them to design behavioral

interventions to augment their professional services. The skills developed through this ATC will allow professionals to work collaboratively to provide comprehensive behavioral services through consultation and direct intervention. The courses in this program only run when there is a sufficient cohort.

The three courses required for this advanced training certificate are:

Code	Title	Credits
PY 0537	Psychoeducational Assessment I: Behavioral Approaches	3
PY 0541	Behavior Change Procedures	3
PY 0542	Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis	3
Total Credits		9

Reading and Language Development

The Reading and Language Development Program was designed to provide classroom educators and remedial reading interventionists with the knowledge and skills necessary to translate the science of reading into artful practice. The Program strives to create a community of reflective learners and practitioners who are committed to scientifically-informed decision-making, academic excellence, and personal accountability and growth. Congruent with our Graduate School's Conceptual Framework, the program reinforces the critical importance of professional attitudes and dispositions that foster successful collaborations in the service of children and families. These attitudes and dispositions are formally assessed at four points over the course of a candidate's engagement with the program: Program Application, Practicum I, Practicum II, Practicum III, and Program Completion.

The Program prepares educators in current best practices, as supported by reading research, and responds to state and national policy initiatives. Course content and practicum experiences are arranged to support candidates' mastery of essential knowledge and skills required in order to successfully serve students' diverse reading and language arts needs in the general education setting – this includes meeting the needs of students in core, intervention, and remediation contexts. It is important to note that special consideration is given to serving the reading and language arts needs of students from culturally and linguistically diverse backgrounds, as the Program includes several teacher training initiatives that are specifically designed to positively impact Connecticut's reading achievement gap.

Program candidates receive training in a variety of instructional practices, approaches, methods, and curriculum materials, and are prepared to support and mentor classroom teachers and other professionals in creating literate environments conducive to successful reading and writing. In doing so, the program prepares candidates in a wide range of critical competency areas, with consideration for students in Grades 1-12.

Candidates enrolled in one of our degree or certification granting programs are eligible to apply for national certification with the International Dyslexia Association. Interested candidates should speak directly with the Program Director, Dr. Jule McCombes-Tolis, for more information.

Attend an Information Session

Individuals interested in learning more about the programs offered through Reading and Language Development are encouraged to sign up

for one of several information sessions that are scheduled throughout the year. A link for doing so can be found on the program's website (<http://www.fairfield.edu/reading>).

Programs

- Remedial Reading and Remedial Language Arts Certification (102) (p. 122)
- Master of Arts in Remedial Reading and Remedial Language Arts (p. 123)
 - includes optional Remedial Reading and Remedial Language Arts Certification (102)
- Sixth Year Certificate in Remedial Reading and Remedial Language Arts (p. 123)
 - includes optional Remedial Reading and Remedial Language Arts Certification (102)

Courses

RLD 0429 Principles of Structured Literacy I: Fundamentals of Reading and Language Development **3 Credits**

This course covers the foundational concepts of oral and written language including the language processing requirements of proficient reading and writing: phonological, orthographic, morphologic, semantic, syntactic, and discourse processing. Students will learn other aspects of cognition and behavior that affect reading and writing such as attention, executive function, memory, processing speed, and grapho-motor control. Candidates will learn the typical developmental progression of oral language (semantic, syntactic, pragmatic), phonological skills, printed word recognition, spelling, and reading fluency. Candidates will also learn how the relationships among major components of literacy development change with reading development (i.e. changes in oral language, including phonological awareness; phonics and word recognition, spelling; and reading and writing fluency). The research and instructional strategies for phonological awareness, systematic phonics, and reading fluency will be taught. Crosslisted with SE 0429.

RLD 0486 Developmental Literacy I: Fundamentals of Reading and Language Development **3 Credits**

This course is the first in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential decoding strand reading skills (phonological awareness, alphabetic principle, fluency), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of phonological awareness, alphabetic principle, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' foundational reading skills in the areas of phonological awareness, alphabetic principle, and fluency. Crosslisted with SE 0486.

RLD 0487 Developmental Literacy II: Essentials of Vocabulary and Text Comprehension **3 Credits**

This course is the second in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential comprehension strand reading skills (fluency, vocabulary, comprehension), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of vocabulary, comprehension, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' reading skills in the areas of vocabulary and comprehension. Crosslisted with SE 0487.

RLD 0488 Content Area Literacy Strategies **3 Credits**

This course introduces candidates to content area and disciplinary literacy reading practices at the elementary, middle, and high school levels. Strategies to facilitate comprehension of narrative and expository text structures, including strategies that address the reading-writing connection, are introduced. Candidates also learn about adolescent literacy development, achievement, and engagement, and how factors related to cultural, linguistic, and cognitive diversity impact students' comprehension of texts.

RLD 0503 Research and Evaluation in Multidisciplinary Contexts **3 Credits**

This course examines methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment, and critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice, types of assessments (i.e. traditional print and electronic), data for general education teachers and a diversified student population, and the skills needed for effective data-based decision making and sharing of results. Crosslisted with MD 0503.

RLD 0504 Practicum in Scientifically Research-Based Intervention Practices, Tiers II and III **3 Credits**

Prerequisite: RLD 0503.

Candidates will participate in a semester-long supervised apprenticeship with a master teacher in a lab school or model classroom focused on developing a deeper understanding of reading research and the application of evidence-based practice in a research practicum. Candidates will apply basic research principles learned in RLD 0503, review educational research on effective literacy practice (e.g., the essential components of reading instruction, etc.), and are supervised in designing and implementing a research project in a school setting.

RLD 0529 Principles of Structured Literacy II: Essentials of Decoding and Encoding 3 Credits

Prerequisite: RLD 0429 or SE 0429.

This course covers vocabulary and comprehension research and explicit instructional strategies. The candidate will learn about the role of vocabulary development and vocabulary knowledge in comprehension. This course includes research-based comprehension teaching strategies that are appropriate for before, during, and after reading that promote reflective reading (e.g., prediction, prior knowledge, monitoring, think-aloud, text structure, visual representation, mental imagery, summarization, questions-questioning, etc.). Candidates will learn the factors that contribute to deep comprehension including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text. Semantics, the ability to identify examples of meaningful word relationships or semantic organization and syntax, the ability to distinguish among phrases, dependent clauses, and independent clauses in sentence structure, are presented. This course includes an introduction to discourse organization, explaining the difference between narrative and expository text and knowledge of cohesive devices in text and inferential gaps in the surface of text. Crosslisted with SE 0529.

RLD 0530 Content Language & Reading Acquisition for English Language Learners and Students with Special Needs 3 Credits

This course develops literacy leadership skills to train others and foundational reading skills to be better prepared to teach K-12 students to learn how to read. This course is designed for candidates to learn about the developmental learning needs of culturally and linguistically diverse students, exceptional learners, and bilingual students with special needs, and promotes working in collaborative data teams. The course also explores the similarities and differences between bilingual/TESOL students and students with special needs with a focus on reading skills development (e.g. phonology, morphology, orthography, syntax) and instructional strategies that all teachers can use in their classrooms to support reading development in all students. Crosslisted with SL 0530.

RLD 0535 Handwriting, Spelling, and Writing Instruction in the Reading and Language Arts Program 3 Credits

Candidates will learn research-based principles for teaching letter naming and letter formation, for both manuscript and cursive. Techniques for teaching handwriting fluency will be presented. Candidates will learn about the relationship between transcription skills and written expression. Candidates will learn how to identify children's different levels of spelling development and orthographic knowledge. They will be learn about the influence of phonological, orthographic, and morphemic knowledge on spelling. The major components and processes of written expression and how they interact and the developmental expectations for students' writing in the mechanics and conventions of writing, composition, revision, and the editing processes will be covered. The similarities and differences between written composition and text comprehension and the usefulness of writing in building comprehension will also be included. Students will learn how to develop the writing skills of all children, including learners with special needs. This course includes technological applications and assistive technology to support the writing process and evaluation of writing using formal and informal measures.

RLD 0550 Reading Different Types of Texts and Academic Language: Content Area Literacy 3 Credits

In this course candidates will learn the differences between, and develop comprehension strategies for, both literary/narrative texts and informational/expository texts. Candidates will learn explicit oral language activities (e.g., literature circles, think-pair-share, etc.) and writing activities (e.g., literary response journals, character analyses, etc.) that develop and reinforce comprehension of literary/narrative texts and literary analysis skills. Candidates will learn how to develop study and research skills by using informational/expository texts. Candidates will analyze the role of academic language and background knowledge in reading comprehension. They will recognize the academic language structures (e.g., syntax, grammar, etc.) and functions (e.g., analyzing, justifying, etc.) used in oral and written academic discourse.

RLD 0560 Principles of Scientifically Research-Based Interventions in Reading and Language Arts 3 Credits

Candidates will learn about basic measurement concepts and principles of test construction (e.g., reliability, validity, norm-referencing, etc.) as well as the differences among screening, diagnostic, outcome, and progress-monitoring assessments. Response to Intervention (RtI) models will be covered. Candidates will practice administering tests and using data from diagnostic surveys and assessments of foundational skills, reading comprehension, and written expression in relation to a student's component profile. The candidates will learn reasonable goals and expectations for learners at various stages of reading and writing development. Other topics in this course will include consideration of environmental, cultural, social factors and special needs that contribute to literacy development, and the use of technology in assessment and reporting.

RLD 0565 Differential Diagnosis of Reading Disability Subtypes 3 Credits

Candidates will learn the characteristics of a variety of reading and learning disabilities, including dyslexia, language comprehension and written expression disorders, and how the symptoms may change in response to development and instruction. Theory and practice of literacy interventions, and appropriate commercial instructional materials for individuals experiencing reading difficulties will also be covered with a focus on data-driven interventions to meet the needs of all children, including culturally and linguistically diverse learners. Use of technology to support the remedial reading and remedial language arts program and in reading intervention is included in this course.

RLD 0583 Tests and Measurement in Reading and Language Arts Contexts 3 Credits

This course introduces candidates to the principles and practices of response to intervention approaches to the prevention and early identification and remediation of reading difficulties. Candidates learn about the essential features of Tier I, Tier II, and Tier III instruction, including common program development and delivery considerations and assessment routines.

RLD 0584 Guided Reflective Practice in Tier I Reading and Language Arts Programming 3 Credits

This course presents an overview of varied research-based instructional approaches and materials to use in designing and delivering an integrated, comprehensive, and balanced evidence-based reading and writing curriculum. Candidates are provided with the opportunity to explore varied instructional approaches, materials, texts, and classroom routines, and their use in creating a literate environment that fosters reading and writing for diverse student populations. Media Consent and Fingerprinting required.

RLD 0585 Writing Components and Processes in the Language Arts Program **3 Credits**

Candidates learn how to assess students' handwriting, spelling, and writing skills, and how to teach writing across the elementary, middle, and secondary continuums, with consideration for the use of a wide range of texts and strategies designed to foster the reading-writing connection. The use of Assistive Technology and specialized instructional strategies and programs will be explored as a means to facilitate students' ability to construct quality writing samples.

RLD 0586 Diagnosis and Remediation of Reading and Language Arts Difficulties **3 Credits**

This course introduces candidates to the varied reasons why students may not be responding to the provision of intensive targeted reading and writing interventions. Candidates learn how to administer a range of formal diagnostic assessment measures to students and how to analyze findings for the purpose of informing improved intervention programming for students. This course includes a six to eight hour supervised fieldwork experience. Fingerprinting required.

RLD 0587 Practicum in Tier II Reading and Language Arts Intervention Practices **3 Credits**

This course presents an overview of Tier II reading and language arts intervention practices for small groups of students. Candidates learn how to apply their knowledge of benchmark and progress monitoring practices to plan and evaluate instruction for individual and groups of students, how to design and implement flexible grouping techniques, how to prepare data walls and progress monitoring reports to effectively communicate students' response data to colleagues and parents. This course includes a supervised practicum experience. Media Consent and Fingerprinting required.

RLD 0588 Practicum in Tier III Reading and Language Arts Intervention Practices **3 Credits**

This course presents an overview of Tier III reading and language arts intervention practices for individual students in Grades 1-12, including students with dyslexia. Candidates in this course learn about structured literacy interventions and engage in supervised work with an assigned student in a practicum context. Candidates in this course will: administer a comprehensive literacy screening assessment to an assigned student in order to develop an individualized scope and sequence of instruction, design and deliver a series of diagnostic-prescriptive structured literacy interventions to an assigned student in the context of a supervised practicum experience, develop and implement an individualized progress-monitoring plan, and share students' progress with parents/guardians in the context of an end of term conference. Media Consent and Fingerprinting required.

RLD 0591 Practicum in Scientifically Research-Based Core Literacy Practices **3 Credits**

This is a semester-long supervised apprenticeship with a master teacher in the model school or other model classroom. Candidates will have the opportunity to apply reading theories and other research-based methodologies in a general education classroom setting. Candidates will be responsible for assessing children and interpreting data, writing lesson plans based on the instructional needs of the children, and delivering evidence-based reading instruction. Candidates will analyze criteria for selecting reading materials and other online and offline resources for different instructional purposes and to address students' various literacy needs and diverse cultural backgrounds. During this practicum candidates will also learn characteristics involved in creating a literacy-rich classroom environment that values diversity and promotes reading, vocabulary, and concept development through purposeful discussions, reading and writing.

RLD 0592 Practicum in Structured Literacy Interventions **3 Credits**

A supervised apprenticeship with a master teacher in the summer program will focus on diagnosis and intervention for individuals with reading and language learning disabilities. Candidates will conduct an individual diagnostic evaluation for a small group of children with reading difficulties and provide a remedial reading intervention program for the children tested. Candidates will use formal and informal assessment tools appropriate for children from diverse cultural and linguistic backgrounds. Recommendations for remediation will also include suggestions for use of assistive technology tools.

RLD 0594 Designing, Implementing, and Leading the School Literacy Intervention Program: Capstone Seminar **3 Credits**

Candidates will learn the essential components of a classroom environment that support and promote literacy development with a focus on planning instruction for K-6th graders in the school reading and language arts program. There will be a particular emphasis on children who are experiencing difficulties in developing literacy, addressing the special needs of diverse learners. Students will also learn how to facilitate meetings with a literacy focus including grade-level literacy team meetings, literacy leadership meetings, data team meetings, data analysis, and RTI meetings. This course will also support students' ability to design and deliver literacy-focused professional development workshops.

Faculty

Associate Professor of the Practice

McCombes-Tolis, *Director*

Remedial Reading and Remedial Language Arts Certification (102)

Program Admission and Requirements

The following admission requirements are based on State of Connecticut Regulations Sec 10-145d-481.

1. Bachelor's degree with a minimum 3.0 GPA
2. Active Connecticut teaching certification
3. Two letters of recommendation
4. Personal statement
5. Interview

Requirements

Candidates interested in earning the 102 Certification in Remedial Reading and Remedial Language Arts will complete the following:

Code	Title	Credits
RLD 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
RLD 0488	Content Area Literacy Strategies	3
RLD 0583	Tests and Measurement in Reading and Language Arts Contexts	3
RLD 0584	Guided Reflective Practice in Tier I Reading and Language Arts Programming	3

RLD 0586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
RLD 0587	Practicum in Tier II Reading and Language Arts Intervention Practices	3
RLD 0588	Practicum in Tier III Reading and Language Arts Intervention Practices	3
Total Credits		21

Note: Candidates may be eligible to transfer up to 6 credits into their planned program.

Master of Arts in Remedial Reading and Remedial Language Arts

Includes optional Remedial Reading and Remedial Language Arts Certification (102).

Program Admission and Requirements

The following admission requirements are based on State of Connecticut Regulations Sec 10-145d-481.

1. Bachelor's degree with a minimum 3.0 GPA
2. Active Connecticut teaching certification (if interested in pursuing the 102 Certification)
3. Two letters of recommendation
4. Personal statement
5. Interview

Requirements

Candidates interested in earning an MA in Remedial Reading and Remedial Language Arts, with the option to apply for 102 Certification in Remedial Reading and Remedial Language Arts, are to complete the 21 credits outlined for the Remedial Reading and Remedial Language Arts certification as well as two additional courses, for a total of 30 credits as outlined below.

Candidates may be eligible to transfer up to 6 credits into their planned program.

Candidates are advised that they may earn *either* a Master's degree or a Sixth Year Certificate, but not both.

Code	Title	Credits
EN 0411	Teaching Writing in the 3-12 Classroom	3
RLD 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
RLD 0488	Content Area Literacy Strategies	3
RLD 0583	Tests and Measurement in Reading and Language Arts Contexts	3
RLD 0584	Guided Reflective Practice in Tier I Reading and Language Arts Programming	3
RLD 0585	Writing Components and Processes in the Language Arts Program	3
RLD 0586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
RLD 0587	Practicum in Tier II Reading and Language Arts Intervention Practices	3

RLD 0588	Practicum in Tier III Reading and Language Arts Intervention Practices	3
Select one elective course		3
Total Credits		30

Sixth Year Certificate in Remedial Reading and Remedial Language Arts

Includes optional Remedial Reading and Remedial Language Arts Certification (102).

Program Admission and Requirements

The following admission requirements are based on State of Connecticut Regulations Sec 10-145d-481.

1. Master's degree with a minimum 3.0 GPA
2. Active Connecticut teaching certification (if interested in pursuing the 102 Certification)
3. Two letters of recommendation
4. Personal statement
5. Interview

Requirements

Candidates interested in earning an SYC (Sixth Year Certificate) in Remedial Reading and Remedial Language Arts, with the option to apply for 102 Certification in Remedial Reading and Remedial Language Arts, are to complete the 21 credits outlined for the Remedial Reading and Remedial Language Arts certification as well as four additional courses, for a total of 36 credits as outlined below.

Candidates may be eligible to transfer up to 6 credits into their planned program.

Candidates are advised that they may earn *either* a Master's degree or a Sixth Year Certificate, but not both.

Code	Title	Credits
RLD 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
RLD 0488	Content Area Literacy Strategies	3
RLD 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	3
RLD 0583	Tests and Measurement in Reading and Language Arts Contexts	3
RLD 0584	Guided Reflective Practice in Tier I Reading and Language Arts Programming	3
RLD 0585	Writing Components and Processes in the Language Arts Program	3
RLD 0586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
RLD 0587	Practicum in Tier II Reading and Language Arts Intervention Practices	3
RLD 0588	Practicum in Tier III Reading and Language Arts Intervention Practices	3

RLD 0594	Designing, Implementing, and Leading the School Literacy Intervention Program: Capstone Seminar	3
Select two elective courses		6
Total Credits		36

Special Education

Special education has, as its primary objective, the education and training of professional educators to serve children and adolescents who have exceptional challenges and require specialized support through educational, social, cognitive, rehabilitative, and/or behavioral management approaches to attain their maximum learning potential. In line with this primary objective, special education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; and the improvement of teacher-teacher, teacher-child, and teacher-parent relationships.

Graduate candidates may choose one of several sequences of study leading to certification, including the Master of Arts degree and the Sixth Year Certificate of Advanced Study (SYC). These programs provide the preparation required by the Connecticut State Department of Higher Education, the Connecticut State Department of Education, and the Council for Exceptional Children. Candidates may pursue a program leading to a Connecticut Initial Educator Certificate in teaching individuals with exceptional learning needs in grades K-12 (Comprehensive Special Education) or to a Cross-Endorsement in comprehensive special education when certification in classroom teaching has already been earned.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and adolescents served by special educators, the faculty reserve the right to discontinue the program of any candidate, at any time during his or her program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal/dispositional qualities are deemed not appropriate to the field. Such a candidate may be denied recommendation for certification. In addition, the Disposition Statement presented in this catalog is applicable to the special education programs as it is to all programs offered by the Graduate School of Education and Allied Professions.

Admission

Application deadlines are listed online (<https://www.fairfield.edu/graduate/academics/graduate-school-of-education-and-allied-professions/how-to-apply>).

A group or individual interview with faculty members is required for admission to the Special Education program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a candidate. After admission, each candidate is required to meet with a faculty advisor to outline a planned program of study.

Programs

- Master of Arts in Special Education (p. 127) (MA Only)
- Master of Arts in Special Education with Cross-Endorsement (p. 128)
- Master of Arts and Sixth Year Certificate in Special Education with Initial Certification (p. 129)
- Sixth Year Certificate in Special Education (p. 130) (SYC Only)
- Cross-Endorsement in Special Education (p. 131)

Courses

SE 0099 Comprehensive Examination in Special Education **0 Credits**
Prerequisites: SE 0410, SE 0411, SE 0413, SE 0417.

The comprehensive examination is required of all candidates earning an MA degree in Special Education. The comprehensive exam is taken after successful completion of at least 18 credits in the program in special education and is designed to assess a candidate's understanding, skills and knowledge base in the four areas associated with the State of Connecticut certification law: a) Psycho-educational theory and development of children with disabilities, b) Diagnosis of children and youth with disabilities, c) Program planning and education of children and youth with disabilities, and d) Curriculum and methods of teaching children and youth with disabilities. If the candidate fails one or more sections of the comprehensive examination, he/she will have one additional opportunity to re-take and pass the section(s) during the scheduled administration of the examination. Grading method: Pass with distinction/Pass/Fail.

SE 0400 Augmentative Alternative Communications and Assistive Technologies **3 Credits**

This course provides prospective teachers with an overview of a range of assistive devices that can be implemented in a classroom setting for individuals in grades K-12 with communication deficits, visual and/or hearing impairments, physical challenges, and mild learning impairments. In this course, emphasis is placed on evaluating the needs of individuals whose exceptional needs create barriers to learning and on selecting the appropriate technology that will bypass their disability. Candidates will be provided with resources on current devices and given opportunities to examine and operate actual devices that they may encounter in the classroom setting.

SE 0403 Foundations in Research and Evaluation of Psychoeducational Issues in Special Education 3 Credits

This course is designed to introduce candidates to a range of children and adolescents with exceptional learning needs (ELN), to the intent of special education law and the process of identification and evaluation of exceptional learners, and to the foundational research on the complex issues and problems that affect these students. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibility of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; laws that impact on assessment, placement, parent and student rights, and support services. In this course, candidates are introduced to a range of quantitative and qualitative research designs and the methodological tools to analyze data. Through discussion of issues, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and evidence-based practices. Using current scholarly research articles, each candidate investigates, writes, and presents on a psychoeducational issue that impacts a specific category of exceptional learners. This course requires a fieldwork component as part of the evaluation process.

SE 0405 Exceptional Learners in the Mainstream 3 Credits

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and/or students who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibility of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study.

SE 0410 Autism Spectrum Disorders: Theories and Interventions 3 Credits

This core course highlights current research on theories and etiology of Autism Spectrum Disorders (ASD). Candidates examine characteristics and behaviors associated with ASD. Specific diagnostic assessment and screening tools are reviewed to examine how these tools are utilized to identify infants and children with ASD. The course also focuses on providing the candidates with understanding the role of families. The course helps create a framework for implementing effective pedagogical interventions, profiling the strengths and challenges of various interventions. Previously SE 0500.

SE 0411 Introduction to Individuals with Intellectual Disabilities 3 Credits

Candidates develop an understanding and working knowledge of intellectual and developmental disabilities in this core course, which emphasizes the definitional, medical, psychosocial, and educational issues that affect the lives of people who have been diagnosed as having intellectual and/or developmental disabilities. This course requires a fieldwork component as part of the evaluation process.

SE 0413 Theories of and Introduction to Learning Disabilities 3 Credits

This core course introduces candidates to the various types of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (e.g., cognition, executive functioning, attention deficits, etc.). Candidates examine educational and social emotional sequelae and implications of specific receptive, memory, and expressive processing impairments on learning using actual case evaluations. The important role of assessment in the identification process, in response to intervention (RTI), and in creating instructional educational goals is emphasized. This course requires a fieldwork component as part of the evaluation process.

SE 0417 Introduction to Children and Youth with Social and Emotional Disturbances 3 Credits

This core course introduces candidates to emotional and behavioral disorders (EBD) in students K-12. Symptoms, etiology, diagnostic criteria for special services, and assessment devices are examined that prepare candidates to design instruction around behavioral goals for students whose behavior interferes with learning. Emphasis is placed on typical versus atypical social and emotional development, the identification process, analysis of behavior and functional behavior assessment (FBA), evidence-based cognitive behavioral interventions and the development of positive behavior support plans. This course requires a fieldwork component as part of the evaluation process.

SE 0419 Special Learners in the Bilingual/ESL Classroom 3 Credits

Designed to familiarize special educators, bilingual educators and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms. Crosslisted with SL 0419.

SE 0429 Principles of Structured Literacy I: Fundamentals of Reading and Language Development 3 Credits

This course covers the foundational concepts of oral and written language including the language processing requirements of proficient reading and writing: phonological, orthographic, morphologic, semantic, syntactic, and discourse processing. Candidates will learn other aspects of cognition and behavior that affect reading and writing such as attention, executive function, memory, processing speed, and grapho-motor control. Candidates will learn the typical developmental progression of oral language (semantic, syntactic, pragmatic), phonological skills, printed word recognition, spelling, and reading fluency. Candidates will also learn how the relationships among major components of literacy development change with reading development (i.e. changes in oral language, including phonological awareness; phonics and word recognition, spelling; and reading and writing fluency). The research and instructional strategies for phonological awareness, systematic phonics, and reading fluency will be taught. Crosslisted with RLD 0429.

SE 0432 Management Techniques in Special Education 3 Credits

Designed to offer training in techniques for improving the academic and social behavior of students with behavior problems, this course teaches candidates how to effect positive behavioral change and includes such topics as behavioral observation and analysis, task analysis, intervention strategies, and behavior change measurement and recording. Candidates complete a functional behavior assessment using data from a fieldwork component for this course.

SE 0486 Developmental Literacy I: Fundamentals of Reading and Language Development 3 Credits

This course is the first in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential decoding strand reading skills (phonological awareness, alphabetic principle, fluency), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of phonological awareness, alphabetic principle, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' foundational reading skills in the areas of phonological awareness, alphabetic principle, and fluency. Crosslisted with RLD 0486.

SE 0487 Developmental Literacy II: Essentials of Vocabulary and Text Comprehension 3 Credits

This course is the second in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential comprehension strand reading skills (fluency, vocabulary, comprehension), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of vocabulary, comprehension, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' reading skills in the areas of vocabulary and comprehension. Crosslisted with RLD 0487.

SE 0529 Principles of Structured Literacy II: Essentials of Decoding and Encoding 3 Credits

This course covers vocabulary and comprehension research and explicit instructional strategies. The candidate will learn about the role of vocabulary development and vocabulary knowledge in comprehension. This course includes research-based comprehension teaching strategies that are appropriate for before, during, and after reading that promote reflective reading (e.g., prediction, prior knowledge, monitoring, think-aloud, text structure, visual representation, mental imagery, summarization, questions-questioning, etc.). Candidates will learn the factors that contribute to deep comprehension including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text. Semantics, the ability to identify examples of meaningful word relationships or semantic organization and syntax, the ability to distinguish among phrases, dependent clauses, and independent clauses in sentence structure, are presented. This course includes an introduction to discourse organization, explaining the difference between narrative and expository text and knowledge of cohesive devices in text and inferential gaps in the surface of text. Crosslisted with RLD 0529.

SE 0534 Skill Development for Individualized Educational Plans 3 Credits

This course is designed to develop the skills necessary for creating comprehensive diagnostic educational plans for students with identified learning needs and utilizes comprehensive cognitive processing and academic achievement evaluations as a foundation. A non-categorical approach is utilized and topics of exploration include: the identification of patterns of strengths and weaknesses and resultant development of goals and objectives; determination of appropriate methodologies, programs, and strategies; selection and organizational sequence of materials; and consideration of various educational environments in which services may be provided.

SE 0537 Curriculum and Methods for Students with Mild to Moderate Disabilities 3 Credits

This course presents curriculum and methods for use with students having mild to moderate disabilities in learning.

SE 0550 Collaboration and Consultation for the Special Educator 3 Credits

This course presents an overview of models that support the role of the consulting teacher as a facilitator and collaborator with school-based personnel and families of students with disabilities in the process of decision making and service delivery to children, youth, and young adults with special learning needs. Major topics include: the application of consultation models and family systems theories to systems change; psychosocial stages of family structure and systemic interaction; stages of group process, working with paraprofessionals, and co-teaching. This class may require a fieldwork component.

SE 0561 Diagnostic Procedures in Special Education of Youth with Disabilities 3 Credits

This course includes selection, administration, scoring, and interpretation of individually administered cognitive processing and academic achievement diagnostic instruments that help drive instructional decision-making. Candidates are also provided with detailed information/data as it pertains to administering varied diagnostic assessments used for disability identification, interpreting results for purposes of determining eligibility for various disabilities (e.g., Dyslexia, Dyscalculia, Dysgraphia, etc.) and, understanding varied diagnostic assessments and procedures by using various models of interpretation and theoretical foundations. Also, the course provides a foundation for understanding the strengths and weaknesses of students undergoing diagnostic evaluations.

SE 0565 Evidence-Based Strategies in the Inclusive Classroom 3 Credits
Prerequisite: ED 0350 or SE 0405.

This course builds on the foundational knowledge about exceptional learners examined during SE 0405, and shifts the focus to strategies that can be used to differentiate instruction for exceptional learners in the inclusive classroom. General education candidates will learn about their role in the pre-referral/referral process and how to develop IEP goals and objectives. Next, candidates will be introduced to a range of social and academic assessment devices that are used to drive instruction. Using videos and case studies, candidates will analyze patterns of behavior in order to design evidenced-based classroom behavior management plans. By the end of the course, candidates will be able to make modifications to their curriculum, and accommodations to their instructional delivery, to meet the needs of exceptional learners.

SE 0568 Special Topics (Shell) 3 Credits

This course explores advanced topics in the field of special education. Topics may vary each semester and are determined by the special education faculty as a reflection of pertinent themes of interest in the field.

SE 0591 Practica in Special Education**3 Credits**

This course consists of an experiential opportunity for candidates pursuing a cross-endorsement in special education. Each practicum is individually designed to meet the candidate's needs and fulfill the certification requirement of working with at least two different disabilities. Practicum requirements include seminar attendance in one semester of student teaching in conjunction with the on-site experience and supervision. Candidates fulfilling the cross-endorsement in comprehensive special education confirm placements in conjunction with the candidate's University advisor and the Director of Student Teaching Placement. Enrollment requires successful completion of required courses, passing of the PRAXIS II in Special Education and the Foundations of Reading Test, and permission of the candidate's University advisor. Candidates must notify their University advisor and the Director of Field Experiences of their intent to start these courses in the semester prior to their anticipated practicum placement. For cross-endorsement candidates only. Pass/Fall.

SE 0592 Practica in Special Education**3 Credits**

This course consists of an experiential opportunity for candidates pursuing a cross-endorsement in special education. Each practicum is individually designed to meet the candidate's needs and fulfill the certification requirement of working with at least two different disabilities. Practicum requirements include seminar attendance in one semester of student teaching in conjunction with the on-site experience and supervision. Candidates fulfilling the cross-endorsement in comprehensive special education confirm placements in conjunction with the candidate's University advisor and the Director of Student Teaching Placement. Enrollment requires successful completion of required courses, passing of the PRAXIS II in Special Education and the Foundations of Reading Test, and permission of the candidate's University advisor. Candidates must notify their University advisor and the Director of Field Experiences of their intent to start these courses in the semester prior to their anticipated practicum placement. For cross-endorsement candidates only. Pass/Fall.

SE 0593 Student Teaching and Practica Seminar in Special Education**6 Credits**

This six-credit course consists of a semester-long, fulltime placement in a public school or an approved setting working with a trained cooperating teacher who supervises the candidate pursuing an initial certificate in special education as he or she works with students identified with at least two different disabilities. Student teaching requirements include attendance in Student Teaching and Practica Seminar (SE 0594) in conjunction with the on-site experience and supervision. Candidates fulfilling the initial certificate in special education coordinate their site placements with their academic advisor, University supervisor, and/or the director of Student Teaching Placement. Enrollment requires successful completion of required courses and permission of the candidate's University advisor. Candidates must notify their University advisor, and the Director of Field Experiences of their intent to start this course in the semester prior to their anticipated student teaching experience. For initial certification candidates only. Pass/Fail.

SE 0594 Student Teaching and Practica Seminar in Special Education**3 Credits****Corequisite:** SE 0591 or SE 0592 or SE 0593.

Participants take this weekly seminar concurrently with student teaching/practica. Although much of the seminar's subject matter flows from the ongoing student teaching/practica experience, it deliberately addresses areas such as understanding IEPs, goal writing, lesson planning, due process, mindfulness, communication with parents/caregivers, sensitivity to multicultural issues, and roles and responsibilities as a case manager. It also provides opportunities to collaborate with regular education certification candidates in ways authentic to the work of both categories of teachers and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. The job application process, including resume writing, interviewing skills, and developing a teaching philosophy, are also addressed. Candidates also receive information on the certification process.

SE 0595 Independent Study**3-6 Credits**

The course provides opportunities for advanced candidates to pursue their interests in diverse aspects of special education under the guidance of a faculty member. Enrollment by permission of the instructor and the Director of Special Education only.

SE 0599 Seminar in Special Education**3 Credits**

Prerequisite: Matriculation in the Special Education program and permission from the candidate's University Advisor and the Director of Special Education.

This advanced synthesizing seminar directs the candidate toward an in-depth study of special topics in the field, using a research-oriented approach.

Faculty**Assistant Professor**Martin, *Co-Director*Shamash, *Co-Director***Master of Arts in Special Education****Requirements**

The MA in Special Education provides candidates with theoretical and pedagogical knowledge and skills needed by Special Educators, within an advocacy based, culturally responsive framework.

Candidates interested only in the Master of Arts (MA) in the Special Education Program, not pursuing initial or cross-endorsement certification, take the 30-credit MA program outlined below. Course options are available for candidates after a transcript review and approval from the candidate's advisor and Director of Special Education. The MA program requires completion of a minimum of 30 credits and a passing score on the comprehensive examination (SE 0099).

Code	Title	Credits
SE 0400	Augmentative Alternative Communications and Assistive Technologies	3

SE 0403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SE 0410	Autism Spectrum Disorders: Theories and Interventions	3
SE 0411	Introduction to Individuals with Intellectual Disabilities	3
SE 0413	Theories of and Introduction to Learning Disabilities	3
SE 0417	Introduction to Children and Youth with Social and Emotional Disturbances	3
SE 0419	Special Learners in the Bilingual/ESL Classroom	3
SE 0432	Management Techniques in Special Education	3
SE 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SE 0487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SE 0099	Comprehensive Examination in Special Education	0
Total Credits		30

Master of Arts in Special Education with Cross-Endorsement

Requirements

The MA in Special Education with a Cross-Endorsement in Special Education is designed to provide certified teachers with coursework designed to fulfill the cross-endorsement requirements for Special Education.

Cross-endorsement in special education is 33 credits and is in alignment with the state of CT guidelines. All courses in each of the following content areas specified under the current Connecticut state cross-endorsement regulations must be taken.

Code	Title	Credits
Psycho-Educational Theory and Development of Handicapped Children		
SE 0410	Autism Spectrum Disorders: Theories and Interventions	3
SE 0411	Introduction to Individuals with Intellectual Disabilities	3
SE 0413	Theories of and Introduction to Learning Disabilities	3
SE 0417	Introduction to Children and Youth with Social and Emotional Disturbances	3
Diagnosis of Handicapped Children		
SE 0561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
Program Planning and Evaluation of Handicapped Children		
SE 0534	Skill Development for Individualized Educational Plans	3
Curriculum and Methods of Teaching Handicapped Children		

SE 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SE 0537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
Practica and Seminar		
SE 0591	Practica in Special Education ¹	3
SE 0592	Practica in Special Education ¹	3
SE 0594	Student Teaching and Practica Seminar in Special Education ¹	3
Total Credits		33

¹ Candidates must pass the PRAXIS II in Special Education and the Foundations of Reading Test prior to taking the practica and seminar courses.

Master of Arts Degree Courses

The MA degree with cross-endorsement requires three additional courses, in addition to those listed above.

Code	Title	Credits
SE 0419	Special Learners in the Bilingual/ESL Classroom	3
Select two elective courses from the following: ²		6
PY 0534	Theories of Learning	
PY 0537	Psychoeducational Assessment I: Behavioral Approaches	
PY 0541	Behavior Change Procedures	
PY 0542	Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis	
RLD/MD 0503	Research and Evaluation in Multidisciplinary Contexts	
RLD 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	
SE 0400	Augmentative Alternative Communications and Assistive Technologies	
SE 0403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	
SE 0432	Management Techniques in Special Education	
SE 0487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	
SE 0550	Collaboration and Consultation for the Special Educator	
SE 0599	Seminar in Special Education	
SE 0099	Comprehensive Examination in Special Education	0
Total Credits		9

² In collaboration with academic advisor, candidates select courses from the recommended list. Courses from other graduate programs, such as RLD or Psychology, relevant to the candidate's area of focus in Special Education may be used to fulfill this requirement.

Master of Arts and Sixth Year Certificate in Special Education with Initial Certification

Certification Requirements

The certification program in comprehensive special education at Fairfield University is sequentially organized across categories, providing participants with a frame of reference for evaluating the learning strengths and weaknesses of each child with exceptional learning needs (ELN).

The planned professional comprehensive program in special education is presented according to the format of Connecticut certification law and includes courses in the following areas:

- **Psychoeducational Theory and Development of Individuals with Exceptionalities**

Developmental growth from infancy to adulthood is a baseline against which children with exceptionalities are viewed. Various theories pertaining to areas of disability are also presented and explored.

- **Diagnosis of Children and Youth with Exceptionalities**

Graduate candidates possessing developmental information and theoretical foundations can view each child with a exceptionality against this background and thereby assess developmental strengths and weaknesses, and identify exceptional learning needs.

- **Program Planning and Education of Children and Youth with Exceptionalities**

Courses survey, analyze, and evaluate programs available for children with disabilities. Theory, development, diagnostic procedures, curricula, and methods are used as the baseline for comparison and for the development of individualized education plans designed to meet each student's needs.

- **Curriculum and Methods of Teaching Children and Youth with Exceptionalities**

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, attention, pace of cognitive processing, capacity for organization, and capability for developing appropriate relationships. Opportunity is provided within the special education program for future professional educators to be exposed to such variables. The future professional educator is expected to learn to observe children, to understand them, and to modify programs and plans to address the variables, as well as be able to shift gears, shift areas, and use several alternative approaches to achieve the same end goal.

- **Student Teaching in Special Education**

The student teaching experiences are designed to provide opportunities for the graduate candidate to engage in professional practice as a special education teacher under the supervision of University, school, and educational agency personnel. The experience offers the graduate candidate exposure in various settings to observe, evaluate, plan, instruct, and interact with pupils having special learning needs and challenging behaviors. Requirements are detailed in the Special Education Program Student Teaching Handbook. Placements are coordinated through the director of student teaching placements. An application for student teaching must be submitted to the director of student teaching placements in

the semester prior beginning student teaching. Candidates work with a minimum of two different exceptionality categories and may have experiences at two different grade levels.

- **Course Plans and Institutional Endorsement**

Special education course planning is in concert with the candidate's advisor.

The certification regulations in effect at the time of application for Connecticut certification must be met for the University to issue an institutional endorsement.

Requirements

Initial Educator Certification Sequence of Courses

The following list of courses is designed to reflect the current plan of study required by Fairfield University for Connecticut certification as an initial educator in comprehensive special education (51 credits). To be considered for an initial certificate and/or to receive an institutional endorsement from the Connecticut Department of Education, a candidate must successfully complete all coursework in the planned program, pass all PRAXIS assessments and the Foundations of Reading Test required by the state for the intended certification, and pass the program's Comprehensive Examination in Special Education. The program for those seeking an initial certificate in special education is designed so that candidates first earn a Master of Arts degree (30 credits).

During the final semester of the MA, students make application to be awarded the degree and complete an abbreviated application for admittance into the SYC program. Application for admittance to the SYC is reviewed by the Director of Programs in Special Education and the faculty. At this time, candidates whose personal/dispositional qualities are deemed not appropriate to the field may be denied recommendation for admission to the certification portion of this Initial Certification Program. Please note that the Disposition Statement presented in this catalog is applicable to the special education programs as it is to all programs offered by the Graduate School of Education and Allied Professions.

Once admitted to the SYC program, candidates complete the additional 21 credits required for certification. Student teaching must be completed with a grade of B (or above) to be recommended by the Certification Officer for initial certification.

Master of Arts

Code	Title	Credits
SE 0400	Augmentative Alternative Communications and Assistive Technologies	3
SE 0403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SE 0410	Autism Spectrum Disorders: Theories and Interventions	3
SE 0411	Introduction to Individuals with Intellectual Disabilities	3
SE 0413	Theories of and Introduction to Learning Disabilities	3
SE 0417	Introduction to Children and Youth with Social and Emotional Disturbances	3

SE 0419	Special Learners in the Bilingual/ESL Classroom	3
SE 0432	Management Techniques in Special Education	3
SE 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SE 0487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SE 0099	Comprehensive Examination in Special Education	0
Total Credits		30

Sixth Year Certificate

The following 21 credits are required to complete the initial certification sequence:

Code	Title	Credits
SE 0534	Skill Development for Individualized Educational Plans	3
SE 0537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
SE 0550	Collaboration and Consultation for the Special Educator	3
SE 0561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
SE 0593	Student Teaching and Practica Seminar in Special Education	6
SE 0594	Student Teaching and Practica Seminar in Special Education	3
Total Credits		21

Note: Candidates are eligible to request an endorsement for initial certification after successfully completing the above courses.

In collaboration with the academic advisor, candidates select 12 credits from the recommended list below to complete the Sixth Year Certificate. Courses from RLD, Psychology, and/or programs that are related to the candidate's area of focus in special education may be used to fulfill these requirements.

Code	Title	Credits
Select 4 elective courses in consultation with advisor		12
PY 0534	Theories of Learning	
PY 0537	Psychoeducational Assessment I: Behavioral Approaches	
PY 0541	Behavior Change Procedures	
PY 0542	Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis	
RLD/MD 0503	Research and Evaluation in Multidisciplinary Contexts	
RLD 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	
SE 0599	Seminar in Special Education	
Total Credits		12

Sixth Year Certificate in Special Education

Requirements

The SYC in Special Education is an advanced professional degree for experienced Special Educators who wish to deepen and expand their knowledge of teaching and learning. For candidates who already hold an MA in Special Education, and are interested in a Sixth Year Certificate only, not pursuing initial or cross-endorsement certification, take the 30-credit SYC program outlined below. Students pursuing the SYC only are not eligible to take SE 0593 or SE 0594.

Code	Title	Credits
SE 0534	Skill Development for Individualized Educational Plans	3
SE 0537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
SE 0550	Collaboration and Consultation for the Special Educator	3
SE 0561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
Select 18 elective credits from the following: ¹		18
RLD/MD 0503	Research and Evaluation in Multidisciplinary Contexts	
RLD 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	
SE 0400	Augmentative Alternative Communications and Assistive Technologies	
SE 0410	Autism Spectrum Disorders: Theories and Interventions	
SE 0411	Introduction to Individuals with Intellectual Disabilities	
SE 0413	Theories of and Introduction to Learning Disabilities	
SE 0417	Introduction to Children and Youth with Social and Emotional Disturbances	
SE 0419	Special Learners in the Bilingual/ESL Classroom	
SE 0432	Management Techniques in Special Education	
SE 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	
SE 0487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	
SE 0599	Seminar in Special Education	
Total Credits		30

¹ These courses are recommended options and are available dependent upon the candidate's previous coursework, course availability, and career focus.

Cross-Endorsement in Special Education

Requirements

Cross-endorsement in special education is 33 credits and is in alignment with the state of CT guidelines. All courses in each of the following content areas specified under the current Connecticut state cross-endorsement regulations must be taken.

Code	Title	Credits
Psycho-Educational Theory and Development of Handicapped Children		
SE 0410	Autism Spectrum Disorders: Theories and Interventions	3
SE 0411	Introduction to Individuals with Intellectual Disabilities	3
SE 0413	Theories of and Introduction to Learning Disabilities	3
SE 0417	Introduction to Children and Youth with Social and Emotional Disturbances	3
Diagnosis of Handicapped Children		
SE 0561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
Program Planning and Evaluation of Handicapped Children		
SE 0534	Skill Development for Individualized Educational Plans	3
Curriculum and Methods of Teaching Handicapped Children		
SE 0486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SE 0537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
Practica and Seminar		
SE 0591	Practica in Special Education ¹	3
SE 0592	Practica in Special Education ¹	3
SE 0594	Student Teaching and Practica Seminar in Special Education ¹	3
Total Credits		33

¹ Candidates must pass the PRAXIS II in Special Education and the Foundations of Reading Test prior to taking the practica and seminar courses.

TESOL and Bilingual Education

The TESOL and Bilingual Education programs are offered at the Master's and Sixth Year Certificate levels. The MA degree programs are designed for prospective teachers seeking initial certification or certified teachers seeking a cross-endorsement in TESOL or in elementary or secondary bilingual education. Candidates in the certification programs are prepared to educate K-12 students who are learning English as a second or additional language. A TESOL MA only option for candidates interested in teaching adults is also available. Applicants interested in the bilingual education cross-endorsement must be certified teachers (elementary K-6 or secondary 7-12 in an academic area) and must demonstrate

proficiency in English and at least one other language in accordance with current Connecticut State Department of Education regulations.

The Sixth Year Certificates (SYC) are designed for certified teachers with an MA in TESOL or bilingual education or an MA, professional development training, or some coursework in TESOL or bilingual education, and extensive experience working with language minority populations.

Fairfield University's TESOL Program Awarded National Recognition

Fairfield University's TESOL program has been "nationally recognized" by the TESOL International Association since 2009. A nationally recognized program is one that has systematically assessed candidates' learning and met rigorous standards developed by the specialty professional association (SPA) in that discipline. SPA recognition informs prospective students that the accredited college or university and nationally recognized program have met national standards for the profession and operate at a high level of educational quality and integrity.

Connecticut State TESOL Certification and Cross-Endorsement Testing Requirement

Effective September 1, 2013, Connecticut requires all TESOL initial certification and cross-endorsement candidates to pass the new PRAXIS Test Teaching English to Speakers of Other Languages Test #0362 with a score of 155. This score may change with new versions of the test.

Note: Candidates must meet all current state requirements when they apply for certification.

Leadership in English Acquisition Pedagogy (LEAP)

Fairfield University's TESOL and Bilingual Education Programs offer new MA program tracks in Leadership In English Acquisition Pedagogy (LEAP). The LEAP tracks are designed for practicing teachers in K-12 schools serving English Learners. They provide scientific research-based programs of study and opportunities to develop evidence-based practices and strategies to ensure today's English Learners' academic success. Candidates in the LEAP program will deepen their knowledge of linguistics, second language acquisition, and second language reading development at different language levels and across content areas. Grounded in the science of teaching, LEAP prepares candidates to address the changing roles of TESOL and bilingual professionals: push-in language instruction; co-teaching; and working with teams to design and provide supplemental language support, instructional design, assessment, and progress monitoring of ELs.

Bilingual Education Programs

Fairfield University has one of the oldest bilingual teacher education programs in Connecticut. Bilingual education courses have been offered since 1974 and bilingual certification programs since 1981. Additionally, Fairfield's bilingual and TESOL programs have received continuous funding through federal grants since 1992. More than 200 certified bilingual educators and administrators in Connecticut have been supported through these programs. Open only to certified Connecticut teachers, the bilingual cross-endorsement programs are tailored to meet the specific needs of the context in which the candidate is employed.

Cross-endorsement Requirements for Bilingual Education

The Elementary and Secondary Bilingual Cross-Endorsements are for certified teachers or initial certification candidates who are completing their initial educator certification requirements in elementary education or a middle school/secondary academic subject (other than a world language). The cross-endorsement requires 18 hours of bilingual education coursework, and all coursework must be completed at one university.

Candidates must pass the American Council of Foreign Language Teachers (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test with a minimum score of "Advanced Low" in the world language of instruction.

TESOL/Bilingual Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for initial certification candidates seeking a University endorsement for a DSAP position. In lieu of student teaching, candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching/DSAP I seminar the first semester of the DSAP assignment.

Certified teachers seeking a DSAP position in TESOL or bilingual education must be fully enrolled in an MA or SYC program and must have completed 12 hours before being considered for a University DSAP endorsement.

Admission

After an initial application review, successful applicants are invited to campus for an interview. The purpose of the interview is twofold: to offer applicants an opportunity to review the program with an advisor and help the advisor assess the applicant's potential for success as a graduate candidate. Once a formal admission letter is received, each candidate is expected to send an e-mail (graded@fairfield.edu) accepting the offer of admission and contact their assigned faculty advisor to finalize a planned program of study. Application deadlines are listed online (<https://www.fairfield.edu/graduate/academics/graduate-school-of-education-and-allied-professions/how-to-apply>).

Admission to the TESOL initial certification program with MA requires the following:

1. An earned bachelor's degree.
2. Completion of general education coursework as specified in the State of Connecticut regulations and program requirements.
3. A minimum undergraduate GPA of 2.67. A minimum 3.0 GPA in the major or certification subject area.
4. Testing Requirements for Programs Leading to Initial Certification. Candidates must take PRAXIS CORE, SAT, ACT, or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.0) or above and provide an official transcript to the

Dean's office prior to student teaching. Please see advisor for additional details and recommendations.

5. **Prior to Student Teaching:** Candidates must complete all program courses required for certification.
6. **Prior to Certification:** Candidates in the TESOL initial certification or cross-endorsement program must attain passing scores on the appropriate required subject area assessment(s): PRAXIS II Teaching English to Speakers of Other Languages. Bilingual candidates must receive a score of Advanced Low on the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).

Any matriculated candidate whose relevant academic productivity is marginal or inadequate, who does not embody a socially responsible professional disposition, or who demonstrates unsuitable personal qualities, may not be recommended for continuation in the program, a student teaching placement, or state certification. Candidates are expected to behave in accordance with the State of Connecticut's Teachers Code of Professional Responsibility. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Programs

- Master of Arts in Bilingual Education (p. 135)
 - MA in Bilingual Education with Cross-Endorsement
 - MA in Bilingual Education with Concentration in Leadership in English Acquisition Pedagogy
 - Cross-Endorsement in Bilingual Education
- Master of Arts in TESOL (p. 137)
 - MA in TESOL for Non-K-12 Educators
 - MA in TESOL with Initial Certification
 - MA in TESOL with Concentration in Leadership in English Acquisition Pedagogy
 - MA in TESOL with Cross-Endorsement
 - Cross-Endorsement in TESOL
- Sixth Year Certificate in TESOL or Bilingual Education (p. 138)

Courses

SL 0099 Comprehensive Examination in TESOL and Bilingual/Multicultural Education **0 Credits**

SL 0419 Special Learners in the Bilingual/ESL Classroom **3 Credits**

Designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms. Crosslisted with SE 0419.

SL 0420 Linguistic Foundations of English Acquisition 3 Credits

This course focuses on the various theoretical components related to developing linguistic competency in English and provides related information associated with the foundational knowledge of reading and language arts. A primary focus is phonology and related contrastive linguistics, and its relationship to reading decoding. Also addressed are the linguistic components of: (a) morphology and vocabulary; (b) syntax, grammar, and sentence structure; and (c) associated constructs of attention such as working memory and executive functions that impact maintaining newly learned information. Students will have the opportunity to: (a) explore current research regarding developing linguistic competency; (b) analyze linguistic similarities and differences between languages; (c) read about typical and atypical reading and language development of English learners (ELs); and (d) become acquainted with current technological tools to support ELs acquisition of linguistic skills.

SL 0421 Linguistics and Language Assessment 3 Credits

This course focuses on the instructional application of the theoretical concepts learned in SL 0420 to English learners' reading and language development. Areas of study include the following: 1) Assessment of English learners' development of English phonology, morphology, and syntax; 2) interpretation of assessment results for the purpose of diagnosing English development; and 3) the use of language assessment results to develop instruction and intervention strategies to support English learners in mainstream, as well as Tier 1, Tier 2, and Tier 3 programs.

SL 0422 Teaching Grammar in Second Language Settings 3 Credits

Grammar is a necessary component of language programs. This course provides foreign/second language and bilingual teachers with techniques to facilitate their students' acquisition of grammar, to illustrate effective contextualization of grammatical principles, and to examine instructional strategies that draw the learner's attention to specifically structural regularities. The course also analyzes the theoretical considerations of second language grammar teaching.

SL 0423 Foundations of Bilingualism and Bilingual Education 3 Credits

This foundation course examines research and theories underlying bilingualism. Candidates gain an understanding of the concepts and issues involved in using the principles of bilingualism in educational settings. The course also includes an overview of the historical development of bilingual education in the United States and other countries and a discussion of major programs and social models for bilingual education.

SL 0433 Elementary TESOL/Bilingual Advanced Practicum 3 Credits

Prerequisite: SL 0436 or SL 0451.

This course provides TESOL/Bilingual Education candidates with opportunities for supervised internships in TESOL or bilingual elementary classroom settings. Students complete a minimum of 48 hours fieldwork in classroom settings where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In practicum seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress.

SL 0436 TESOL Methods and Materials Development 3 Credits

Designed for second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to teaching English language learners, emphasizing the development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages.

SL 0439 Methods of Foreign Language Teaching for Elementary School 3 Credits

This course is designed for pre- and in-service World Language teachers seeking the Elementary World Languages cross-endorsement. Candidates will gain an understanding of current theory and methods of teaching foreign languages in the elementary school (FLES) grades K-6. They will examine similarities and differences between FLES program models and develop and understand of the issues related to program development. Topics will include the selection of developmentally appropriate strategies and materials for elementary foreign language teaching, lesson planning and curriculum development, and use of technology-assisted instruction. Candidates will develop their ability to integrate the ACTFL and CT World Languages Standards into FLES instructional program development and lesson planning.

SL 0441 Teaching and Learning within Multicultural Contexts of Education 3 Credits

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Crosslisted with ED 0441.

SL 0450 Second Language Methods for Secondary Teachers (Grades 6-12) 3 Credits

Prerequisites: SL 0423, SL 0527*.

This course provides an overview of second language theory and methods, curriculum models, materials selection and development, and content-based ESL for teaching secondary English language learners. The role of literacy in second language acquisition and the appropriate integration of technology to enhance second language teaching and promote secondary students' learning will be examined. Culture, language, dialect variation, and diversity and their implications for the secondary school curriculum will also be addressed. (* indicates concurrency allowed)

SL 0451 Infusing Content Language Instruction into TESOL/Bilingual Programs 3 Credits

Prerequisites: SL 0423 or SL 0467; SL 0436.

Designed for ESL and bilingual teachers, this course explores teaching strategies that enable the English language learner to understand the discourse of content subjects. Topics include strategies to develop academic language, oral presentation skills, content specific syntax and grammar, and writing. Participants will examine textbooks and develop materials that infuse content-area language into the ESL program. Procedures for assessing student progress in content area language development will be discussed.

SL 0453 Differentiated Instruction for English Language Learners**3 Credits**

Designed for foreign/second language/TESOL and bilingual teachers, this course will also assist content area and classroom teachers. Its purpose is to explore the basic concepts, research, and principles of differentiated instruction as a means to meet the diverse needs of students in today's classrooms. Participants will be able to align the concepts to their present teaching environments.

SL 0461 Reading and Writing in a Second Language**3 Credits**

Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying first- and second-language reading and composing processes. Additional topics include procedures for understanding and analyzing the problems that characterize second language readers and writers; strategies for assessing student performance; evaluating and adapting materials; and enhancing the comprehension and creation of written second language discourse.

SL 0467 Language Acquisition**3 Credits**

This course introduces the core hypotheses of current theory on language acquisition. Participants learn to recognize fundamental patterns of social and cultural contexts that facilitate language acquisition, build upon the processes and stages of language acquisition and literacy to provide comprehensible input, facilitate communicative competence and evaluate teaching and learning strategies across ability levels and within discipline-specific content areas. Approved for the Elementary Foreign Language cross-endorsement.

SL 0475 Sociolinguistics**3 Credits**

This course examines variability in language use according to region, race or ethnic background, gender, and personality with the goal of developing sensitivity to variation in one's own language and that of others, and examining language variation using the methods and insights of contemporary linguistics.

SL 0477 Culture and Second Language Acquisition**3 Credits**

Designed for second language and bilingual teachers, this course treats culture and language as interdependent phenomena, exploring the basic concepts, research, and principles applicable to culture and language learning with an emphasis on the practical application of these concepts to the language classroom. Participants also gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence language teaching and learning.

SL 0489 Secondary TESOL/Bilingual Advanced Practicum**3 Credits**

Prerequisite: SL 0436 or SL 0451.

This practicum provides TESOL/Bilingual Education candidates with opportunities for supervised internships in the TESOL or bilingual secondary classroom settings. Students complete a minimum of 48 hours of fieldwork where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In practicum seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress.

SL 0498 Thesis Seminar**3 Credits**

Candidates who have selected the thesis option for completion of the M.A. degree develop their research proposals, carry out the research, and complete their theses during this seminar. An approved thesis must be submitted to fulfill this degree requirement.

SL 0504 English Language Learners in the Regular Classroom**3 Credits**

Designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are linguistically and culturally diverse, this course employs an overview of second language acquisition theory as the framework for discussing ways to meet the needs of English language learners. Teachers also learn strategies for developing and adapting materials for creating communicative classroom environments and assessing student performance.

SL 0522 Emergent Literacy in Bilingual Early Childhood Education**3 Credits**

This course is designed to prepare teachers of early childhood education (Pre-K to 3) to work effectively with culturally diverse children who are learning English as an additional language in pre-school and school contexts. The course focus is on first and second language development in the young child with implications for emergent literacy teaching and learning. Culture and childrearing practices, their impact on schooling, and strategies to build successful partnerships with families and communities will also be discussed.

SL 0526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education**3 Credits**

This course, which is conducted as a seminar, provides an overview of the historical events and philosophical issues underlying bilingual/multicultural/ESL education and discusses contemporary socio-political controversies surrounding bilingual/multicultural and ESL instruction.

SL 0527 Testing and Assessment in TESOL and Bilingual Programs**3 Credits**

Prerequisites: SL 0423 or SL 0467; SL 0436.

Designed for TESOL and bilingual teachers, this course provides an overview of formal and authentic techniques for assessing second language and bilingual proficiency. Participants evaluate standardized instruments currently in use; analyze techniques for assessing factors relevant to second language and bilingual proficiency such as academic achievement, language aptitude, and competence in reading, writing, speaking, and listening; and discuss controversial issues affecting language assessment.

SL 0528 Second Language Curriculum Development**3 Credits**

This course familiarizes foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The course emphasizes devising curricula in accordance with the needs of learners and presents strategies for analyzing needs, developing curricula that focus on communication, and evaluating and choosing appropriate materials and assessment instruments.

SL 0530 Content Language & Reading Acquisition for English Language Learners and Students with Special Needs**3 Credits**

Using a train-the-trainer model, this course develops literacy leadership skills to train others and develops understanding of foundational reading concepts and strategies to better prepare pre-K-12 teachers to teach EL students how to read. This course is designed for candidates to learn about the developmental learning needs of culturally and linguistically diverse students, exceptional learners, and bilingual students with special needs, as well as working in collaborative data teams. Candidates will explore the similarities and differences between bilingual/TESOL students and students with special-needs with a focus on reading skills development (e.g. phonology, orthography, morphology, syntax, semantics, etc.) Candidates will learn about instructional strategies that all teachers can use in their classroom to support reading development for all students. Crosslisted with RLD 0530.

SL 0540 Capstone Seminar in English Acquisition Pedagogy 3 Credits

This course provides candidates in the TESOL and Bilingual Education MA programs with the opportunity to conduct an action research project in their classroom related to teaching English language learners. Through the course seminar and discussions, as well as individual conference sessions, students will deepen their understanding of the ways in which the learning environment, personal challenges, and educational needs of ESL and bilingual students from linguistically and culturally diverse backgrounds impact their academic progress. By conducting research in field settings, course participants will become familiar with the various issues and factors that influence the development and implementation of programs for second language learners and those who teach them. The research practicum will enable candidates to apply their understanding of prior bilingual and ESL coursework to the development and implementation of instructional support activities and/or a research project related to the education of ESL and Bilingual K-12 students. Candidates must have completed 24 credits in their program of study before enrolling in this course.

SL 0568 Special Topics (Shell) 1-3 Credits

Prerequisite: Completion of 12-15 credits of program coursework or advisor permission.

The special topics course in TESOL and Bilingual Education varies in content, as needed, in order to provide timely opportunity to explore time-sensitive, new and emerging topics and foci on a one-time basis, or to offer a pilot section of a new course in development.

SL 0581 Directed Observation and Supervised Student Teaching 6 Credits

This course for candidates who have been approved as qualified candidates for teaching in TESOL or bilingual education involves candidates in observation and teaching five days a week for one semester. In accordance with certification regulations, candidates spend half of the student-teaching period in an elementary setting and half in a secondary setting. The course emphasizes classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates participate in group seminars and individual conferences; the university supervisor(s) and the cooperating teacher(s) assist, observe, and evaluate each candidate. Prerequisites: Formal acceptance into teacher preparation program and completion of all certification requirements

SL 0582 TESOL/Bilingual Student Teaching and DSAP I Seminar 3 Credits

Candidates take this weekly seminar concurrently with student teaching or DSAP. Part I. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar's subject matter flows from the on-going student teaching experience, it addresses issues such as school governance, school and district organizational patterns in TESOL and bilingual programs, classroom management, conflict resolution, communication with parents, and sensitivity to multicultural issues and inclusion, as well as the job application process, including resume writing, interviewing, and the development of professional and teaching portfolios.

SL 0588 Directed Observation I for TESOL/Bilingual DSAP

Candidates 3 Credits

Prerequisite: All requirements for student teaching; approval of program director and dean.

This course is designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, his/her mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience.

SL 0589 Directed Observation II for TESOL/Bilingual DSAP

Candidates 3 Credits

These courses are designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, his/her mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience.

SL 0590 Sixth Year Certificate Advanced Research Practicum in TESOL/Bilingual Education 3 Credits

Candidates solve a practical problem in classroom teaching, applying educational research to a specific ESL/bilingual school situation.

SL 0595 Independent Study 3 Credits

Candidates complete individual study with the written permission of the department chair, having submitted their proposals prior to registration.

Faculty

Associate Professor

Campbell, *Director*

Zera

Master of Arts in Bilingual Education

Requirements

MA in Bilingual Education with Elementary or Secondary Bilingual Cross-Endorsement

Code	Title	Credits
Education Courses		
ED 0429	Philosophical Foundations of Education	3
ED 0512	Contemporary Schooling in Society	3
ED 0552	Participatory Research and Advocacy in School and Community Settings	3
or ED 0499	Introduction to Educational Research	
MD 0400	Introduction to Educational Technology	3
TESOL/Bilingual Courses		
SL 0423	Foundations of Bilingualism and Bilingual Education	3

SL 0436	TESOL Methods and Materials Development	3
SL 0527	Testing and Assessment in TESOL and Bilingual Programs	3
Select one state-approved bilingual education methods class		3
Select one state-approved culture course		3
Select one course in the area of Strategies for Modifying English Content Area Instruction		3
Select one additional elective course		3
SL 0099	Comprehensive Examination in TESOL and Bilingual/Multicultural Education	0
Total Credits		33

Additional Requirements

1. Competence in a second language such as Spanish, Portuguese, or French/Haitian is required.
2. Pass the American Council of Foreign Language Teachers (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test with a minimum score of "Advanced Low" in the world language of instruction.

MA in Bilingual Education: Elementary with a Concentration in Leadership in English Acquisition Pedagogy

Code	Title	Credits
Methods of Teaching Bilingual Education		
SL 0419	Special Learners in the Bilingual/ESL Classroom	3
First and Second Language Acquisition		
SL 0420	Linguistic Foundations of English Acquisition	3
Linguistic and Academic Assessment		
SL 0421	Linguistics and Language Assessment	3
Cross-Cultural Sensitivity and Communication and Implications for Instruction		
SL 0441	Teaching and Learning within Multicultural Contexts of Education	3
Strategies for Modifying English Content Area Instruction		
SL 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	3
Methods of Teaching English as a Second Language		
SL 0436	TESOL Methods and Materials Development	3
Additional Courses		
SL 0433	Elementary TESOL/Bilingual Advanced Practicum	3
SL 0540	Capstone Seminar in English Acquisition Pedagogy	3
Select three elementary-focused electives chosen in consultation with advisor		9
Total Credits		33

MA in Bilingual Education: Secondary with a Concentration in Leadership in English Acquisition Pedagogy

Code	Title	Credits
Methods of Teaching Bilingual Education		
SL 0419	Special Learners in the Bilingual/ESL Classroom	3
First and Second Language Acquisition		
SL 0420	Linguistic Foundations of English Acquisition	3
Linguistic and Academic Assessment		
SL 0421	Linguistics and Language Assessment	3
Cross-Cultural Sensitivity and Communication and Implications for Instruction		
SL 0441	Teaching and Learning within Multicultural Contexts of Education	3
Strategies for Modifying English Content Area Instruction		
SL 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	3
Methods of Teaching English as a Second Language		
SL 0436	TESOL Methods and Materials Development	3
Additional courses		
SL 0489	Secondary TESOL/Bilingual Advanced Practicum	3
SL 0540	Capstone Seminar in English Acquisition Pedagogy	3
Select three secondary-focused electives chosen in consultation with advisor		9
Total Credits		33

Cross-Endorsement in Bilingual Education without the MA

Code	Title	Credits
Select 18 hours of approved coursework, including study in each of the following areas:		18
First and Second Language Acquisition, including Language and Literacy Development		
Linguistic and Academic Assessment		
Cross-Cultural Sensitivity and Communication and Implications for Instruction		
Strategies for Modifying English Content Area Instruction		
Methods of Teaching English as a Second Language		
Methods of Teaching Bilingual Education		
Total Credits		18

Master of Arts in TESOL

Requirements

MA in TESOL for Non-K-12 Educators

Code	Title	Credits
Education Courses		
ED 0429	Philosophical Foundations of Education	3
ED 0512	Contemporary Schooling in Society	3
ED 0552	Participatory Research and Advocacy in School and Community Settings	3
or ED 0499	Introduction to Educational Research	
MD 0400	Introduction to Educational Technology	3
TESOL Courses		
SL 0423	Foundations of Bilingualism and Bilingual Education	3
or SL 0467	Language Acquisition	
SL 0436	TESOL Methods and Materials Development	3
SL 0475	Sociolinguistics	3
SL 0527	Testing and Assessment in TESOL and Bilingual Programs	3
SL 0099	Comprehensive Examination in TESOL and Bilingual/Multicultural Education	0
Select three elective courses in consultation with advisor		9
Total Credits		33

MA in TESOL with Initial Certification

Code	Title	Credits
Education Courses		
ED 0429	Philosophical Foundations of Education	3
ED 0442	Educational Psychology	3
MD 0400	Introduction to Educational Technology	3
SE 0403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
TESOL Courses		
SL 0423	Foundations of Bilingualism and Bilingual Education	3
or SL 0467	Language Acquisition	
SL 0433	Elementary TESOL/Bilingual Advanced Practicum	3
or SL 0489	Secondary TESOL/Bilingual Advanced Practicum	
SL 0436	TESOL Methods and Materials Development	3
SL 0441	Teaching and Learning within Multicultural Contexts of Education	3
SL 0451	Infusing Content Language Instruction into TESOL/Bilingual Programs	3
SL 0527	Testing and Assessment in TESOL and Bilingual Programs	3

SL 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	3
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Select 1-4 elective courses in consultation with advisor ¹ 3-12

Additional Certification Requirements ²

SL 0581	Directed Observation and Supervised Student Teaching ³	6
SL 0582	TESOL/Bilingual Student Teaching and DSAP I Seminar	3

Additional MA Degree Requirements

ED 0499	Introduction to Educational Research	3
ED 0512	Contemporary Schooling in Society	3
SL 0099	Comprehensive Examination in TESOL and Bilingual/Multicultural Education	0

Total Credits 51-60

¹ Must include one course in English Language Syntax and Composition.

² Based on transcript evaluation, some prior coursework (up to 6 credits) may apply toward the TESOL/Bilingual Education certification requirements.

³ Includes 7-8 weeks in an elementary and 7-8 weeks in a secondary TESOL education placement. A passing grade of B or better in student teaching is required.

Notes

- The State requires 9 credits of bilingualism/language study. (This may include undergraduate courses.) Candidates who have not taken world language coursework have the option of taking College Level Examination Program (CLEP) tests and receiving college credit to fulfill this requirement.

MA in TESOL: Concentration in Leadership in English Acquisition Pedagogy

Code	Title	Credits
English Syntax and Composition		
SL 0422	Teaching Grammar in Second Language Settings	3
Language Theory		
SL 0420	Linguistic Foundations of English Acquisition	3
Linguistic and Academic Assessment		
SL 0421	Linguistics and Language Assessment	3
Culture and Intergroup Relations		
SL 0441	Teaching and Learning within Multicultural Contexts of Education	3
Curriculum and Methods of Teaching ESL		
SL 0419	Special Learners in the Bilingual/ESL Classroom	3
SL 0436	TESOL Methods and Materials Development	3
SL 0530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	3

Additional Courses

SL 0433	Elementary TESOL/Bilingual Advanced Practicum	3
or SL 0489	Secondary TESOL/Bilingual Advanced Practicum	
SL 0540	Capstone Seminar in English Acquisition Pedagogy	3

Select two elective courses in consultation with advisor	6
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Total Credits	33
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MA in TESOL with Cross-Endorsement

Code	Title	Credits
Education Courses		
ED 0429	Philosophical Foundations of Education	3
ED 0512	Contemporary Schooling in Society	3
ED 0552	Participatory Research and Advocacy in School and Community Settings	3
or ED 0499	Introduction to Educational Research	
MD 0400	Introduction to Educational Technology	3
TESOL Courses		
SL 0423	Foundations of Bilingualism and Bilingual Education	3
or SL 0467	Language Acquisition	
SL 0436	TESOL Methods and Materials Development	3
SL 0475	Sociolinguistics	3
SL 0527	Testing and Assessment in TESOL and Bilingual Programs	3
Select 4-6 additional courses from the TESOL program in consultation with advisor ¹		12-18
SL 0099	Comprehensive Examination in TESOL and Bilingual/Multicultural Education	0
Total Credits		36-42

¹ Must include one course in English Syntax and Composition.

Cross-Endorsement in TESOL without the MA

Code	Title	Credits
Select 30 hours of approved coursework, including study in each of the following areas:		30
English Syntax and Composition		
Language Theory		
Culture and Intergroup Relations		
Linguistic and Academic Assessment		
Curriculum and Methods of Teaching ESL		
Total Credits		30

Sixth Year Certificate in TESOL or Bilingual Education

Requirements

Code	Title	Credits
ED 0534	Theories of Learning	3
SL 0528	Second Language Curriculum Development	3
SL 0540	Capstone Seminar in English Acquisition Pedagogy	3
SL 0590	Sixth Year Certificate Advanced Research Practicum in TESOL/Bilingual Education	3
Select 18 additional credits in area of concentration and/or approved program electives		18
Total Credits		30

Note: Candidates seeking the TESOL cross-endorsement may need to complete additional coursework.

School Directory

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Associate Dean

Anne Campbell, PhD
Certification and Accreditation Officer

Pamela Kelly
Assistant Dean

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Counselor Education

Pierre Orelus, Ed.D
Educational Studies and Teacher Preparation

Rona Preli, PhD
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Director of Bilingual Education & World Languages
Bridgeport Public Schools

SCHOOL OF ENGINEERING

A Message from the Dean

The five graduate programs in the School of Engineering – Master of Science degrees in Applied Data Sciences, in Electrical and Computer Engineering, in Management of Technology, in Mechanical Engineering, and in Software Engineering – are driven by the needs of the School's constituencies, the students, and their employers, who establish multifaceted requirements for current knowledge and skills at the workplace.

The Management of Technology program includes some courses from the MBA program in the Dolan School of Business. In further response to workplace needs, the School has also instituted pathways to five-year dual-degree BS/MS programs in Software Engineering, Mechanical Engineering, Electrical and Computer Engineering, Applied Data Science, and Management of Technology. Finally, the School offers graduate certificate programs, each comprised of a sequence of four courses, to benefit practicing engineers who are in need of specialized knowledge and skills in Data Science and Big Data Technologies, Cyber Security, Network Technology, or Web and Mobile Application Development.

The engineering programs are inherently dynamic and responsive to industry and business. Their capacity to change, and so remain current, originates with the faculty in the School of Engineering who are leading-edge professionals in their areas of expertise and in instruction and mentoring. It is also prompted by maintaining close contacts and open lines of communication with the industry and business sectors that are the main beneficiaries of the School's Master degree graduates.

Located in Fairfield County, Fairfield University is in the middle of a high-density concentration of hardware and software industries and businesses; nearly 40 Fortune 500 companies are headquartered within 50 miles of the campus. This environment provides opportunities for studies of real-world problems in courses and in the capstone professional project required by the graduate programs, and for advancement and employment of Fairfield graduates. Our various programs offer many opportunities for our students to pursue their special interests and grow professionally and personally.

I would like to extend a warm welcome to all who choose to undertake the exciting adventure of graduate education in the School of Engineering at Fairfield University.

Richard H. Heist, Ph.D.

Dean, School of Engineering

School Overview

The School of Engineering has laboratories, classrooms, administrative offices, and faculty offices in the Rudolph F. Bannow Science Center. The school's laboratories and classrooms are served by the Fairfield University computer network.

The School continuously assesses evaluates and improves its academic programs and facilities. This process includes identifying the constituencies and stakeholders of the engineering programs, determining which learning goals and program objectives are compatible with the needs of those constituencies, crafting curriculum content, and developing resources to satisfy student learning and development in accord with those needs.

The School of Engineering maintains an appropriate balance of faculty in each discipline within the School, and strives to create an environment conducive to faculty development and consistent with achieving excellence in pedagogy and professional advancement. The School also maintains a close working relationship with industry through its Advisory Board and other conduits, to better understand the needs of the engineering workplace, and draws from its network of practitioners in the engineering disciplines for assistance in program development and assessment.

Mission

The Fairfield University School of Engineering is dedicated to providing quality educational opportunities in engineering and computer science to a diverse student population. The School emphasizes whole-person development (*cura personalis*) through its commitment to a unique integration of expertise in innovative technical areas with a strong liberal arts core preparing graduates well for professional practice and graduate education.

Vision

As an integral component of a comprehensive Jesuit university, the School of Engineering is committed to providing a student-oriented classroom and laboratory environment enhanced by research that enables graduates to become leaders in the quest to solve society's greatest challenges in service to others.

Degrees

- Master of Science in Applied Data Science (p. 147)
- Master of Science in Electrical and Computer Engineering (p. 149)
- Master of Science in Management of Technology (p. 153)
- Master of Science in Mechanical Engineering (p. 157)
- Master of Science in Software Engineering (p. 161)
- Graduate Certificate Programs (p. 165)
 - Data Science and Big Data Technologies
 - Cyber Security
 - Network Technology
 - Web and Mobile Application Development

Admission

Admission Policies, Criteria, and Procedures

In carrying out its mission, the School of Engineering admits graduate students to Master of Science degree programs in management of technology, software engineering, electrical and computer engineering, and mechanical engineering. Candidates for admission to those programs must have earned the requisite bachelor's degree from a regional accredited college or university or the international equivalent, and have knowledge and skills in certain areas such as computer programming and statistics (and financial accounting, in the case of the management of technology program). Students with gaps in those areas are expected to complete bridge courses soon after they enter the program. Students create their plan of study early in their graduate career, under the supervision and guidance of program directors, so that they may meet their educational and professional goals in a time-effective and intellectually satisfying manner. Graduate courses are offered in evening classes and on weekends to serve the needs of part-time graduate

students from the regional technology and business community, as well as the needs of full-time graduate students. Class sizes are designed to emphasize interaction between participants and faculty. All international students will be evaluated during orientation to determine their level of English language skills and placed in an appropriate course designed for graduate students during their first semester to help them be more successful in the areas of writing and research.

Electrical and Computer Engineering

Admission will be granted to applicants with a bachelor's degree in science or engineering or its equivalent, or to those with work experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program in the electrical or computer engineering disciplines. Furthermore, applicants should demonstrate aptitude in the subject matter of such bridge courses (undergraduate level) as EE 0213 and EE 0231, or begin their studies by registering for one or more of the bridge courses.

Management of Technology

Admission will be granted to applicants with a Bachelor of Science degree in science or engineering, or the equivalent, or to applicants with extensive experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program. Applicants will have completed one course in introductory probability and statistics, one course in computer programming that uses a high-level language and includes applications, and one course in financial accounting, or demonstrate aptitude in these subjects. Applicants who have not completed these courses and who are unable to demonstrate aptitude in these subjects must register for one or more of the bridge courses (undergraduate level) offered in these subjects early in their graduate studies.

Mechanical Engineering

Admission will be granted to applicants with a bachelor's degree in science or engineering, or its equivalent, in the general area of mechanical engineering, or to those with work experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program. Furthermore, applicants should demonstrate aptitude in the subject matter of engineering design, materials and thermodynamics, or begin their studies by registering for one or more bridge courses (undergraduate level) in these areas.

Software Engineering

Applicants must hold a bachelor's degree from a regionally accredited college or university (or the international equivalent) or demonstrate adequate experience as a professional software developer or programmer, whose academic and professional record-suggest the likelihood of success in a demanding graduate program. Applicants with an undergraduate degree in an area other than software engineering, computer science, or the equivalent, may need to take the following bridge courses to develop the required background for the program: CS 0131, CS 0232, SW 0355.

Application Materials

Applicants for admission in all programs must submit the following materials online for consideration:

1. A completed application for admission. Apply online (<https://ga.fairfield.edu/apply>).
2. A non-refundable \$60 application fee.

3. An official copy of transcripts from all previously attended colleges or universities sent to the Office of Graduate Admission.
4. Two recommendation letters (completed online), one of which must be from a current supervisor or professor, accompanied by the University online recommendation forms.
5. A professional resume.
6. A personal statement describing intent for studying in the program.

Applications are accepted on a rolling basis.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online (<https://fairfield.edu/immunization>). Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or e-mail health@fairfield.edu.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit their transcripts for course-by-course evaluations, completed by an approved evaluator (found on our website (<https://www.fairfield.edu/graduate/admission/how-to-apply/international-students>)) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield's ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted **at least three months prior to the intended start date**.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodation, they must identify themselves to Accessibility in the Academic and Career Development Center and complete the online registration process for accommodations. Instructions for how to

complete the online registration process for accommodations are located on our website (<https://www.fairfield.edu/undergraduate/academics/resources/academic-and-career-development-center/accessibility/prospective-students-and-parents>). This process should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation to Accessibility, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. For more information regarding accommodations and the registration process, please email acdc@fairfield.edu, or call 203-254-4081.

Tuition, Fees, and Financial Aid

Tuition and Fees

Application Fee (non-refundable)	\$60
Tuition	\$825 per credit
Graduate Student Activity Fee	\$55 per semester
Lab Fee	\$80 per lab course
Registration Fee	\$35 per semester
Promissory Note Fee	\$40
Returned Check Fee	\$30
Graduation Fee	\$175
Transcript	\$5

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees or designated payment method must accompany registration for summer sessions and intersession. For the fall and spring semesters, payment must be received by the initial due date.

Transcripts and diplomas will not be issued until students have met all financial obligations to the University.

Monthly Payment Plan

During the fall and spring semesters, eligible students may utilize a monthly payment plan for tuition. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two consecutive monthly installments.

Failure to honor the terms of the promissory note will affect future registration.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable by the due date.

Students will be required to sign a promissory note acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by

the due date and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will affect future registration.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, Visa, or American Express card must be applied as a credit to your charge card account.

Note: Online course refunds are calculated such that each calendar day, beginning with the first day of class, is considered a scheduled class meeting.

10-15 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	60
Before third scheduled class	40
Before fourth scheduled class	20
After fourth scheduled class	0

6-9 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
Before third scheduled class	20
After third scheduled class	0

1-5 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
After second scheduled class	0

Refunds take two to three weeks to process.

University Merit or Need-Based Aid Policy for Withdrawals

Students are approved for voluntary or medical withdrawal by taking the appropriate steps as prescribed in the Academic Policies section of this catalog. Students that are receiving University financial aid will have their University need-based and merit-based aid prorated based on the following schedule:

Official Withdrawal Date	% of University Aid Earned
Before first scheduled class	0
Before second scheduled class	40

Before third scheduled class	60
Before fourth scheduled class	80
After fourth scheduled class	100

Note: For courses meeting for less than a full semester (15 weeks), financial aid entitlement will be adjusted accordingly.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must be recalculated in these situations. You must begin enrollment in the semester in order to be eligible for a federal student aid disbursement. Withdrawal before the semester start will result in cancellation of federal aid.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed, the institution would owe the student (or parent in the case of a PLUS loan) a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. Students (or parents in the case of a PLUS loan) due a post-withdrawal disbursement will be emailed and mailed a notice to reply no later than 14 days of the date of the notice to confirm or refuse the disbursement. No reply will indicate a refusal of the disbursement. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Opportunity Grants for which a return of funds is required
7. Federal TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant for which a return of funds is required

Example

The Spring semester begins on January 16, 2018. Sarah Smith began the official withdrawal process with her dean and it was determined that her official withdrawal date would be March 7, 2018. The total number of days in the Spring semester are 107. Sarah completed 51 days of the semester or 47.7%. Sarah had a total federal aid disbursement of \$4,357.00. Seeing that Sarah only completed 47.7% of the Spring semester, she also earned only 47.7% of her Spring financial aid (\$4,357.00 x 47.7% = \$2,078.29). The amount of Title IV aid to be returned is calculated:

$$\$4357.00 - \$2,078.29 = \$2,278.71$$

Next, the institution must also determine the percentage of unearned charges based on the total semester charges for the period in which the student will withdraw. First, add the total semester charges. For this example, Sarah's total semester charges is \$23,245.00. Sarah did not attend the full semester (100%). To determine the portion of the semester that Sarah attended, subtract her percentage completed from the total: 100% - 47.7% = 52.3%. To determine Sarah's unearned charges, the school would calculate unearned charges in the following manner:

$$\$23,245.00 \times 52.3\% = \$12,157.14$$

Compare the amount of Title IV aid to be Returned above to the amount of unearned charges. The lesser amount is the total of unearned aid that the school is responsible to return. The amount returned is based on the amount disbursed (which may vary by students) and in accordance with the schedule above. If the amount returned in direct loans is less than the total amount in direct loans disbursed to the student, resulting in earned loan funds or in unearned loan funds that the school is not responsible for repaying or both, Fairfield University will notify the loan holder of your withdrawal and withdrawal date. The resulting loan must be repaid in accordance with the terms of the student's promissory note. Fairfield University will return the loan funds within 45 days of notification from the University Registrar of a student's withdrawal.

Students will be mailed a notice of withdrawal from the Office of Financial Aid which will include a copy of the student's withdrawal calculation indicating the amount returned by Fairfield University and the amount that is the responsibility of the student.

Financial Aid

Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department. Graduate assistantship information can be found online (<http://fairfield.edu/gradasst>).

Scholarships

The School of Engineering provides modest scholarships to select graduate students on the basis of need and merit. Active students with exceptional merit are generally considered after they have completed at least their first semester.

Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduate or withdrawal before loan payments begin. For information on current interest rates and loan origination fees, please visit the Federal Student Aid website (<https://studentaid.ed.gov/sa>).

HOW TO APPLY

Step One:

- Complete a Free Application for Federal Student Aid (FAFSA) online (<https://fafsa.ed.gov>), indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:

- Complete the required Entrance Counseling and Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/index.action>).

Step Three:

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, entrance counseling completed, and the MPN is signed.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed the required entrance loan counseling.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at 203-254-4125 or finaid@fairfield.edu.

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website (<https://fairfield.edu/gradaid>).

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available on our website (<https://fairfield.edu/veterans>). The University Registrar's

office will complete and submit the required certification form for all VA benefits.

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found on our website (<https://www.fairfield.edu/about-fairfield/university-profile/consumer-information>).

Programs

- Master of Science in Applied Data Science (p. 147)
- Master of Science in Electrical and Computer Engineering (p. 149)
- Master of Science in Management of Technology (p. 153)
- Master of Science in Mechanical Engineering (p. 157)
- Master of Science in Software Engineering (p. 161)
- Graduate Certificate Programs (p. 165)
 - Data Science and Big Data Technologies
 - Cyber Security
 - Network Technology
 - Web and Mobile Application Development

Master of Science in Applied Data Science

The School of Engineering offers a master's degree in applied data science (MSADS). Advances in technology have contributed to a deluge of data in virtually any domain. Computational techniques are being developed to store, process, and interpret data. New insights into data contribute to increased productivity, correlations among previously distinctive domains, and improved decision-making.

Data science is an interdisciplinary field of scientific methods, processes, and systems to extract knowledge or insights from data in various forms, either structured or unstructured. It employs techniques and theories drawn from many fields within the broad areas of statistics and computer science, in particular from the subdomains of machine learning, classification, cluster analysis, uncertainty quantification, computational science, data mining, databases, and visualization. At the same time, it requires domain-specific knowledge to apply the techniques and theories effectively. Bob Hayes, Chief Research Officer at AnalyticsWeek thinks of 'data science' as "a flag that was planted at the intersection of several different disciplines that have not always existed in the same place." Current Data Science programs are either too technical or too specialized.

As an interdisciplinary program, the Master of Science in Applied Data Science (MSADS) decouples the computational techniques from the domains of interest, thus allowing all students to learn data science techniques, while concentrating on learning about data in one or more domains of interest.

Learning Goals

The MSADS provides outcomes for students from any domain, who are seeking a graduate program focused on obtaining non-trivial insight from Big Data. These outcomes cover not only the development of critical academic and professional skills, but also opportunities for employment in highly visible and needed sectors of the marketplace.

Students in the MSADS program will gain:

- Advancement of data science and analytics through teaching and research in an environment that is conducive to achieving educational excellence.
- Exposure to data science and analytics techniques, tools, and methodologies.
- Exposure to domain-related issues related to data in any domain of interest.
- Fundamental discovery in data science and analytics.
- The ability to attain the highest standards in professional and ethical practice.

In sum, students will acquire the skills and real-world knowledge to succeed in applied data sciences through an in-depth exposure to the methodologies and tools of data science. A sequence of required courses and elective courses, and the final team-driven capstone project provide depth and breadth to the students' learning experiences.

In addition to required courses, those in specialization areas build in-depth knowledge and skills in the area of student's interest. Courses in other engineering and management fields are available as electives.

Students

Students who wish to pursue the MSADS come from many different backgrounds. Some come from engineering and computing. Others come from specific domain backgrounds, like biology, healthcare, behavioral sciences, or business. All have a desire to use data to make deeper connections within their field and drive decision making.

Companies across industries and governments reap the benefit of using skills from data science to tackle complex Big Data challenges. Career opportunities can be found in commerce, government, for-profit and not-for-profit organizations, and the services and manufacturing sectors. Examples of employment opportunities for MSADS graduates include:

- Applied Data Science Enterprise professional
- Big Data consultant
- Business intelligence reporting professional
- Data Analyst
- Data Controller
- Data mining or Big Data Engineer
- Health Data Analyst
- Statistician
- Research Data Scientist

Students may enter the MSADS program from any background, but may expect to take up to six credits of bridge course work to prepare for the program, depending on their background. For example, students with no prior programming experience would be required to take CS 0101 Introduction to Computing (Python programming). Students seeking to pursue a particular concentration may need to take a course in that field. These additional prerequisites will be determined on an individual basis at the time an offer of admission is made.

Data is ubiquitous in the modern world, and data scientists with skills and knowledge to analyze that data are a valuable, sought-after resource.

Program

Prerequisites and Foundation Competencies

The MSADS degree requires students to have competencies that will allow them to pursue graduate coursework. Knowledge and/or experience in data science, programming, and specific domains is necessary. Gaps in knowledge and experience in these areas can be remedied by bridge courses offered in the MSADS program:

Code	Title	Credits
CS 0101	Introduction to Computing	3
Domain specific bridge course (individualized)		3

Students who are accepted into the program with certain bridge courses should complete the bridge requirement in the first semester with a grade of B or higher to satisfy the bridge requirement. Students may take graduate level courses and bridge courses at the same time. Bridge courses do not count for credit towards the degree.

Program Requirements

MSADS students will complete four required courses, as described below. In addition, students should select a concentration from one or more specialization areas in which they have an interest with their advisor's guidance. Concentrations currently include computational analytics or health analytics. Additional individual areas of interest may be discussed with the advisor in areas such as bioinformatics, business analytics or social analytics. Students may also take two elective courses from the list below.

The program requires two capstone courses and four required core courses listed below. Completion of a minimum of eight three-credit courses, plus the two-semester capstone sequence, for a total of 30 credits, comprise the graduation requirements for the MSADS program.

To earn the Master of Science in Applied Data Science, students complete the following:

Code	Title	Credits
MA 0417	Applied Statistics I	3
SW 0422	Visual Analytics	3
SW 0508	Data Warehouse Systems	3
SW 0518	Data Mining and Business Intelligence	3

Concentration Courses

Select two courses in one of the following concentration areas:

Health Analytics		
NS 0602	Healthcare Economics and Marketing	
NS 0613	Finance and Quality Management in Healthcare Organizations	

Computational Analytics		
SW 0461	Pattern Recognition	
SW 0402	Database Management Systems	

Elective Courses

Select two elective courses from the following: ¹

Computing Technical Electives		
SW 0455	Artificial Intelligence	

SW 0499	Algorithms	
SW 0505	Advanced Database Concepts	
SW 0531	Applications and Data Security	
Mathematics Electives		
MA 0418	Applied Statistics II	
MA 0451	Probability Theory	
MA 0452	Statistics Theory	
Capstone Sequence		
SW 0550	Capstone Professional Project I	6
& SW 0551	and Capstone Professional Project II	
Total Credits		30

¹ Electives may be chosen from courses listed, SW 0483 Independent Study, or any other graduate-level course from a concentration or another area, under advisement of the department chair or academic advisor.

Master of Science in Electrical and Computer Engineering

Electrical and computer engineering at Fairfield University is an interdisciplinary program that enables its graduates to study several fields including (but not limited to) engineering, mathematics, science and business. The interdisciplinary nature of the program affords the students a chance to establish an educational identity that is unique. Students can learn from topics in subject areas that include computer hardware, power, VLSI, sensors, mixed signals, measurement, controls, biomedical, and nanotechnology.

An MSECE graduate student can focus on topics that can result in a leadership position in a high-technology industry. In a time when the ability to innovate is the only sustainable competitive advantage, an ECE degree unlocks the door to an entrepreneurial career. Our graduates work to design and build state-of-the-art products and are highly sought after by employers.

The MSECE program also allows elective courses offered by the School of Engineering master's degree programs in mechanical engineering, software engineering and management of technology. As a consequence, students gain technical skills and a sense of the economic and business values needed to employ technology to serve society's needs. Some of our students have selected to participate in business plan competitions and engage in engineering entrepreneurship. We have strong ties to the Inventors Association of Connecticut, the Technology Venture community and local industry.

Program Overview

The MSECE program provides students with the knowledge and skills to innovate and lead in their discipline in the framework of research and development in academic institutions, the industrial workplace, research laboratories, or service organizations. The basic objectives of the MSECE program include the following:

1. Students receive the tools they need to take the lead in creating next generation technologies using fundamental design disciplines. Sequences of electives, as well as a master's thesis, provide depth in their learning experiences.
2. Students gain exposure to the high-tech areas of electrical and computer engineering, including system and product engineering,

hardware and software design, embedded systems, communications, control systems, computer architecture, and visualization and multimedia systems. Students have the opportunity to become skilled in creating unique object-oriented designs. State of the art facilities available in the School of Engineering, and close interactions with industry, assist in those tasks.

3. The MSECE program provides undergraduate students with the opportunity to pursue a graduate degree program that broadens their career path, ultimately leading to leadership roles.

Students

Electrical and computer engineering embodies the science and technology of design, implementation, and maintenance of software and hardware components of modern electrical, electronics, computing and network systems. This discipline has emerged from the traditional fields of electrical engineering and computer science. Hence, the student population for the program has several origins. Typical examples include the following:

1. Engineers and scientists who, responding to the specific needs of their industry across the spectrum of electrical and computer engineering domains, need to acquire skills to effectively guide the development of technologies that will enhance product quality and business opportunities
2. Engineers and scientists who wish to fulfill their needs for personal and professional growth and achieve entrepreneurship in the IT domains
3. Engineers aspiring to a career change
4. Undergraduate engineering students and alumni with B.S. degrees, who seek an opportunity to continue their studies for a graduate engineering degree at Fairfield University.

In addition to mathematics and science, MSECE graduates have a solid foundation in electronics, logic design, micro-devices, computer organization and architecture, and networking, as well as an understanding of software design, data structures, algorithms, and operating systems.

Graduates

Graduates are employed in several industries, including the computer, aerospace, telecommunications, power, manufacturing, defense, and electronics industries. They can expect to design high-tech devices ranging from tiny microelectronic integrated-circuit chips to powerful systems that use those chips, and efficient interconnected telecommunication systems. Applications include consumer electronics; advanced microprocessors; peripheral equipment; systems for portable, desktop, and client/server computing; communications devices; distributed computing environments such as local and wide area networks, wireless networks, Internets, Intranets; embedded computer systems; and a wide array of complex technological systems such as power generation and distribution systems and modern computer-controlled processing and manufacturing plants.

Program

Electrical and Computer Engineering Curriculum

Prerequisites and Foundation Competencies

Students that do not have sufficient background in a programming language (through a course equivalent to CS 0232 Data Structures) will be required to complete a bridge course, SW 0407 Java for Programmers, in addition to other program requirements.

Students entering the program without an undergraduate degree in electrical or computer engineering may have to take additional bridge courses as prescribed during the admissions decision, in order to prepare for the advanced coursework required at the Master's level.

Program Requirements

Students in the MSECE program must complete 30 credits, with either a thesis or a capstone option. Several electives are available to students across several areas of specialization. Upon admission, students meet with an advisor to prepare a plan of study that will lead to a master's degree in electrical and computer engineering in the most time-effective manner while meeting the student's professional needs. Student may include at most two other approved Engineering, Math, or Business graduate courses.

Code	Title	Credits
Required Courses		
ECE 0411	Digital Signal Processing	3
ECE 0415	Engineering Applications of Numerical Methods	3
or SW 0409	Advanced Programming in Java	
ECE 0457	Advanced Linear Systems	3
Capstone or Thesis Option		
ECE 0591 & ECE 0592	Capstone Professional Project I and Capstone Professional Project II	6
or ECE 0550 & ECE 0551	Thesis I and Thesis II	
Elective Courses		
Select three elective courses from Electrical and Computer Engineering		9
Select two additional electives courses from ECE or other approved Engineering, Math, or Business graduate courses ¹		6
Total Credits		30

¹ Electives may be chosen from courses listed under Electrical and Computer Engineering, as well as ECE 0483 Independent Study, or any other graduate-level engineering, math, or business course, under advisement of the department chair or academic advisor.

Capstone or Thesis Option

Students have two options for a two-semester long required course sequence:

1. Capstone Option: The Capstone projects are team-driven. Students in the Capstone class are typically organized into teams that contribute to a significant electrical and computer systems project. These projects are chosen to advance the student's knowledge in topics

related to the specialization areas. Students consult with their advisors and instructors to determine which projects will contribute most to their education. Students may also suggest projects if they are of sufficient complexity and will advance their knowledge in an area of interest. A capstone topic should be approved by the instructor and accepted by the director of the program prior to starting the capstone sequence.

2. Thesis Option: Students may choose the thesis option at the agreement of a faculty member and approval by the program director.

In the event that a student in one option (Capstone or Thesis) wishes to switch to the other option, the course that was taken in one option will not count toward fulfilling the graduation requirement. Capstone or thesis classes can be taken only after the completion of 9 credits at the minimum.

ECE Elective Domains

Code	Title	Credits
Power and Energy		
ECE 0461	Green Power Generation	3
ECE 0477	Power Security and Reliability	3
ECE 0495	Power Generation and Distribution	3
ECE 0496	Fault Analysis in Power Systems	3
ECE 0505	Advanced Power Electronics	3
Communications Systems		
ECE 0479	Communication Systems	3
ECE 0480	Wireless Systems I	3
Electronic Systems		
ECE 0405	Electronic Materials	3
ECE 0423	Thermal Management of Microdevices	3
ECE 0435	Microelectronics	3
ECE 0451	Nanoelectronics I	3
ECE 0455	Sensor Design and Application	3
ECE 0478	Electromagnetic Compatibility	3
ECE 0510L	Product Design Laboratory	1
ECE 0520L	System Design Lab	1
Computer Engineering		
ECE 0406	Advanced Digital Design	3
ECE 0440	Computer Graphics	3
ECE 0441	Computer Systems Architecture	3
ECE 0460	Network Programming	3
ECE 0470	Network Embedded Systems	3
Biomedical Engineering		
ECE 0431	Biomedical Signal Processing	3
ECE 0432	Biomedical Imaging	3
ECE 0433	Biomedical Visualization	3

Plan of Study

Deviations from the required course list are permitted as a part of an advisor approved plan of study. Students must have an approved plan of study by the end of their first term. A plan of study may be changed at any time, with advisor approval.

Courses

ECE 0405 Electronic Materials

3 Credits

This course describes the properties and applications of certain materials used in the design and manufacture of electronic assemblies. Ceramics are often used as insulators, heat sinks, and substrates for interconnection structures. The course presents electrical, mechanical, and thermal properties of various ceramics, along with methods of fabricating and machining ceramic structures. Adhesives used to mount components and to replace mechanical fasteners such as screws and rivets provide connections that are stronger and take up less space. The course examines properties of adhesives such as epoxies, silicones, and cyanoacrylates under conditions of high temperature storage and humidity, along with methods of applications. Solders used to interconnect electronic components and assemblies are selected for temperature compatibility, mechanical properties, and reliability. The course emphasizes the new lead-free solder materials and presents the properties of plastic materials and the methods of forming plastic structures.

ECE 0406 Advanced Digital Design

3 Credits

This course examines computer architecture implemented using a hardware design language and programmable logic devices. Students learn the VHDL hardware description language, and learn to use modern design, simulation, and synthesis software. Students design, verify, build and test digital logic circuits using industry standard development boards, and field programmable gate array (FPGA) technology.

ECE 0411 Digital Signal Processing

3 Credits

Modern signal processing tools including vector spaces, bases and frames, operators, signal expansions and approximation, as well as classical signal processing tools including Fourier and z transforms, filtering and sampling, estimation, applications, and implementation.

ECE 0415 Engineering Applications of Numerical Methods

3 Credits

This course provides students with the theoretical basis to proceed in future studies. Topics include root-finding, interpolation, linear algebraic systems, numerical integration, numerical solution of ordinary and partial differential equations, modeling, simulation, initial boundary value problems, and two point boundary value problems.

ECE 0420 Readings in Electrical and Computer Engineering

3 Credits

Students formulate a project proposal, perform literature surveys, and learn the finer points of technical writing and presentation at the graduate level. The course requires a meta-paper written about the literature in the field. It emphasizes the basics of technical writing and research, and is organized to emphasize methods of the writing and the research process. Students learn to state a problem, the techniques of analysis, methods of investigation, and functional organization.

ECE 0423 Thermal Management of Microdevices

3 Credits

This course addresses the thermal design in electronic assemblies which includes thermal characteristics, heat transfer mechanisms and thermal failure modes. Thermal design of electronic devices enables engineers to prevent heat-related failures, increase the life expectancy of the system, and reduce emitted noise and energy consumption. This course provides the required knowledge of heat transfer for such analysis and various options available for thermal management of electronics. This course also presents advanced methods of removing heat from electronic circuits, including heat pipes, liquid immersion and forced convection. Formerly ECE 0425.

ECE 0431 Biomedical Signal Processing

3 Credits

This course presents an overview of different methods used in biomedical signal processing. Signals with bioelectric origin are given special attention and their properties and clinical significance are reviewed. In many cases, the methods used for processing and analyzing biomedical signals are derived from a modeling perspective based on statistical signal descriptions. The purpose of the signal processing methods ranges from reduction of noise and artifacts to extraction of clinically significant features. The course gives each participant the opportunity to study the performance of a method on real, biomedical signals.

ECE 0432 Biomedical Imaging

3 Credits

Prerequisite: ECE 0431.

The course presents the fundamentals and applications of common medical imaging techniques, for example: x-ray imaging and computed tomography, nuclear medicine, magnetic resonance imaging, ultrasound, and optical imaging. In addition, as a basis for biomedical imaging, introductory material on general image formation concepts and characteristics are presented, including human visual perception and psychophysics.

ECE 0433 Biomedical Visualization

3 Credits

An introduction to 3D biomedical visualization. Various technologies are introduced, include UltraSound, MRI, CAT scans, PET scans, etc. Students will learn about spatial data structures, computational geometry and solid modeling with applications in 3D molecular and anatomical modeling.

ECE 0435 Microelectronics

3 Credits

This course considers the methods of interconnecting electronic components at very high circuit densities and describes methods of designing and fabricating multilayer printed circuit boards, co-fired multilayer ceramic substrates, and multilayer thin film substrates in detail. It discusses the methods of depositing thick and thin film materials, along with their properties, and analyzes these structures and compares them for thermal management, high frequency capability, characteristic impedance, cross-coupling of signals, and cost. The course also includes techniques for mounting components to these boards, including wire bonding, flip chip, and tape automated bonding.

ECE 0440 Computer Graphics

3 Credits

This course supports the visualization and computer systems domain with computer gaming applications. It is an introduction to GUI and game design and computer graphics concepts. Topics include human-computer interfaces using the AWT; applied geometry; homogeneous coordinate transforms.

ECE 0441 Computer Systems Architecture

3 Credits

An investigation into computer architectures (past, present and future). We will explore various hardware and software techniques designed to maximize parallelism and improve performance. Front-end design (branch prediction, instruction fetch, trace caches), HW/SW techniques of parallelism, Memory system design (caching, prefetching), Technology issues (low power, scaling, reliability, nanotechnology), multiprocessors. Class will include a mix of lectures and discussions on assigned readings of recent publications. Students will be responsible for leading and participating in these discussions. A course project exploring a particular topic in depth will be required.

ECE 0448 Embedded Microcontrollers

3 Credits

Introduction to embedded microcontrollers in electronic and electromechanical systems. Hardware and software design techniques are explored for user and system interfaces, data acquisition and control. These tools are used to develop software code for practical applications such as motor speed control and voltage regulation for power supplies.

ECE 0448L Embedded Microcontrollers Lab**1 Credit****Fee:** \$80 Engineering Lab Fee

This laboratory covers the basic operation and applications of a microprocessor. Students learn to program a microprocessor to control applications such as motor speed by the use of an emulator connected to a PC. They design a circuit using a microprocessor for a specific application and write a program to control the circuit. On completion of the program, they use the emulator to program an actual microprocessor for use in their circuit.

ECE 0451 Nanoelectronics I**3 Credits**

Building on the two introductory courses in nanotechnology, this course is the first of two that describe how nanotechnology can be integrated into the electronics industry. The unique electrical, mechanical, and optical properties of structures in the nanometer range and how they may be applied to electronics products are discussed. Principles of electronic materials, semiconductor devices, and microfabrication techniques will be extended to the nanoscale. Students will increase their knowledge of electronic structure, quantum mechanics, and the behavior of optoelectronic and low-dimensional systems. Students make extensive use of the available literature to seek out potential applications of nanotechnology.

ECE 0455 Sensor Design and Application**3 Credits**

This course covers the design, fabrication, and properties of sensors intended to measure a variety of parameters, such as stress, temperature, differential pressure, and acceleration. Sensors of different types are used in a wide range of equipment, especially automated equipment, to detect changes in state and to provide the signals necessary to control various functions. Sensors are generally connected to electronics systems that process and distribute the signals. The support electronics must identify the signal, separate it from noise and other interference, and direct it to the appropriate point. These support electronics are a critical part of the sensor technology; students discuss their design and packaging in detail.

ECE 0457 Advanced Linear Systems**3 Credits**

Modeling and analysis of linear systems. Introduction to linear algebra with emphasis on matrices, linear transformations on a vector space, and matrix formulation of linear differential and difference equations. State variable analysis of advanced linear systems. Transform methods using complex variable theory, and time-domain methods including numerical algorithms.

ECE 0460 Network Programming**3 Credits**

This course covers principles of networking and network programming. Topics include OSI layers, elementary queuing theory, protocol analysis, multi-threading, command-line interpreters, and monitors. Students write a distributed computing system and check their performance predictions with experiments.

ECE 0461 Green Power Generation**3 Credits**

This course compares various methods of green power generation including solar power, wind power, water power, and several others. This course covers how power is generated from these sources, the startup costs, the efficiency, and the practicality. These methods are compared to the present most common method of using oil and gas to heat water into steam to turn turbines. The student does not necessarily need a background in engineering and any necessary background material will be covered to the understanding of all.

ECE 0470 Network Embedded Systems**3 Credits**

This course covers distributed development - connecting peripherals to networks via Java. Plug-and-play paradigm is used to add services on the fly. Students learn about the following topics: multicast and unicast protocols, service leasing, lookup services, remote events, sharing data between distributed processes, and distributed transactions. The course also covers interfacing hardware (sensors, robotics, etc.) to the Web.

ECE 0477 Power Security and Reliability**3 Credits****Prerequisite:** ECE 0495.

This course focuses on Power System Protection and Relaying to allow the design of robust and reliable power systems. After reviewing the need for protection of power system elements (motors, generators, transformers, and transmission/distribution lines), the course: Explores developments in the creation of smarter, more flexible protective systems based on advances in the computational power of digital devices and the capabilities of communication systems that can be applied within the power grid, Examines the regulations related to power system protection and how they impact the way protective relaying systems are designed, applied, set, and monitored, Considers the evaluation of protective systems during system disturbances and describes the tools available for analysis, Addresses the benefits and problems associated with applying microprocessor-based devices in protection schemes' Contains an expanded discussion of internal protection requirements at dispersed generation facilities. MatLab is used to solve homework problems and do team design projects.

ECE 0478 Electromagnetic Compatibility**3 Credits**

This course presents design techniques to minimize electromagnetic interference (EMI) from or to it. The various sources of Radio-frequency emissions from electronic systems, coupling paths for the transfer of undesired electromagnetic energy will be introduced. Electromagnetic Compatibility (EMC) requirements for electronic products will be presented along with techniques to measure EMI. High speed digital signal transmission integrity related issues and methods to overcome signal integrity will be introduced. Techniques to minimize conducted and radiated Emissions through filtering and grounding will be presented. System design for EMC will be presented.

ECE 0479 Communication Systems**3 Credits**

This course focuses on analog and digital communication systems and the effects of noise on those systems. It includes analog modulation and demodulation techniques (amplitude, frequency, and phase modulation) and digital modulation and demodulation techniques (ASK, FSK, PSK, PCM, and delta modulation). It discusses performance analysis of analog and digital communication systems under noise with applications of probability theory to the analysis. It discusses information measure, source coding, error correcting codes and Spread spectrum systems.

ECE 0480 Wireless Systems I**3 Credits**

The applications of wireless communication are expanding rapidly - from cellular phones to wireless internet to household appliances - and involve many disciplines other than microwave transmission. This course covers several aspects of wireless communication, including antenna design, FCC regulations, and multi-channel transmission protocols. In addition, it discusses modern design approaches such as Bluetooth. Students learn how analog and digital signals are coded. The course also discusses transmission during interference and EMI/RFI as well as fiber optics communication.

ECE 0483 Independent Study**3 Credits**

Students pursue special topics, projects, and/or readings in selected areas. Students must meet with the instructor to discuss the proposed topic of study.

ECE 0495 Power Generation and Distribution**3 Credits**

This course considers the generation and distribution of electrical power to large areas. Three-phase networks are described in detail, including both generators and loads. Methods of modeling distribution systems by per-unit parameters are covered, along with power factor correction methods. Fault detection and lightning protection methods are also described. Some economic aspects of power generation and distribution are presented.

ECE 0496 Fault Analysis in Power Systems**3 Credits****Prerequisite:** ECE 0495.

This course covers three types of faults in electrical power grids: open lines, lines shorted to ground, and lines shorted to each other. Methods of locating faults are covered, along with an analysis of the effects. Methods of protection and fault isolation are also covered.

ECE 0505 Advanced Power Electronics**3 Credits**

This course considers the design and application of electronic circuits related to power generation and conversion including inverters, power supplies, and motor controls. Topics include AC-DC, DC-DC, DC-AC, AC-AC converters, resonant converters, and the design of magnetic components. Models of electric motors and generators are presented to facilitate the design of controls for these structures.

ECE 0508 Engineering Entrepreneurship**3 Credits**

Designed specifically for engineers and scientists having a passion for technological innovation, this popular interdisciplinary course focuses on the roles of inventors and founders in successful high-tech ventures. By providing knowledge and skills important to the creation and leadership of such startups, the course aims to train the founders and leaders of tomorrow's high-tech companies. This course makes use of case-studies and active learning to engage the students in venture creation. Guest lectures enable industry experts to share their insights for venture formation.

ECE 0510L Product Design Laboratory**1 Credit****Fee:** \$80 Engineering Lab Fee**Prerequisite:** ECE 0405.

This laboratory course provides hands-on experience in measuring and analyzing the electrical and mechanical properties of materials used in the design of electronic products. It also covers thermal analysis and methods of removing the heat from electronic circuits. Experiential learning includes measurement of temperature coefficient of expansion, measurement of thermal resistance, measurement of tensile strength, measurement of material hardness, temperature measurement of electronic components, Peltier effect (thermoelectric coolers), heat pipes, convection cooling (fins and air flow), and heat flow across a bonding interface such as solder or epoxy.

ECE 0520L System Design Lab**1 Credit****Fee:** \$80 Engineering Lab Fee**Corequisite:** ECE 0455.

This laboratory provides students with an understanding of sensors and non-linear control systems. Experiments include temperature sensors such as thermocouples, thermistors, and infrared, motion sensors, strain gauges, nonlinear servos, and computer analysis of nonlinear systems.

ECE 0550 Thesis I**3 Credits****Prerequisite:** ECE 0420.

The master's thesis tests students' abilities to formulate a problem, solve it, and communicate the results. The thesis is supervised on an individual basis. A thesis involves the ability to gather information, examine it critically, think creatively, organize effectively, and write convincingly; it is a project that permits students to demonstrate skills that are basic to academic and industry work. The student must also submit a paper for possible inclusion in a refereed journal appropriate to the topic.

ECE 0551 Thesis II**3 Credits****Prerequisite:** ECE 0550.

The master's thesis tests students' abilities to formulate a problem, solve it, and communicate the results. The thesis is supervised on an individual basis. A thesis involves the ability to gather information, examine it critically, think creatively, organize effectively, and write convincingly; it is a project that permits students to demonstrate skills that are basic to academic and industry work. The student must also submit a paper for possible inclusion in a refereed journal appropriate to the topic.

ECE 0591 Capstone Professional Project I**3 Credits****Prerequisites:** Completion of 9 credits in the MS ECE program.

In these two semester capstone courses, students form teams, perform a technical study, and design, develop, and test electrical and computer systems based on their customer's requirements. The results of these projects provide a library of case studies, designs, development techniques, and project management skills that are of interest to local industry professionals. A capstone prospectus must be developed at the beginning of the capstone sequence.

ECE 0592 Capstone Professional Project II**3 Credits****Prerequisite:** ECE 0591.

In these two semester capstone courses, students form teams, perform a technical study, and design, develop, and test electrical and computer systems based on their customer's requirements. The results of these projects provide a library of case studies, designs, development techniques, and project management skills that are of interest to local industry professionals. A capstone prospectus must be developed at the beginning of the capstone sequence.

Master of Science in Management of Technology

The Management of Technology program (MSMOT) at Fairfield University serves the needs of professional technologists, engineers and managers in their progression into management-level positions. The program instructs and trains engineers and scientists, and motivated people from any discipline who have a need to make management decisions in a technology environment or will be involved in the management of such functions as technology research and development, product design, manufacturing, human and physical resources, product and system test, information and data analysis, and product and service support.

The program is intended for technologists and those involved in technology-dependent enterprises who aspire to favorably position their companies in fast-paced markets, influence crucial decision-making in pursuing new technologies and improve the likelihood of corporate success. Graduates of the program are able to help their organizations embrace technology innovation in a timely fashion, focusing the energy of their companies on translating research and development efforts rapidly and effectively into manufacturing strategies and products that satisfy market needs.

Mission

To prepare managers and leaders with the skills and competencies that will enable them to

- Understand, manage and lead organizations.
- Embrace technology innovation to remain competitive.
- Translate technology into business terms to result in richer business decisions, and a higher likelihood of breakthrough business performance.
- Assess, develop and apply solutions to the challenges confronting organizations in today's global economy.

Program Overview

This two-year graduate degree program is designed to enhance your technical experience with advanced management and leadership skills. The program addresses the needs of the technically trained employee who must use business principles across the entire gamut of engineering disciplines. The non-technically trained person will also benefit from this program as business management has become intertwined with technology. Learning the skills this program affords will help prepare you to manage the domestic and global resources and processes required in today's business environment.

MSMOT graduates become effective leaders in small and large companies, providing creative guidance to the development and/or adoption and marketing of technology products and services. Specific program objectives include the following:

- To train the technically proficient by adding to their skills a deeper comprehension of business planning and economics, and an understanding of global markets, thereby empowering them to develop entrepreneurial skills. Technologists who are, or aspire to be employed as managers or supervisors and who currently engage in technology planning and development will be immersed in an educational program that integrates studies in technology management with modern management principles and practices.
- To enhance the skills of technologists in the design and manufacturing disciplines, in the management and effective use of information resources, and in the developing strategies that are crucial to effective leadership in technological entrepreneurship.
- To provide graduates in engineering, science and other disciplines with the opportunity to pursue a graduate program that expands their career paths and ultimately leads to leadership roles in technology-dependent businesses.
- To provide technology-dependent business and industry enterprises in Connecticut with people skilled in the management of technology and capable of enhancing the strength and competitiveness of those businesses. The outcome will serve to enrich the entrepreneurial climate in the state.
- To learn the skills relevant to today's competitive global environment where technology is increasingly a core competency of all organizations.

As a consequence of participating in this degree experience, the student will gain the following specific learning outcomes:

- Identify, prioritize, and solve technical and management related problems through analysis, synthesis, and evaluative processes.
- Understand how to plan, organize, lead, and control within an organizational setting.

- Interact with team members and/or work groups to achieve a common goal.
- Increase their individual knowledge and understanding of group and team interactions, and their impact upon business productivity, efficiency, and effectiveness.
- Recognize the skills and techniques needed for problem solving and decision making.
- Communicate effectively both orally and in writing.
- Understand basic accounting methods and their business applications.
- Use financial analysis within a business environment.
- Apply the strategic management process to an analysis of the business environment and make recommendations on preferred courses of action.
- Recognize ethical issues in the management of technology and in the decision making process in business and industry; and stimulate the student's sense of responsibility and help them deal with ambiguity.

Almost all of the MSMOT faculty have been engineers, managers and leaders in industry. Some have started their own companies. They know what it takes to succeed in the business world. They stand ready to help you move your career into overdrive with the new skills and competencies that you will gain.

Students

The MSMOT program is designed to accommodate students who wish to attend on a full-time or part-time basis. The program is directed toward the following student groups:

1. Engineers and scientists who need skills in critical thinking and decision-making to effectively guide the technology that will enhance product and service quality and their employer's business opportunities
2. Professionals who are charged with implementing technology initiatives in order to effectively compete in the 21st century with a lead over their competitors
3. Managers of technical and business activities responsible for creating strategic business plans and overseeing their execution
4. Research and development practitioners who require skills to recognize relevant technologies developed outside their own business organization and who must judge the merits of investing in them
5. Engineers and scientists who aspire to careers in management and require the knowledge to systematically integrate technology into their company's activity
6. Engineers and scientists interested in academic careers combining science, engineering, and management
7. Technologists who require broad management skills to provide leadership in business

The program does not require the GRE or other standardized testing. International students must take either the TOEFL or the IELTS exam.

Curriculum

The MSMOT program offers courses affording students the opportunity to establish the foundations of technology management, and then choose a set of electives that best reflects their interests. Of these courses, several are in the School of Business MBA program. A total of 12 courses, including the two-term capstone course, will earn a student

the Master's degree. Entering students are required to have an adequate background in probability and statistics, computer programming using at least one higher order language, and financial accounting. Complete matriculation into MSMOT program, requires that the student have knowledge in the following areas:

- BR 1: Probability and Statistics
- BR 2: Computer Programming with a High-Level Language with Applications
- BR 3: Financial Accounting

Students who have not completed courses in these areas may be admitted to the program provisionally and must complete these courses as early as possible in their program.

Program

For the Master of Science in Management of Technology, students complete the following:

Code	Title	Credits
AC 0500	Accounting Information for Decision-Making ^B	3
or FI 0400	Principles of Finance	
MG 0508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm ^B	3
MG 0584	Global Competitive Strategy ^B	3
or MOT 0500	Introduction to Systems Engineering	
MOT 0415	Information Systems	3
MOT 0460	Project Management	3
MOT 0470	Leadership in Technical Enterprise	3
MOT 0591	Capstone I: Project Definition and Planning	3
MOT 0592	Capstone II: Project Execution and Results	3
Select four elective courses (see below) ¹		12
Total Credits		36

Of particular note among the required courses is the MOT 0591 and MOT 0592 course sequence, which constitutes the MSMOT capstone, a team-driven effort to define and design realizable solutions to real-world technical/business projects. The capstone courses are supervised by faculty mentors.

Elective Courses

In addition to the required courses, students must complete four elective courses. MSMOT students may elect to enroll in graduate courses in any discipline within the University that will assist them in meeting their career objectives. Care must be taken to meet the applicable prerequisite courses. Students may, if they choose, take courses in concentration areas such as Management of Design and Manufacturing, Strategic Management of Resources, Management of Information Technology, Systems Engineering Concepts and Methods, and healthcare. Representative concentrations and course electives are shown below:

Code	Title	Credits
Management of Resources		
MG 0540	Cross-Cultural Management ^B	3
MG 0584	Global Competitive Strategy ^B	3
MK 0400	Marketing Management ^B	3

MK 0500	Customer Value ^B	3
MK 0540	Advertising Management ^B	3
MOT 0420	Design for Economy and Reliability	3
MOT 0450	Planning, Research, and Development	3
MOT 0465	Agile Project Management	3
MOT 0485	Management of Intellectual Property	3

Management of Information Technology

SW 0400	Software Engineering Methods	3
SW 0402	Database Management Systems	3
SW 0404	Network Concepts	3
SW 0407	Java for Programmers	3
SW 0409	Advanced Programming in Java	3
SW 0427	Operating Systems and Programming	3
SW 0448	Server Management	3
SW 0505	Advanced Database Concepts	3
SW 0508	Data Warehouse Systems	3
SW 0512	Web Development II with ASP.NET	3
SW 0518	Data Mining and Business Intelligence	3
SW 0530	Introduction to Information Security	3
SW 0531	Applications and Data Security	3
SW 0596	Network Routing and Switching	3

Systems Engineering Concepts and Methods

MOT 0500	Introduction to Systems Engineering	3
MOT 0525	Principles of Quality Management	3

Mechanical Engineering

ME 0412	Advanced Dynamics (Mechanical Engineering)	3
ME 0427	Applications of Fracture Mechanics in Engineering Design	3
ME 0444	Mechanics of Composite Materials	3

¹ MSMOT students may also select any of the courses listed above, or any graduate courses offered through the School of Engineering (mechanical engineering, software engineering, and electrical and computer engineering) or in the School of Business. Consult the MOT program director to discuss your specific needs.

^B Indicates a course offered by the Dolan School of Business.

Note: A maximum of five courses from the MBA curriculum in the Dolan School of Business may be applied to the MSMOT degree.

Courses

MOT 0405 Supply Chain Design

3 Credits

This course deals with the optimization of processes in a supply chain using analytical techniques and modeling. The term "supply chain" refers to all the resources required in moving material through a network of manufacturing processes, quality assurance measures, maintenance, and customer interfaces to produce, deliver, and maintain a product. These are modeled using simulation of this chain, permitting an analyst to design the supply chain and to predict its performance. Students are taught to create discrete simulation models that will reflect the actual performance of a supply chain, prior to committing investments in inventory, procurement and fabrication. These simulations offer three general benefits: a) may be used to achieve an optimized design; b) may be used in solving production expansion needs; and c) can be used to locate and correct problems in an existing manufacturing system.

MOT 0407 Design of Manufacturing Systems and Processes

3 Credits

In this course, students will learn the significance and ramifications of "Lean Manufacturing" practices and advantages they provide to a manufacturing company. They will learn how to analyze the cross functional processes and to understand how strategic business objectives are translated into specific actions involving facilities, equipment, new skills, and process improvements that must be achieved. Tactical planning and execution design are introduced using specific analytical techniques including: (1) statistical segmentation of demand, (2) production and inventory considerations of facility and product design, including the impacts of variability, (3) use of statistical segmentation for make-to-stock, make-to-order, and make-to-plan strategies, (4) introduction to replenishment techniques including: level loading, rhythm cycles and considerations for safety and cycle stock, and (5) use of postponement strategies in optimizing inventory control.

MOT 0415 Information Systems

3 Credits

This course offers insights into the capabilities of modern software and computing systems, allowing prospective technology managers to discriminate between effective and ineffective applications of software and network systems - considerations essential to managing businesses that depend upon efficient data and information processing. The course covers inputs, outputs, storage, transmission media and information processing, and networking. The course presents current Information Technology (IT) topics designed to enable one with knowledge vital to a successful career as a manager. The student is provided with a knowledge of: hardware and software fundamentals, system categories, overviews of programming languages, networks and communications concepts, e-commerce concepts, cloud and distributed computing, middleware, database technology, ERP with an overview of the SAP product, system planning, systems development methodologies, traditional and object oriented analysis and design techniques, software package evaluation and selection techniques, IT management issues and practices. In class case studies are discussed and lectures may at times delve into deeper technical matters. This course provides the student with both conceptual and managerial knowledge as well as practical hands on knowledge, useful in joint project team settings and designed to allow one to better lead and participate in company projects.

MOT 0420 Design for Economy and Reliability

3 Credits

Considerations of reliability permit a product to achieve a desired performance throughout its service life, thereby satisfying those who have purchased it. Careful thought and design produce reliability and economy of manufacture. This course instructs the prospective technology manager in the considerations leading to creation of cost-effective products of quality and presents: (1) the Total Design method, (2) concurrent engineering and the effective use of design reviews, (3) quality function deployment, (4) cost structures and models, (5) materials selection and economics, (6) robust design validation techniques and the Taguchi method, and (7) the Fault Tree and its use as a diagnostic aid in design validation.

MOT 0450 Planning, Research, and Development

3 Credits

This course addresses the formation and development of new ideas and their subsequent use in the creation of products and services. This involves the creation of systems developed from the integration of knowledge in design, development, software and economics and the application of Earned Value and Accountancy. The knowledge so gained is to be applied, often iteratively, to create new conceptions of products and service. This work simultaneously addresses performance and cost. Graphic methods for planning projects are instructed. In addition specialized analytical processes are presented that permit an evaluation and critique of new concepts. These processes and techniques are applied in group activities. In addition, the course requires essential research into specific issues. This research is to be undertaken as part of homework assignments on recommended subjects in which the students will learn the methods that serve to enhance their knowledge and communicate this to enrich the lecture sessions in each class. In summary, the means for developing new ideas and methods to apply them are presented in this course. These newly learned resources will be applied in group actions to gain experience in their use and thus create useful tools for future circumstances that require their application.

MOT 0460 Project Management

3 Credits

This course concentrates on the general methodology of managing a technology project from concept to operational use with emphasis on the functions, roles, and responsibilities of the project manager. Study of the basic principles and techniques related to controlling resources (i.e. people, materials, equipment, contractors, and cash flow) to complete a technology project on time and within budget while meeting the stated technical requirements. Through group and individual activities, including case study review, students will learn to apply project management tools and techniques.

MOT 0465 Agile Project Management

3 Credits

Provides an introduction to Agile concepts and tools to create and improve customer and user value. A core set of lean and Agile concepts are presented and applied. Agile project management methods such as scrum or Kanban have become the de-facto standard in software development and are increasingly used in other areas as well. This course is an introduction to scrum and focuses on building experience with the method. Other Agile methods are covered as well. The course content, in addition to reading assignments, uses practical assignments such as case studies, projects, and simulations to provide applied experience with Agile practice.

MOT 0470 Leadership in Technical Enterprise**3 Credits**

This course introduces major leadership theories and explores the issues and challenges associated with leadership of technical organizations. The course integrates readings, experiential exercises, and contemporary leadership research theory. Participants investigate factors that influence effective organizational leadership as well as methods of enhancing their own leadership development. The course prepares executives, supervisors, and managers to master the complex interpersonal, social, political, and ethical dynamics required for leading modern organizations.

MOT 0485 Management of Intellectual Property**3 Credits**

Intellectual property may exist in many forms and often goes unrecognized as a part of the wealth of corporations when it can actually represent the most valuable property a corporation holds. This course instructs students in how to recognize the different types of intellectual property and the different forms of protection that may be used to protect its loss to competitive agencies. In addition to enlightenment as to what form it may take, the students are instructed in how to determine its monetary value and how to use it to advance important company objectives such as increasing sales volume and how to establish policies and methods to protect it from theft by competitive firms. Throughout the course, students learn how to address the legal issues surrounding the rights of ownership and the existence of infringements. They recognize the specific issues that distinguish an invention (or any other form of intellectual property) from its competition, causing it to obtain an edge in the market place.

MOT 0500 Introduction to Systems Engineering**3 Credits**

This course introduces students to the fundamental principles of systems engineering (SE) and their application to the development of complex systems. It describes the role that systems engineering plays as an integral component of program management. Topics include requirements analysis, concept definition, system synthesis, design trade-offs, risk assessment, interface definition, engineering design, system integration, and related systems engineering activities. The Friedman-Sage matrix is used as a framework for analysis purposes. The course defines the breadth and depth of the knowledge that the systems engineer must acquire concerning the characteristics of the diverse components that constitute the total system. Case studies and examples from various industries are used to illustrate the systems engineering process.

MOT 0510 Design for Reliability**3 Credits**

This course will present techniques to prevent operational failures through robust design and manufacturing processes. Engineering design reliability concepts based on statistical models and metrics will be introduced. Techniques to improve reliability, based on the study of root-cause failure mechanisms will be presented. Students will gain the fundamentals and skills in the field of reliability as it directly pertains to the design and the manufacture of software, electrical, mechanical, and electromechanical products. The course provides insight on how to incorporate reliability, availability, maintainability, and serviceability aspects (RAMS) into all phases of the product lifecycle.

MOT 0515 Independent Study**3 Credits**

This course is intended to broaden the student's knowledge in a specific area of interest. Students may pursue topics or projects under the supervision of a faculty member. Enrollment by permission only.

MOT 0525 Principles of Quality Management**3 Credits**

This course is designed to provide a comprehensive coverage of quality management including planning, assurance and control. It provides an introduction to the fundamental concepts of statistical process control, total quality management, Six Sigma and the application of these concepts, philosophies, and strategies to issues arising in government and industry. Emphasis will be placed on both theory and implementation methods. Students will gain an understanding of the application of the numerical tools used by teams in the quality management problem-solving process. Statistical methods and case studies are employed. The course is designed to assist students in developing processes by which they will be able to implement these methods in their working environment.

MOT 0591 Capstone I: Project Definition and Planning**3 Credits**

In this first semester of the capstone course, students form project groups, conceive technical approaches to problem solutions, and develop detailed plans and a schedule for project activities. Students execute the planning process using appropriate professional software such as Microsoft Project. Students in each team produce a detailed project plan defining the work to be done (task descriptions), the task/subtask organizational structure, task responsibilities (assigning who does what), the task execution schedule (e.g., Gantt charts), areas of risk and risk abatement concepts, and provide an explanation of the value of the work to be performed to fulfill the objectives.

MOT 0592 Capstone II: Project Execution and Results**3 Credits**

The second semester of the capstone course concerns implementation of the project plan developed in the prior semester. This typically includes hardware fabrication, software development supporting analytical work, detailed design, experimental studies, system integration, and validation testing, all of which serve as proof of meeting project objectives in data and functional demonstrations. Project teams submit a final report for grading and make a formal presentation to faculty, mentors, and interested personnel from associated industries.

Master of Science in Mechanical Engineering

The Mechanical Engineering program (MSME) is designed as a course of study to provide graduate engineers with a deeper and broader understanding of the methods and skills in the area of mechanical engineering.

The program outcomes are achieved through knowledge and skills that students gain by virtue of expert curriculum design, instruction in an effective learning environment, and opportunities for inquiry and professional development.

Students will take courses in the following broad domains:

- **Thermal Systems:** This domain includes instruction in renewable energy, energy conversion, computational fluid dynamics, turbomachinery, gas dynamics, electronics cooling, heat and mass transfer.
- **Mechanical Systems:** This domain includes courses in applications of theory of elasticity, robotics, kinematics, advanced dynamics, composite materials and fracture mechanics.

Students will be able to identify, formulate, and solve advanced mechanical engineering problems. They will also be able to use the techniques, skills, and modern analytical and software tools necessary for the mechanical engineering practice. Sequences of electives, as

well as a master's Project/Thesis, will assist in achieving the program's learning goals.

Program Overview

The aim of the MSME program is to achieve the following basic objectives:

- Students will be educated in methods of advanced engineering analysis, including the mathematical and computational skills required for advanced problem solving. They will be trained to develop the skills and the ability to formulate solutions to problems, to think independently and creatively, to synthesize and integrate information/data, and to work and communicate effectively.
- Students will be provided with in-depth knowledge that will allow them to apply innovative techniques to problems and utilize the tools they need to focus on new applications.
- Students will avail themselves of a breadth of knowledge that fosters an awareness of and skills for interdisciplinary approaches to engineering problems.
- Undergraduate students in mechanical, aerospace, civil, chemical, industrial, and manufacturing engineering have the opportunity to pursue, upon completion of their undergraduate studies, a graduate program that would allow them broader career paths and leadership roles in the mechanical engineering area. Students outside the above engineering fields (e.g. physics, applied mathematics, etc.) will be assigned to take specific bridge courses in their area of specialization interest to meet the course prerequisite.

Students

Mechanical engineering is a highly diverse discipline that ranges from the aesthetic aspects of design to highly technical research and development. The student population for the MSME program has several origins. Typical examples are as follows:

- Engineers and scientists who, responding to the specific needs of their industry across the spectrum of special domains listed above, need to acquire skills so that they may effectively guide the development of technologies which will enhance product quality and business opportunities
- Engineers and scientists who wish to fulfill their need for personal and professional growth in the mechanical engineering domain
- Engineers who aspire to academic careers and those who wish to eventually continue their studies toward a Ph.D. degree
- Engineers aspiring to a career change
- Current undergraduate engineering students and alumni who desire an opportunity to continue their studies for an advanced engineering degree at Fairfield University

Program

The MSME program offers two options for graduation: a thesis option which requires 33 credits, including the two-term thesis, and the non-thesis option which requires 36 credit hours.

Non-Thesis Option

The requirements are as follows:

Code	Title	Credits
ME 0415	Engineering Applications of Numerical Methods	3
Core Concentration Courses ¹		
Select eleven courses from the following:		33
Thermal Systems ²		
ME 0423	Thermal Management of Microdevices	
ME 0428	Computational Fluid Dynamics	
ME 0451	Energy Conversion	
ME 0452	Heat and Mass Transfer	
ME 0453	Turbomachinery	
Mechanical Systems ³		
ME 0400	Feedback and Control Systems	
ME 0405	Design of Mechatronics Systems	
ME 0410	Vibration Analysis	
ME 0411	Theory and Applications of Robot Kinematics	
ME 0412	Advanced Dynamics	
ME 0427	Applications of Fracture Mechanics in Engineering Design	
ME 0444	Mechanics of Composite Materials	
ME 0470	Applications of Finite Element Analysis	
ME 0472	Applications of Theory of Elasticity	
Total Credits		36

¹ The objective of the elective courses is to provide students with areas of in-depth study, which are at the core of their major interests and career objectives.

² This domain considers the broad areas of energy and turbomachinery, fluid dynamics and heat transfer. It includes study of conduction, convection, radiation, compressible and heated flows, combustion, and laminar and turbulent flows. Applications in design and analysis, processes and devices, gas turbines and renewable energy are considered.

³ The courses in this domain cover the broad areas of mechanical and dynamic systems. More specifically, the focus includes, but is not limited to, the dynamic behavior of mechanisms, mechanical systems, vibration analysis and machine dynamics. Research methods include a blend of techniques involving mathematics and computer simulation.

Thesis Option

Students may choose the thesis option provided they select an academic advisor and secure the approval of the program director.

In the event that a student in the thesis track wishes to switch to the non-thesis option, credits that might have been earned in the pursuit of a thesis will not count toward fulfilling the graduation requirement.

The requirements are as follows:

Code	Title	Credits
ME 0415	Engineering Applications of Numerical Methods	3
Core Concentration Courses ¹		
Select eight courses from the following:		24
Thermal Systems ²		

ME 0423	Thermal Management of Microdevices	
ME 0428	Computational Fluid Dynamics	
ME 0451	Energy Conversion	
ME 0452	Heat and Mass Transfer	
ME 0453	Turbomachinery	
Mechanical Systems³		
ME 0400	Feedback and Control Systems	
ME 0405	Design of Mechatronics Systems	
ME 0410	Vibration Analysis	
ME 0411	Theory and Applications of Robot Kinematics	
ME 0412	Advanced Dynamics	
ME 0427	Applications of Fracture Mechanics in Engineering Design	
ME 0444	Mechanics of Composite Materials	
ME 0470	Applications of Finite Element Analysis	
ME 0472	Applications of Theory of Elasticity	
Thesis		
ME 0550	Thesis I	3
ME 0551	Thesis II	3
Total Credits		33

¹ The objective of the elective courses is to provide students with areas of in-depth study, which are at the core of their major interests and career objectives.

² This domain considers the broad areas of energy and turbomachinery, fluid dynamics and heat transfer. It includes study of conduction, convection, radiation, compressible and heated flows, combustion, and laminar and turbulent flows. Applications in design and analysis, processes and devices, gas turbines and renewable energy are considered.

³ The courses in this domain cover the broad areas of mechanical and dynamic systems. More specifically, the focus includes, but is not limited to, the dynamic behavior of mechanisms, mechanical systems, vibration analysis and machine dynamics. Research methods include a blend of techniques involving mathematics and computer simulation.

Courses

ME 0400 Feedback and Control Systems

3 Credits

This course emphasizes analysis and synthesis of closed loop control systems using both classical and state-space approaches with an emphasis on electro-mechanical systems. The mathematical requirements include the Laplace transform methods of solving differential equations, matrix algebra and basic complex variables. The discussion of classical control system design includes the modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action [Proportional (P), proportional and integral (PI), Proportional, integral and derivative (PID) and pseudo-derivatives feedback], root locus methods, the methods of Nyquist and Bode and dynamics compensation techniques. The discussion of state-space methods includes formulation and solution (analytical and computer-based) of the state equations and pole-placement design. The course integrates the use of computer-aided analysis and design tools (MATLAB) so as to ensure relevance to the design of real world controlled electro-mechanical systems using case studies and applications to electrical and mechanical systems. Includes lab (hardware based) exercises.

ME 0405 Design of Mechatronics Systems

3 Credits

This course covers development of mechatronics theory and applications to systems dependent upon the integration of mechanical, electrical and computer engineering. Students assemble hardware components to create a product design that fulfills a specified task in a mechatronics system. Students develop design skills in mechanisms, electrical devices, and software to create, test, and verify system function. Sessions include lab projects. Students will be challenged to develop a publication-worthy white paper as a final deliverable along with their final project.

ME 0410 Vibration Analysis

3 Credits

Fundamental laws of mechanics. Free and forced vibration of discrete single and multi-degree-of-freedom systems. Periodic and harmonic motion, viscous damping, and measures of energy dissipation. Modal analysis for linear systems. Computational methods in vibration analysis. Natural frequencies and mode shapes. Analytical dynamics and Lagrange equation. Longitudinal, torsional, and flexural vibration of continuous elastic systems, (strings, rods, beams). Energy methods. Approximate methods for distributed parameter systems. Dynamic response by direct numerical integration methods. ANSYS modeling will be covered. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research.

ME 0410L Product Manufacturing Lab

1 Credit

This course is designed to be an introductory course in the Product Manufacturing field. The course provides theoretical concepts as well as the development of the knowledge and skills required in CNC programming, machine setup and operation, 3D printing, laser, manual machining and metrology. The laboratory portion emphasizes practical application of CNC machine tools, 3D printing, and manual machining, which involve set-ups and procedures for operation.

ME 0411 Theory and Applications of Robot Kinematics 3 Credits

Topics in advanced kinematics include introduction to basic concepts and definitions related to kinematics, commonly used links and joints, kinematic analysis of mechanisms, introduction to robotic mechanisms, homogeneous transformations, Euler angles, Denavit-Hartenberg representation of forward kinematics of robots, inverse kinematics solution of robots, degeneracy and dexterity, and differential motion and velocity relations. Industrial application of kinematics will also be covered and the course will include a laboratory or project component.

ME 0412 Advanced Dynamics 3 Credits

The topics in the area of dynamics include degrees of freedom, generalized coordinates, constraints, physics of failure, flexures, and optomechanics. The course will focus on practical applications of advanced dynamics, including linkages, cams, and kinematics mechanisms, as well as computer applications and project design. Students will be challenged to develop a publication-worthy white paper as a final deliverable along with their final project.

ME 0415 Engineering Applications of Numerical Methods 3 Credits

This course provides students with the theoretical basis to proceed in future studies. Topics include root-finding, interpolation, linear algebraic systems, numerical integration, numerical solution of ordinary and partial differential equations, modeling, simulation, initial boundary value problems, and two point boundary value problems.

ME 0423 Thermal Management of Microdevices 3 Credits

This course addresses the thermal design in electronic assemblies which includes thermal characteristics, heat transfer mechanisms and thermal failure modes. Thermal design of electronic devices enables engineers to prevent heat-related failures, increase the life expectancy of the system, and reduce emitted noise and energy consumption. This course provides the required knowledge of heat transfer for such analysis and various options available for thermal management of electronics. This course also presents advanced methods of removing heat from electronic circuits, including heat pipes, liquid immersion and forced convection.

ME 0424 Micro and Nano Manufacturing 3 Credits

This course will introduce students to the latest advancements in micro and nano manufacturing. The course will enable students to become familiar with advanced manufacturing techniques in light of the global emphasis on micro and nano manufacturing. Topics to be covered include lithography, mechanical micromachining, laser fabrication, polymers and nanocomposites, and nano imprinting. The important topics of metrology and process control at the micro and nano scale will also be discussed. Students will conduct a class project integrating the different processes for an application in electromechanical or biomedical field. A lab component is also present where students get a hands-on experience with material processing and characterization tools.

ME 0427 Applications of Fracture Mechanics in Engineering Design 3 Credits

This course covers fracture mechanics concepts for design, materials selection, and failure analysis. The fundamental principles of fracture parameters and criteria, stress field at the tip of a crack, fracture toughness, thickness effect, plastic zone concept, and crack growth under cyclic loading and aggressive environment will be presented. Emphasis will be placed on the practical applications of fracture mechanics by incorporation of design problems and laboratory demonstrations in the course. Emphasis will be placed on the practical applications of fracture mechanics by incorporation of a failure investigation study where the students utilize the skills developed with the course to root cause a real world failure. Taking a holistic approach each student will have their own case study and learn to incorporate fracture mechanics, material science, mechanics of materials, computer simulation and manufacturing techniques and knowledge into their project. Students select a related research topic, identify a technical paper to review and give a class presentation.

ME 0428 Computational Fluid Dynamics 3 Credits

Introduction to computational methods used for the solutions of advanced fluid dynamics problems. Emphasis on concepts in finite difference methods as applied to various ordinary and partial differential model. Equations in fluid mechanics, fundamentals of spatial discretization, numerical integration, and numerical linear algebra. A focus on the engineering and scientific computing environment. Other topics may include waves, advanced numerical methods (like spectral, finite element, finite volume), non-uniform grids, turbulence modeling, and methods complex boundary conditions. Students select a related research topic, identify a technical paper to review and give a class presentation.

ME 0444 Mechanics of Composite Materials 3 Credits

While the use of man-made composites have existed for centuries for practical applications, engineered composite materials are finding increasing use in many high technology applications such as aerospace, electronics, sporting goods, and structural components for high stability systems. This course is designed to provide a comprehensive understanding of classification, processing, properties, selection and failure of polymer, metal and ceramic based composite materials. Students select a related research topic, identify a technical paper to review and give a class presentation.

ME 0451 Energy Conversion 3 Credits

This course covers selected topics in energy conversion, including fuels used in energy conversion, solar energy, gas turbine engines and applications, internal combustion engines, battery power, heat pumps, classic and novel power and refrigeration cycles, system analysis, system economics, and environmental considerations. The course includes computer simulation of power plant performance to optimize energy conversion efficiency. A research report and class presentation of an independent research on one of the emerging sources of energy is an essential part of this course.

ME 0452 Heat and Mass Transfer 3 Credits

This course covers the basic concepts of conduction, convection, and radiation heat transfer. Boiling and condensation, design and performance of selected thermal systems (including heat exchangers), and laminar and turbulent flows as related to forced and free convection are all studied. Mathematical modeling of engineering systems using modern analytical and computational solution methods are also covered. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research.

ME 0453 Turbomachinery**3 Credits**

Theory and fundamentals of modern turbomachinery for aerospace (helicopter, aircraft) and power generation (marine, industrial) applications. Brayton engine cycle analysis and performance improvement are examined. Applications of the principles of fluid mechanics and thermodynamics to the design of turbines and compressors are discussed; analysis and velocity diagram for axial compressors, centrifugal compressors and axial turbines. Discussion of combustion and environmental emissions is included. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research.

ME 0470 Applications of Finite Element Analysis**3 Credits**

This course examines applications of finite element analysis in modern engineering including structural analysis, fluid flow, heat transfer, and dynamics. Finite element formulations covering two and three dimensional elements as well as energy methods are developed. Students develop techniques for application of finite element method in structural design, dynamic system response, fluid and thermal analyses. Application of methodology to fluid flow is presented. Students solve example and design problems manually and using modern finite-element analysis software, ANSYS and FLUENT. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research.

ME 0472 Applications of Theory of Elasticity**3 Credits**

This course covers theory of elasticity (stress, strain, and generalized Hooke's law), strain energy methods (Castigliano's theorem), thin shells of revolution (equilibrium equations, pressure vessels), thin plates (rectangular and circular plates, moment-curvature relations), beams of elastic foundations and buckling. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research.

ME 0495 Independent Study**3 Credits**

A well-planned program of individual study under the supervision of the faculty member.

ME 0550 Thesis I**3 Credits**

The master's thesis is intended to be a test of the student's ability to formulate a problem, solve it, and communicate the results. The thesis is supervised on an individual basis by a faculty member. A thesis involves the ability to gather information, examine it critically, think creatively, organize effectively, and write convincingly; it is a project that permits the student to demonstrate skills that are basic to both academic and work in industry. The student must also submit a paper for possible inclusion in a refereed journal appropriate to the topic.

ME 0551 Thesis II**3 Credits**

The master's thesis is intended to be a test of the student's ability to formulate a problem, solve it, and communicate the results. The thesis is supervised on an individual basis by a faculty member. A thesis involves the ability to gather information, examine it critically, think creatively, organize effectively, and write convincingly; it is a project that permits the student to demonstrate skills that are basic to both academic and work in industry. The student must also submit a paper for possible inclusion in a refereed journal appropriate to the topic.

Master of Science in Software Engineering

The School of Engineering offers a master's degree in software engineering (MSSE) as well as graduate-level certificate programs

in select areas of software engineering. The MSSE program is intended to serve the needs of software application developers, web programmers, network and information security administrators, database administrators, and other information technology professionals. Students who do not meet a minimum experience level, or who have other skill deficiencies, will be required to take one or more bridge courses to strengthen their capacity to meet the MSSE curriculum demands.

The certificate programs allow software professionals to upgrade their skills in selected areas. Certificate program students enroll under "special student" status and participate in courses offered through the MSSE program, earning a Certificate of Completion. The certificate credits could count toward the MSSE degree should students choose to pursue it. Four certificate programs are available: Web Applications Development, Database Management, Information Security, and Network Technologies.

Program Overview

Engineering education programs seek to impart technical, mathematical, and engineering design knowledge that can be applied to the creative development of products, or solutions to problems, that are useful to society. The MSSE program emphasizes software as the product to be built, recognizing that social progress and the national economy depend on knowledge industries as well as on traditional manufacturing, and aims to meet the challenge of progressively increasing demand for the skills and competencies of software engineers.

A special feature of the MSSE program at Fairfield is a team-driven software engineering capstone course during which students experience the various phases of the software engineering development lifecycle while working on significant real-world software development projects chosen by the faculty. The criteria for the projects are that they are complex, allow the students to experience advanced software engineering topics, and are multi-semester long with students joining for two semesters each.

Learning Goals

Students in the MSSE program will be instructed to analyze, design, verify, validate, implement, apply, and maintain software systems. Specifically, the following methodologies and skills will be emphasized:

- Requirements gathering methodologies
- Object-oriented design and prototyping following agile and traditional software life cycles
- Project management in software design and development
- Software system implementation using various software development tools
- Software testing and maintenance
- Software documentation

In sum, students will acquire the skills and real-world knowledge to succeed in the software engineering field through an in-depth exposure to the software development methodologies and tools. A sequence of required courses and elective courses, and the final team-driven capstone project provide depth and breadth to the students' learning experiences.

In addition to required courses, those in specialization areas build strong in-depth technical knowledge and skills in the area of student's interest. Courses in other engineering and management fields are available as electives.

Students

The students who enroll in the MSSE program are:

- IT workers who, responding to the demands of their industry, need to acquire new skills and master new tools to effectively guide software development in their company
- Technologists who wish to fulfill their needs for personal and professional growth
- Engineers and scientists who aspire to a career change
- Undergraduate students in software engineering, computer engineering, or computer science who seek the opportunity to continue their studies for an advanced engineering degree at Fairfield University

Students who wish to retrain to move from a different discipline into software engineering are welcome to enroll in the program. They may expect to do as many as 9 credits of work to catch up in the field. For example, students with no prior programming experience would be required to take programming language courses under advisement from the program director. Students may also be encouraged to take additional non-credit courses during their graduate work as needed. These additional prerequisites will be determined on an individual basis.

Software is ubiquitous in all modern technology, and software engineers with skills and knowledge of software design, development and management are a valuable resource, and very well-sought after.

Program

Software Engineering Curriculum Prerequisites and Foundation Competencies

The MSSE degree requires students to have competencies that will allow them to pursue graduate coursework. Knowledge and/or experience in data structures, applications programming, systems analysis and design, and mathematics is required. Gaps in knowledge and experience in these areas can be remedied by following bridge courses offered in the MSSE program:

Code	Title	Credits
SW 0402	Database Management Systems	3
SW 0407	Java for Programmers	3

Students who are accepted conditionally into the program with certain bridge courses should complete the bridge requirement within two semesters with a grade of B or higher to satisfy the bridge requirement.

Students may take graduate level courses and bridge courses at the same time. Bridge courses do not count for credit towards the degree.

Program Requirements

MSSE students will complete three required courses, as described below. In addition, students should select additional electives from one or more specialization areas in which they have an interest, namely computer programming, web technologies, database architecture, computer networking, and data science. Students may also take two elective courses offered in any engineering, math, or business graduate program with approval.

The program requires two capstone or thesis courses and three required core courses listed below to cover the software project management and software development life cycle of requirements gathering,

analysis, design, prototyping, implementation, testing, deployment, and maintenance. Completion of a minimum of 8 three-credit courses, plus the two-semester capstone or thesis course, for a total of 30 credits, comprise the graduation requirements for the MSSE program.

To earn the Master of Science in Software Engineering, students complete the following:

Code	Title	Credits
Required Courses		
SW 0400	Software Engineering Methods	3
SW 0401	Software Design Methods	3
SW 0420	Software Testing and Maintenance	3
Capstone or Thesis Option		
SW 0550 & SW 0551	Capstone Professional Project I and Capstone Professional Project II ¹	6
or SW 0560 & SW 0561	Software Engineering Thesis I and Software Engineering Thesis II	
Elective Courses		
Select five elective courses ²		15
Total Credits		30

¹ Students have two options for a two-semester long required course sequence:

1. Capstone Option: The Capstone projects are team driven. The results of these projects provide a library of case studies, designs, and tools that will be of general interest to information technology professionals and organizations in the area. Students in the Software Capstone Project class are typically organized into teams that contribute to a significant real-world software development project. These projects are chosen to advance the student's knowledge in topics related to the specialization areas. Students consult with their advisors and instructors to determine which projects will contribute most to their education. Students may also suggest projects if they are of sufficient complexity and will advance their knowledge in an area of interest. A capstone topic should be approved by the instructor and accepted by the director of the program prior to starting the capstone sequence.
2. Thesis Option: Students may choose the thesis option at the agreement of a faculty member and approval by the program director.

In the event that a student in one option (Capstone or Thesis) wishes to switch to the other option, the course that was taken in one option will not count toward fulfilling the graduation requirement. Capstone or thesis classes can be taken only after the completion of 9 credits at the minimum.

² Electives may be chosen from courses listed under Software Engineering Graduate Certificate Programs, as well as SW 0482 Special Topics (Shell) and SW 0483 Independent Study, or any other graduate-level engineering course, under advisement of the department chair or academic advisor.

Courses

SW 0400 Software Engineering Methods 3 Credits

This course explores the requirements gathering, system analysis, software design methods and prototyping of software application following the software processes required for the production of high quality software. Techniques for creating documentation and using software development tools will be presented. Students will gain experience in software project management; requirements, analysis, and design; procedural maturity; social, ethical, cultural, and safety issues in software development; interpersonal skills for management and team membership; and the software engineering discernment of systems architecture.

SW 0401 Software Design Methods 3 Credits

This course is designed to introduce fundamental concepts of object orientation techniques. Through the use of case studies and project work that has the student gradually building a large design specification, students will achieve an understanding of how complex applications are designed and built.

SW 0402 Database Management Systems 3 Credits

This course focuses on the steps required to build and maintain relational database infrastructure for modern n-tiered applications. It covers logical and physical design; implementation of the database; the use of the database to meet the informational needs of a software system; and the installation, operation and maintenance of the software. Specific topics include database design, SQL, interacting with the DBMS, backup and recovery of data security. Students perform a number of hands-on exercises using the Oracle Database Server running on the Microsoft Windows platform. This course serves as one of the bridge courses to the MSSE program.

SW 0404 Network Concepts 3 Credits

This course covers the structure and technologies of computer networks architecture including cabling, wiring hubs, file servers, bridges, routers, and network interface cards. It discusses network software and hardware configurations and demonstrates network concepts such as configuring protocol stacks and connecting a personal computer to a network. The course examines the OSI-model, TCP/IP protocol and routing protocols. Student will be able to do subnet of TCP/IP networks.

SW 0406 Web Client Side Development I 3 Credits

Attributes: ENPC Digital Journalism Production Component

This course introduces the student to developing browser applications for use on the web. Students learn client side concepts including the display of static information. The course topics include designing and authoring web pages, usability, search engine optimization, markup languages, style sheet, the client side document object model, and making web pages dynamic on the client side.

SW 0407 Java for Programmers 3 Credits

This course is a study of object oriented software component design. This course introduces object oriented programming and its use in problem solving with abstract data types such as lists, linked lists, stacks, queues, graphs, and trees. This course serves as one of the bridge courses to the MSSE program.

SW 0409 Advanced Programming in Java 3 Credits

This course covers advanced topic of Java programming. Topic covers multithreading, networking, nested references, design patterns, JDBC, persistence, I/O and advanced GUI such as swing. Data structure concepts such as linked list, tree and basic searching and sorting algorithms will be covered. Lab included.

SW 0410 Enterprise Java 3 Credits

Prerequisite: SW 0409.

Advanced server-side Java technologies. Coverage includes state-of-the-art explorations into server-side technologies such as JDBC, Google Web Toolkit, Enterprise JavaBeans (EJB), Android, XML, etc., as time permits. Lab included.

SW 0412 Agile Software Engineering 3 Credits

Prerequisite: SW 0400.

In this course, students apply in-depth techniques and experience various roles incorporated into one of the main approaches to software development which is agile methodology. It uses detailed knowledge about each of the major traditional software engineering phases to explore a more iterative approach for development of faster and more adaptable software. Proficiency in programming is expected of the students entering this course.

SW 0416 Mobile Application Development 3 Credits

This project-oriented course examines the fundamental aspects of mobile computing, application architecture, and mobile application design and development. Students will learn application development on the Android platform. Students will complete a hands-on project building a prototype mobile application. Topics include user interface design and building, input and data handling, and network techniques and GPS and motion sensing. Students are expected to work on a project that produces a professional-quality mobile application. Projects will be deployed in real-world applications.

SW 0420 Software Testing and Maintenance 3 Credits

Prerequisite: SW 0400.

This course will cover in-depth methods for software testing, reliability and maintenance of software. Students will learn the principles of software testing and how to apply software testing techniques to the development of quality software and how to deploy software systems, maintain, enhance and reuse software systems.

SW 0421 Software Project Management 3 Credits

This course explores software project activities from conception to completion based on best practices. Topics include software systems engineering, personal/team software process management and control, and project planning and management. Through group and individual activities, students apply project management tools and techniques, and address typical problems that occur during the life cycle of the software project.

SW 0422 Visual Analytics 3 Credits

In this course, students investigate visual analytics tools and techniques used to synthesize information and derive insight from massive, dynamic, ambiguous, and often conflicting data and to communicate the findings effectively for decision-making. Extensive use of case studies based on real-world events will be used to illustrate course concepts. Students will apply visual analytics techniques toward a focused research problem in a real-world application or a domain of interest.

SW 0427 Operating Systems and Programming 3 Credits

This course introduces the internal operation of modern operating systems and students learn how to program on non-Windows OS platform. The topics cover a brief history of operating system, the major components of modern operating systems, and the object-oriented methodology on UNIX-like platform. Various UNIX tools will be used in the course and participants study examples using object-oriented programs as well as large system integration by object-oriented methodology.

SW 0433 Introduction to Cybersecurity**3 Credits**

In this course, students will be given an extensive overview of the various components of Cybersecurity including software development, operating systems, databases, and networks. They will learn Cybersecurity concepts, issues, and tools that are critical in solving problems in the computing security domain. The course will use lectures, reading assignments, and interactive lab exercises to re-enforce the concepts that are introduced.

SW 0448 Server Management**3 Credits**

Server Management is a course designed to provide the student with the tools necessary to manage Window Server. The topics include user management, installation and configuration of web server, mail server, FTP server, LDAP and backup and other routine system and network administration.

SW 0455 Artificial Intelligence**3 Credits**

This course, which examines computational and theoretical accounts of human intelligence, includes knowledge representation, commonsense reasoning, planning, natural language understanding, machine learning, and deep learning.

SW 0461 Pattern Recognition**3 Credits**

This course introduces the student to the techniques used and capabilities of modern pattern recognition systems with an emphasis on those that can learn and improve their performance as they are used. After a short review of some necessary mathematical concepts (Probability, Stochastic Processes and Vector Spaces), the student is introduced to the problem of representing real-world problems to a system. Selected real world applications are used to show examples of some valid representations (e.g. Speech and Handwriting) to provide insight and experience in the application of recognition systems. Several important recognition engines are then described and analyzed for their effectiveness in recognition/synthesis/learning systems. The use of additional knowledge bases dealing with the problem environment is then introduced to increase system performance and overall recognition system structures are discussed.

SW 0482 Special Topics (Shell)**3 Credits**

This course provides an in-depth study of selected topics in software engineering of particular interest to the students and instructor. The course is counted as a major elective/specialization course. The topics and prerequisites will be announced when this course is offered.

SW 0483 Independent Study**3 Credits**

This course is an individualized study under the supervision of the faculty member. The course emphasizes individual creativity. Students work with a faculty mentor in studying and investigating topics of current interest in software engineering. Students may earn from one to for an independent study course.

SW 0499 Algorithms**3 Credits**

This course explores the development and evaluation of algorithms. This class covers classic algorithms, algorithm analysis, searching and sorting algorithms, dynamic programming, heuristics, and graphic algorithms. Algorithm efficiency and performance is a focus as the student gains experiences through problems and programming projects.

SW 0505 Advanced Database Concepts**3 Credits**

This course covers topics in database implementation designed to provide software engineers with a wide variety of server-side problem solving techniques. Topics include cursors, query and index optimization, advanced SQL programming, distributed databases, object-oriented databases, clustering, partitioning, and working with XML and other unstructured data. While Microsoft SQL Server is primarily used for demonstration, the topics covered are applicable to any database platform, and the different approaches of the major database vendors are frequently contrasted. Format consists of lecture and lab.

SW 0508 Data Warehouse Systems**3 Credits**

This course examines the tools, techniques and processes used in the design and development of data warehouses. As such we will examine how to successfully gather structure, analyze, and understand the data to be stored in the data warehouse, discuss techniques for modeling the data in the data warehouse, discuss the ETL process and describe techniques for presenting and analyzing the data in the warehouse. We will also discuss capacity planning and performance monitoring. Microsoft Analysis Services and Sybase ASIQ will be examined as approaches for implementing a data warehouse.

SW 0512 Web Development II with ASP.NET**3 Credits**

Prerequisite: SW 0304 or SW 0406.

This course teaches site developers how to create robust, scalable, data-driven ASP.NET Web. Students learn how to create ASP.NET applications using a text editor and the command-line tools, as well as using Visual Studio. Topics include the .NET framework, web forms, validation controls, database connectivity, web services, component development, user controls, custom server controls, and best practices, etc. At the end of the course, students are able to describe the issues involved in creating an enterprise web site, creating and publishing a web site, creating interactive content for a Web site, adding server scripting to a Web page using ASP.NET, implementing security in a Web site, and reading and writing information to a database from ASP.NET.

SW 0516 PHP/MySQL**3 Credits**

Prerequisite: SW 0406.

This course is an introduction to the PHP programming language. Topics include installation and configuration with the Apache http server, variables and data types, language syntax, control structures, functions, strategies and tools for handling input and generating output, error handling, sending email, manipulating dates and times, string manipulation and regular expressions, SQL and MySQL database access. The course also covers advanced topics such as MVC model-based web application development using framework and packages from the PHP Extension and Application Repository (PEAR). At the conclusion of the course, students are able to design and implement scalable data-driven web applications.

SW 0518 Data Mining and Business Intelligence**3 Credits**

This course examines business intelligence concepts, methods and processes used to improve data-centric business decision support solutions with a particular focus on data mining techniques. We will first examine the principles and practices of gathering and retrieving large volumes of data for analysis and synthesis. Next we will examine analytical techniques for extracting information from large data sets. In particular, the course examines the following data mining techniques: classification, estimation, prediction, and clustering. During the course we will also discuss knowledge management, how organizations manage and use the knowledge that they acquire, and presentation of data.

SW 0521 Information Visualization**3 Credits**

Topics covered include graphics programming, information visualization general principles, visualization techniques for 1-dimensional, 2-dimensional, and N-dimensional information, graph visualization, information visualization lifecycle: representation, presentation, interaction, perception and interpretation, as well as theories behind information visualization, and focus+context techniques. This course also includes the implementation of techniques presented in lecture. Students are encouraged to devise new techniques, implement them, and determine their effectiveness. Students will be required to complete in-depth assignments, read, summarize, and present recent journal papers from the information visualization literature, and prepare term papers with regard to an information visualization research topic. Students will also be required to specify, design, implement, and document a semester-long software project related to information visualization.

SW 0530 Introduction to Information Security**3 Credits**

This course gives students a fundamental understanding of current Social Engineering methods in the Information Security arena. Deception and human behavior is exploited to gain valuable information, which is very relevant to today's growing security concerns. This course is another key class in the Information Security track in the MSSE program and builds upon the weaknesses in the human factor. Areas of discussion will be methods, current trends, and most of all countermeasures. Instruction includes lectures and discussion assignments which involve analyzing current work places and social gatherings coupled with scenarios of exploitation.

SW 0531 Applications and Data Security**3 Credits**

This course is structured around enterprise and web applications and the data security associated with these applications. It encompasses the encryption schemes of transmission to execution of code and complete flight of an execution. Common countermeasure and best business practices that help ensure a solid security understanding are the objectives of the course.

SW 0550 Capstone Professional Project I**3 Credits****Prerequisite:** SW 0400.

In these two semester capstone courses, students form teams, perform a technical study, and design software systems based on either their customer's requirements, develop, test, and deploy software systems. The results of these projects provide a library of case studies, designs, and software development techniques, and project management skills that are of general interest to local information technology professionals. A capstone prospectus, approved by your advisor, must be submitted to and accepted by the director of the program prior to starting the capstone sequence.

SW 0551 Capstone Professional Project II**3 Credits****Prerequisite:** SW 0550.

In these two semester capstone courses, students form teams, perform a technical study, and design software systems based on either their customer's requirements, develop, test, and deploy software systems. The results of these projects provide a library of case studies, designs, and software development techniques, and project management skills that are of general interest to local information technology professionals. A capstone prospectus, approved by your advisor, must be submitted to and accepted by the director of the program prior to starting the capstone sequence.

SW 0560 Software Engineering Thesis I**3 Credits****Prerequisites:** SW 0401 and completion of at least 18 credits of MSSE courses.

In these two semester thesis courses, a student will work on individual research project that a student should formulate as a problem, solve it under the guidance of a faculty member and communicate the results. Work involves literature search, writing a proposal, analysis and/or implementation with critical thinking, and writing convincingly. The student must also submit a final paper for possible publication in a refereed journal appropriate to the topic.

SW 0561 Software Engineering Thesis II**3 Credits****Prerequisite:** SW 0560.

In these two semester thesis courses, a student will work on individual research project that a student should formulate as a problem, solve it under the guidance of a faculty member and communicate the results. Work involves literature search, writing a proposal, analysis and/or implementation with critical thinking, and writing convincingly. The student must also submit a final paper for possible publication in a refereed journal appropriate to the topic.

SW 0596 Network Routing and Switching**3 Credits**

The course presents concepts and develops skills needed in designing, implementing, and troubleshooting local and wide-area networks. Students design and configure LAN, WAN using routers/switches and learn the components of wireless networks, and how to configure and troubleshoot a network and optimize its performance. The course provides also numerous lab opportunities to configure and troubleshoot networks with Cisco routers and switches.

SW 0599 Information Security Measures and Countermeasures**3 Credits**

This course covers current information security practices and countermeasures put in place to safeguard against security breaches. The course reviews Internet infrastructures such as firewalls, IDS systems, and honey pots. Additional areas include risk analysis, computer-use policies, physical security, Internet/intranet security, Malware, firewall infrastructure, and current information security issues.

Graduate Certificate Programs

Applicants interested in earning a Certificate in Software Engineering and those interested in taking selected courses from the Software Engineering curriculum may be admitted on a non-matriculating basis to the School of Engineering as special-status students. Non-matriculated students must have a Bachelor degree from an accredited university and a minimum of three years experience as a professional software developer or programmer, and academic and professional records that suggest the likelihood of success in demanding graduate courses. Non-matriculated students are admitted to courses on a seating-available basis only. Matriculated students are given preference for course offerings, especially for required and core courses. To earn a certificate, four courses (12 credits) need to be taken from the offerings of that certificate.

Cyber Security Certificate

Code	Title	Credits
SW 0404	Network Concepts	3
SW 0530	Introduction to Information Security	3
SW 0531	Applications and Data Security	3

SW 0599	Information Security Measures and Countermeasures	3
Total Credits		12

Data Science and Big Data Technologies Certificate

Code	Title	Credits
Select four courses from the following:		12
SW 0461	Pattern Recognition	
SW 0505	Advanced Database Concepts	
SW 0508	Data Warehouse Systems	
SW 0518	Data Mining and Business Intelligence	
SW 0521	Information Visualization	
SW 0530	Introduction to Information Security	
SW 0531	Applications and Data Security	
Total Credits		12

Network Technology Certificate

Code	Title	Credits
SW 0404	Network Concepts	3
SW 0448	Server Management	3
SW 0596	Network Routing and Switching	3
SW 0599	Information Security Measures and Countermeasures	3
Total Credits		12

Note: The sequence of courses SW 0404 and SW 0596 provides students with the course materials needed to prepare for and take Cisco Certificated Networking Associate (CCNA) examination. These students are provided with the opportunity for a voucher to partially cover the cost of that certification test.

Web and Mobile Application Development Certificate

Code	Title	Credits
Select four courses from the following:		12
SW 0406	Web Client Side Development I	
SW 0410	Enterprise Java	
SW 0416	Mobile Application Development	
SW 0512	Web Development II with ASP.NET	
SW 0516	PHP/MySQL	
SW 0530	Introduction to Information Security	
SW 0531	Applications and Data Security	
Total Credits		12

School Directory

Administration

Richard H. Heist, PhD

Dean

Marcia Arambulo Rodriguez, MS

Assistant Dean

Department Chairs

Adrian Rusu, PhD

Computer Science and Engineering

Harvey Hoffman, EdD

Management of Technology

Electrical, Computer, and Bioengineering

Shahrokh Etemad, PhD

Mechanical Engineering

Graduate Faculty

Uma Balaji

Associate Professor of Electrical Engineering

PhD, University of Victoria, British Columbia

Djedjiga Gigi Belfadel

Assistant Professor, Computer Engineering

PhD, University of Connecticut

Shahrokh Etemad

Chair, Mechanical Engineering Department

Professor of Mechanical Engineering

PhD, University of Washington

Richard H. Heist

Dean

BA, Catawba College

PhD, Purdue University

Harvey Hoffman

Director of Management of Technology

Professor of the Practice

EdD, Fordham University

Douglas Lyon

Professor of Computer Engineering

PhD, Rensselaer Polytechnic Institute

Adrian Rusu

Professor and Chair, Electrical and Computer Systems Engineering

PhD, State University of New York, Buffalo

Amalia Rusu

Associate Professor, Software Engineering

PhD, State University of New York, Buffalo

Medhi Safari

Assistant Professor, Mechanical Engineering

PhD, Northeastern University

Mirco Speretta

Visiting Assistant Professor, Computer Science and Engineering

PhD, University of Arkansas

Sriharsha Srinivas Sundarram

Assistant Professor, Mechanical Engineering

PhD, University of Texas, Austin

Michael Zabinski

Professor, Mechanical Engineering

PhD, Yale University

Lecturers

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PhD, West Virginia University

Ray Angelo

Software Engineering
PhD, Nova Southeastern University

George Bauer

Mechanical Engineering
MS, Rensselaer at Hartford

James Cavallo

Electrical Engineering
MS, Carnegie Mellon University

Yew-Tsung Chen

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PhD, University of Minnesota

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JD, Quinnipiac University

Joseph Corcoran

Software Engineering
MA, Rensselaer Polytechnic Institute

James Curry

Management of Technology
MS, Baruch College

Paul Delano

Management of Technology
MS, Rensselaer Polytechnic Institute of Technology

Jeffrey Denenberg

Electrical Engineering
PhD, Illinois Institute of Technology

Hugh Fullman

Electrical and Computer Engineering
MS, University of Bridgeport

Thomas Galasso

Software Engineering
MS, Polytechnic University

Joseph Goldberg

Mechanical Engineering
PhD, University of Connecticut

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Electrical Engineering
MS, Carnegie Mellon University

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MS, Fairfield University

William Guelakis

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MS, University of New Haven

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Mechanical Engineering
PhD, Rice University

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Mechanical Engineering
PhD, Worcester Polytechnic Institute

Philip LaMastra

Software Engineering
MS, Sacred Heart University

Maynard Marquis

Software Engineering
MS, Yale University

Brendan Mascarenhas

Mechanical Engineering
PhD, Clarkson University

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MS, Fairfield University

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PhD, University of Massachusetts, Amherst

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MS, City College Graduate School of Engineering
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MARION PECKHAM EGAN SCHOOL OF NURSING AND HEALTH STUDIES

A Message from the Dean

It is my great pleasure to welcome you to Fairfield University Marion Peckham Egan School of Nursing and Health Studies. In selecting Fairfield for your graduate education, you have chosen to join a community where excellence is valued and innovation is embraced. In the Jesuit tradition, the Marion Peckham Egan School of Nursing strives for *Cura Personalis*, or education of the whole person. The result of such an education is the development of advanced healthcare professionals, who are morally reflective healthcare leaders and scholars. Our students work to enhance the health and quality of life of individuals, communities and populations with consistent sensitivity to cultural differences and issues of social justice.

Healthcare has advanced greatly over the past century. Advances in medicine and technology have afforded society an unprecedented opportunity for extended quality and quantity of life. As the Affordable Care Act becomes fully implemented, access to healthcare will also be enhanced. The current challenge before graduate education is to work within an interprofessional team to achieve the highest level of health for those in our care. Given the global threats to economic and environmental conditions, this is a formidable challenge. However, our educational programs are prepared to meet this challenge. Our faculty are recognized around the world for their expertise in addressing the broad issues that impact global health. These faculty work together as a team to provide every student with the necessary tools and resources to become successful healthcare leaders.

You have chosen Fairfield for your graduate education because of the excellence of our programs and our outstanding faculty. As you gain new knowledge and skills, you will experience the dedication our faculty members have to your development. The relationships you build with your fellow classmates and faculty members will substantially impact your life and career, and the effects will extend long past your days as a student at Fairfield. As leading educators and scholars, our faculty contribute internationally recognized research and life-saving knowledge for the benefit of society.

The Marion Peckham Egan School of Nursing offers forward-thinking graduate programs leading to a Doctorate of Nursing Practice (DNP) or a Master of Science in Nursing (MSN). The DNP is a practice-oriented doctorate designed to prepare clinical experts and leaders at the highest educational level. Graduates are clinical and systems level experts who have the knowledge and skills to be effective and practical change agents. Advanced coursework in leadership, systems management, research translation, population health, informatics, and health policy provide the foundation for skill development. Our goal is to prepare the next generation of healthcare leaders with a sufficient depth and breadth of expertise to effectively collaborate as partners. Our graduates are prepared to lead interprofessional teams to enhance quality and safety of patients and families throughout environments of care.

The DNP program has two entry options - BSN to DNP or post-master's DNP. At the BSN to DNP level, we offer four clinical tracks - Family Nurse Practitioner, Psychiatric Nurse Practitioner, Nurse Midwifery, and Nurse Anesthesia. For those nurses who have already earned a master's degree,

we have two post-master's options; Advanced Practice MSN to DNP or an Executive track (EDNP) designed specifically for current nurse leaders who are seeking a terminal DNP degree while remaining in and preparing for future leadership roles.

The MSN program offers three tracks - Family Nurse Practitioner, Psychiatric Nurse Practitioner and Nursing Leadership. The Nursing Leadership track is an advanced education nurse generalist master's degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. There are two options for areas of focus - Clinical Systems Leadership and Integrated Healthcare Leadership.

Once again, we could not be more excited to provide you with the educational foundation necessary to support your personal objectives. We are pleased to join you on your lifelong journey toward professional development and encourage you to take advantage of all that Fairfield has to offer!

Meredith Wallace Kazer, PhD, CNL, APRN, AGPCNP-BC, FAAN
Dean and Professor, Marion Peckham Egan School of Nursing and Health Studies

Overview

The master's degree in nursing and Doctor of Nursing Practice programs at Marion Peckham Egan School of Nursing are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The DNP program in Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (<http://home.coa.us.com>) (COA). The DNP program in Nurse Midwifery is pre-accredited by the Accreditation Commission for Midwifery Education (<http://www.midwife.org/acme>) (ACME).

Mission Statement

Consistent with the mission of Fairfield University to develop men and women for others, the Marion Peckham Egan School of Nursing and Health Studies inspires students to become leaders in healthcare. These students are actively engaged with faculty in practice, research, scholarship, and service. As a Jesuit institution, a central focus of our care is to improve health outcomes with particular attention given to the needs of underserved or vulnerable populations.

Vision Statement

Our vision is to create providers who demonstrate clinical excellence. Building on a tradition of caring, our commitment is to provide evidence-based, culturally sensitive interprofessional healthcare education.

Certification

The DNP and MSN degrees fulfill the academic requirements toward national certification. Family Nurse Practitioner students sit for certification through ANCC or AANP, Psychiatric Mental Health Nurse Practitioner students sit for certification through ANCC, Nurse Anesthesia students sit for certification through the COA, and Nurse Midwifery students sit for certification through ACME. Nurse Practitioner or nurse anesthetist certification provides the necessary credentials to apply for and receive an Advanced Practice Registered Nurse license in the state of Connecticut. Nurse Practitioners and Nurse Anesthetists are required to have an APRN license in Connecticut to have prescriptive privileges and receive third-party reimbursement.

Eligibility Requirements

The curricula leading to degrees in nursing from Fairfield University requires students to possess essential non-academic skills and functions required to engage in clinical practice. It is within the sole determination of Fairfield University and the Marion Peckham Egan School of Nursing to assess and determine whether a student meets these skills and functions. Eligibility Requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities:

Critical Thinking

Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

- Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.
- Ability to calculate appropriate dosages for specific medications.
- Ability to use good judgment in establishing priorities and making appropriate decisions in client care.

Interpersonal and Communication

Relationship & communication abilities appropriate for interacting sensitively with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding patient status and response to care, both orally and in writing.

- Interpersonal skills to communicate effectively with patients/families and members of the healthcare team.
- Ability to gather and record patient data concerning history, health status and response to care.
- Ability to give and follow verbal and written reports and directions to patients, families, and members of the health care team.

Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

- Visual acuity necessary to observe physical changes in health status, prepare and administer medications, and gather reference material and patient data from written and digital sources.
- Auditory ability to differentiate normal and abnormal heart, lung, & bowel sounds.
- Tactile ability to differentiate temperature and anomalies of the skin, as well as unsafe patient care devices.
- Cognitive ability sufficient to read and understand directions, assignments, and patient documents.

Motor Skills and Mobility

Sufficient mobility, including the gross and fine motors skills needed to provide safe and competent nursing care, both routine and emergency.

- Sufficient motor skills necessary to perform physical care such as ambulation, positioning, and assist with activities of daily living as needed.
- Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.

- Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.

Emotional Stability

Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; the ability to monitor and identify one's own and others' emotions, and use the information to guide thinking and actions.

- Integrity needed to make ethical decisions and honor the professional code of nursing.
- Emotional ability to maintain calm in a crisis and emergency situation.
- Ability to develop mature relationships with the healthcare team and modify behavior in response to constructive feedback.

Physical Health and Abilities

Physical health and stamina sufficient to provide care to diverse patient populations.

- Sufficient energy and ability to manage a typical patient assignment in a variety of settings for a full seven-hour clinical day.
- Physical health necessary to care for those who are immuno-compromised, incapacitated, and/or otherwise vulnerable.

Health and Professional Requirements

All students in the DNP and MSN programs must provide proof of current Connecticut RN or APRN licensure and, if born after 12/31/1956, documentation of measles and rubella, prior to starting the program.

The graduate nursing program at Fairfield University requires the successful completion of the clinical component of the curriculum. Most clinical sites require students to complete a criminal background check and drug screening before participating in clinical placements. In addition, national certification agencies may determine that persons with criminal convictions are not eligible to sit for national certification examinations and state laws may restrict/prohibit those with criminal convictions from acquiring a professional license to practice following graduation. Therefore, it is the policy of the Egan School of Nursing and Health Studies that all admitted students must satisfactorily complete a criminal background check and drug screening prior to starting the program, may need to repeat it prior to participating in the clinical component of the curriculum, and may be required more than once depending on agency placement. These will be completed at the student's expense at a location designated by the University. Fairfield University and the Egan School of Nursing and Health Studies have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or clinical placement(s).

In addition, prior to starting clinical practicum courses, students must provide documentation of the following health and professional requirements. With the exception of the OSHA requirement, all documentation is submitted directly to CastleBranch (<https://www.castlebranch.com>), which tracks student health requirements:

- Current Connecticut RN License (For all MSN and DNP Students).
- Current Connecticut APRN license (For Advanced Practice MSN-DNP Students). Please note a copy of both your APRN and RN License must be provided.

- Cardiopulmonary Resuscitation. Healthcare Provider (American Heart Association), Professional Rescuer (American Red Cross) or American Red Cross CPR/AED for Lifeguard Certification is the minimum requirement. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program.
- Student Nurse Practitioner Liability Insurance (For all BSN-DNP and MSN students in the Family and Psychiatric Nurse Practitioner Tracks as well as students in the BSN-DNP Midwifery track).
- Professional RN Liability Insurance (For MSN Students in the Nursing Leadership Track).
- Professional APRN Liability Insurance (For Advanced Practice MSN-DNP Students).
- OSHA certification. Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practica.
- Annual physical examination and non-reactive Mantoux test.
- Immunizations. Proof of immunization/titre must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practica will not be made until all health and professional requirements are met and students are cleared for clinical by CastleBranch.

Degrees

- Doctor of Nursing Practice (p. 185)
 - BSN to DNP
 - Nurse Anesthesia
 - Nurse Midwifery
 - Family Nurse Practitioner
 - Psychiatric Nurse Practitioner
 - MSN to DNP
 - Executive DNP
 - Advanced Practice DNP
 - PMHNP Concentration
- Master of Science in Nursing (p. 195)
 - Family Nurse Practitioner
 - Nursing Leadership
 - Clinical Systems Track
 - Integrated Healthcare Track
 - Psychiatric Nurse Practitioner

Courses

NS 0521 Advanced Nursing Roles for Systems Leadership and Improvement

4 Credits

This course provides evidence-based knowledge and skills to maximize the development of one's leadership role in evolving and challenging healthcare systems. Discussion of advanced nursing roles will be explored as vital members of the interprofessional team. Discussion and clinical application will focus on supporting students to develop their ability to be collaborative, knowledge-based decision makers and facilitators in the context of systems analysis and improvement. The intent of this course is to explore the many facets of leadership and healthcare improvement, and to examine strategies that will develop nurse leaders to promote health, improve outcomes, and facilitate the design of high-performing systems that better serve patients, families, staff, and the organization. Students will develop proficiency in reflective practice, and evaluating and communicating data as a means to support systems improvement. 42 theory hours, 50 clinical hours.

NS 0523 Quality Outcomes Management I

4 Credits

Prerequisites: NS 0521, NS 0601, NS 0604, NS 0605, NS 0608, NS 0614, NS 0640, NS 0641.

Students in this course implement the interdisciplinary role of the Nurse Leader. Emphasis is placed on identifying patient outcomes and designing systems to effectively manage these outcomes. Under the mentorship of faculty and an agency preceptor, students implement clinical and teaching interventions to promote positive patient outcomes. Using leadership and management skills, students demonstrate clinical competence through implementation of various aspects of the nursing leadership role. Methods of evaluating patient outcomes are explored and implemented in clinical settings. Clinical conferences provide the framework for analyzing students' experiences in transitioning to the nursing leadership role. 28 theory hours; 100 clinical hours.

NS 0524 Quality Outcomes Management II

5 Credits

Prerequisite: NS 0523.

Students in this immersion experience implement the interdisciplinary role of the clinical nurse leader (CNL) to design systems for the effective management and evaluation of patient outcomes across the continuum of care. Under the mentorship of faculty and an agency preceptor, students complete, as their capstone project, an evidence-based organizational change that builds upon a clinical problem examined in previous courses. Projects integrate best practices, principles of effective leadership and negotiation skills, use of information systems to evaluate patient outcomes, and theories of organizational behavior in the design of their healthcare initiative. Clinical conferences provide a venue to analyze students' experiences in transitioning to the CNL role and to explore their role in creating the future of nursing. 250 clinical hours.

NS 0525 Master's Leadership Practicum 3 Credits

Prerequisites: NS 0521, NS 0601, NS 0604, NS 0605, NS 0608, NS 0614, NS 0640, NS 0641.

This practicum builds upon experiences gained in the Integrated Healthcare Leadership Track to expand student opportunities to apply nursing and healthcare improvement principles in a variety of settings. Students and faculty develop specific practicum sub-objectives that lead to increasing independence and accountability in practice. Students complete a capstone project that reflects critical thinking, decision-making skills, and the ability to incorporate leadership process. The capstone is an analysis, synthesis, and utilization of knowledge from previous courses and experiences. Integrated Healthcare Practicum projects specifically highlight the student's work in graduate electives, specific healthcare interests and clinical expertise. 150 clinical hours.

NS 0598 Independent Study 1-5 Credits

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission of the instructor and dean only.

NS 0601 Epidemiology and Biostatistics 3 Credits

This course presents epidemiologic principles and biostatistical methods for the presentation and analysis of health-related data. Data from a variety of sources will be used to draw inferences about the health status of populations. Biostatistical techniques are used to examine relationships among contributing factors for population health in order to plan and evaluate health services and programs. Epidemiological methods for conducting studies will be discussed in detail, with an emphasis on group and population methods. Ethical issues related to the application of biostatistics and data privacy, such as IRB requirements, genomics, population genetics, clinical trials, and public health epidemiological studies are addressed. 42 theory hours.

NS 0602 Healthcare Economics and Marketing 3 Credits

This course begins by applying microeconomic theory to the health sector of the U.S. economy with a focus on financial incentives throughout the healthcare system. Topics include the demand for healthcare and health insurance, quality improvement, managed care and the role of government. The U.S. experience is compared to healthcare systems in other countries. Evidence-based skills include cost analysis, basic regression analysis, and business plan and budget development. 42 theory hours.

NS 0604 Advanced Health Assessment 4 Credits

Prerequisite: Demonstrated competency in basic health assessment.

This core course focuses on the holistic and comprehensive health assessment of individuals and families from diverse populations. Its purpose is to provide a foundation for primary prevention and health promotion through appropriate screening and risk assessment. The course also includes history-taking, advanced physical examination, and the introduction of laboratory assessment data. The course provides students with the opportunity to develop the comprehensive assessment skills required for advanced nursing practice and advanced education generalist roles. Case analysis is used to integrate critical thinking and develop differential diagnosis and treatment plans for clients across environments of care. All students participate in a 1-credit nursing lab, which provides an opportunity to develop comprehensive health assessment skills at an advanced level. Clinical Exam fee for FNP students: Approximately \$400. 28 theory hours, 56 lab hours.

NS 0605 Advanced Healthcare Policy 3 Credits

This course focuses on the analysis of healthcare policy principles that impact practice-level and system-wide practice initiatives influencing quality of care delivery. Principles of healthcare financing and its impact on healthcare policy development across all stakeholders are evaluated. Students gain skills in participating in institutional, local, state, federal, and international health policy, influencing policy makers involved in healthcare. Current health policy is analyzed and new proposals debated on issues ranging from access for the uninsured to palliative care, mental health parity to long-term care reimbursement, and pay for performance to entry level education for health professionals. Analysis and debate considers differences in nations and cultures. 42 theory hours.

NS 0608 Research Methods for Evidenced-Based Practice 3 Credits

This course prepares advanced nurses to identify practice problems and critique current research for relevance and application to practice. An overview of the philosophy of science and knowledge development in relation to the development of nursing science and middle range theories will be presented. Basic concepts of qualitative and quantitative research methods will be examined. Using a reflective research approach, students identify a practice problem to address a clinical question derived from a problem identified within a specific population or setting, and develop a plan for implementing an evidence-based practice project. 42 theory hours.

NS 0609 Role Reflective Practice for MSN-DNP Students 1 Credit

This online module course introduces reflective practice, portfolio development and health policy for the doctoral of nursing practice student. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are examined. Advanced practice roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher and manager are addressed through exemplars of reflective praxis. Students identify and analyze a health policy issue and develop strategies to influence the political process toward change. 14 theory hours.

NS 0610 Advanced Nursing Roles and Reflective Practice 3 Credits

This course examines advanced nursing roles within a reflective practice model. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are discussed. Advanced nursing roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher, and manager are addressed as exemplars of reflective praxis. An overview of the history of advanced nursing practice and reflective practice are discussed. In addition, practice issues are addressed including: the impaired professional, credentialing, regulation, legal, ethical, and cultural considerations. Communication, self-awareness, and partnership are promoted as integral to reflective advanced nursing practice. 42 theory hours.

NS 0611 Population Health**3 Credits**

This course presents the foundational skills required for DNP students to engage in a systematic approach to promoting population health. Evidence-based strategies inform how to identify and assess at-risk populations, implement both preventive and therapeutic interventions, and assess outcomes at the population level. Models of health promotion and illness prevention synthesize psychological, biophysical, cultural, and social dimensions to analyze population-based health outcomes. Social determinants of health, Healthy People 2020, Institute for Healthcare Improvement (IHI), and Institute of Medicine 2012 Report: Primary Care and Public Health: Exploring Integration to Improve Population Health documents are examined as a basis for moving beyond individual interventions to promote change and health equity, and to support population health at institutional, local, state, and national levels. The impact of population health interventions are analyzed based on national initiatives, trends and standards.

NS 0612 Research Translation for Clinical Practice**3 Credits**

Prerequisites: NS 0601, NS 0608.

This course focuses on the critical analysis, synthesis and application of qualitative and quantitative research methods for improvement of outcome indicators at the individual, family, system and population level. Emphasis will be placed on current paradigms of scholarship including Boyer's Model of Scholarly Nursing and the philosophy of reflective practice, bridging the gap between research and practice, and outcome assessment in advanced nursing practice. The evaluation of instruments to measure outcomes and methods of qualitative analysis will be examined, and ethical and legal considerations will be addressed as they relate to the IRB process. The process of identifying potential sources of grant funding and models of long-term program evaluation will also be explored. Students will develop an IRB-ready project proposal based upon a previously identified practice problem within their area of specialization. 42 theory hours.

NS 0613 Finance and Quality Management in Healthcare Organizations**3 Credits**

This course focuses on finance and quality management in complex healthcare systems. Students develop the ability to make sound decisions and be change agents through the use of interprofessional collaboration and nursing consultation. As a member and leader of interdisciplinary teams, safe, reliable, and cost-effective care for individuals, cohorts and communities is designed and evaluated for best practices. Principles of business, finance, risk management, and economics are examined in order to analyze, develop and implement practice-level and system-wide practice initiatives. Leadership and the process of healthcare delivery from a systems perspective emphasize continuous process improvement to achieve quality outcomes. Effective strategies are evaluated for managing the ethical dilemmas inherent in patient care and healthcare organizations. 42 theory hours.

NS 0614 Information Technology for Healthcare Improvement**3 Credits**

This course focuses on the evaluation and utilization of information systems and technology in order to support and improve patient care and health care systems, provide leadership within health care systems and/or academic settings and impact quality improvement initiatives with emphasis on the, macro and meso system levels. Discussion focuses on the design, selection and utilization of information systems as a means to evaluate programs of care, outcomes of care and care systems. In addition, students will evaluate the use of information systems and technology resources using case studies to implement quality improvement initiatives, support practice and administrative decision-making, and apply budgetary and productivity tools to support and improve patient outcomes. Discussion of the legal, ethical and cultural issues as they relate to the use of information technology for improvement of health care will be woven throughout the course. 42 theory hours.

NS 0615 Leadership and Interprofessional Collaboration**3 Credits**

The intent of this course is to facilitate the development of collaborative leadership skills for nurses to lead and improve outcomes and facilitate the design of high performing clinical settings in a global society. Theories of leadership, management, and organizational behavior such as vision, motivation, group dynamics, interpersonal relations, negotiation, organizational politics, career development, job design, communication, conflict management, and consultative processes are applied to healthcare settings. Emphasis is on collaboration with inter-professional teams to improve outcomes for patients, families, staff, and healthcare systems. 42 theory hours.

NS 0640 Advanced Physiology and Pathophysiology**3 Credits**

The course focuses on the physiological processes central to biophysical and psychopathologic alterations of function across the lifespan. Analysis of physiologic responses and implications of genetics and genomics with illness are included. Interpretation of laboratory data for patient management of acute and chronic disease is discussed. Students analyze case studies of hospitalized and primary care patient scenarios. 42 theory hours.

NS 0641 Advanced Pharmacology**3 Credits**

Prerequisite: NS 0640 or NS 0669.

This course focuses on the pharmacotherapeutic principles of drugs most commonly prescribed by advanced practice nurses and evaluated by advanced education nurses. Emphasis is placed on the process of selecting appropriate agents for the patient's genetic profile, and monitoring adverse drug reactions or interactions with prescription, over-the-counter and alternative therapies. The role of the advanced practice nurse and advanced education nurse in educating and counseling patients across the life span with regard to medication use and the unique affect on individuals is discussed. This course is designed to meet the pharmacology requirement for APRN licensure in Connecticut. 42 theory hours.

NS 0642 Adult Health I**3 Credits****Prerequisites:** NS 0604, NS 0640, NS 0641.

This course focuses on the primary healthcare of the adolescent, adult, and older adult, particularly regarding the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse. Management of both the physical and behavioral mental health issues common to adult acute and chronic health problems is included. The identification and clinical management of abnormal findings generated from age-appropriate screenings, genetic history, and cultural assessments are addressed. Case studies depicting problems encountered from adolescence through older adulthood are discussed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses. Additionally students learn nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, participate in shared decision making with patients/families regarding treatment options, as well as manage target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. 42 theory hours.

NS 0643 Adult Health II**4 Credits****Prerequisite:** NS 0642.

This course focuses on the primary healthcare of the adolescent, adult, and older adult, particularly regarding the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse. Management of both the physical and behavioral mental health issues common to adult acute and chronic health problems is included. The identification and clinical management of abnormal findings generated from age-appropriate screenings, genetic history, and cultural assessments are addressed. Case studies depicting problems encountered from adolescence through older adulthood are discussed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses. Additionally, students learn nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, participate in shared decision making with patients/families regarding treatment options as well as managed target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. 56 theory hours.

NS 0644 Practicum in Adult Health I**4 Credits****Prerequisite:** NS 0643.

Students apply theoretical learning about genetic implications, exacerbations, complications, and remissions of acute and chronic illnesses in the primary care of adults from adolescence through older adulthood in various care environments. Under the supervision of a nurse practitioner, physician assistant or physician, students provide primary care to adult patients from diverse populations. Clinical conferences provide an opportunity for discussion and sharing of patient issues encountered in the practicum as they relate to the diagnosis, treatment, management, shared decision making, evaluation and prevention of illness, ethical and cost implications, risk assessment, and health promotion. Reflective practice techniques are used to document selective patient encounters. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and analyzed in the clinical conference. 200 clinical hours.

NS 0645 Care of Children and Families**3 Credits****Corequisite:** NS 0646.**Prerequisite:** NS 0643.

The assessment, diagnosis, treatment, management, and evaluation of risk factors and health problems of children, adolescents and families across environments of care are addressed. Consideration is given to the unique needs of culturally diverse patients, as well as the management of both physical and behavioral mental health manifestations commonly associated with acute and chronic health problems in primary care. The identification and clinical management of abnormal findings generated from age-appropriate assessments are a focus within this course. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the interprofessional health management including participation and shared decision making with children and parents regarding treatment options. Nationally accepted evidence-based practice guidelines are followed. Family theory is studied along with the impact of illness and violence on the family. 42 theory hours.

NS 0646 Practicum in Care of Women, Children, and Families**4 Credits****Corequisite:** NS 0645.**Prerequisite:** NS 0644.

Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for families from diverse backgrounds in varied care environments under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management, evaluation, and prevention of illness within the interprofessional team. Ethical and cost implications of selected interventions, as well as health promoting strategies, and shared decision making, are examined for the child, adolescent, woman, and family. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. 200 clinical hours.

NS 0647 Care of At-Risk Populations**3 Credits****Corequisite:** NS 0648.**Prerequisites:** NS 0644, NS 0645.

This course focuses on the complex management of primary care problems experienced by individuals across the lifespan. Risk factors including infectious disease, inflammatory state, immunological deficiency, obesity, age, genetic predisposition, psychosocial status, and behavioral health problems and how they influence the management of an individual's health status are studied. The impact of issues such as mistreatment, abuse, homelessness, incarceration, and end-of-life concerns on healthcare needs are also examined. Students will explore issues of healthcare delivery across environments of care as they integrate all aspects of the advanced practice nurse role including shared decision making and interprofessional collaboration. Additional pharmacology is discussed for each system for a minimum of five hours. Reflective practice techniques are used to document selective patient encounters. A culminating project, selected by faculty and student, involving synthesis and use of knowledge from previous coursework and practica experiences is required. 42 theory hours.

NS 0648 Practicum in Care of At-Risk Populations**4 Credits****Prerequisites:** NS 0646, NS 0647*.

Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in the primary care of patients across the lifespan with multiple risk factors. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional healthcare team. Clinical conferences provide an opportunity for discussion of the impact of how varying factors such as obesity, culture, presence of behavioral disease, immunological status, presence of infectious disease, psychosocial status, and genetic predisposition relate to the diagnosis, treatment, management, evaluation, and prevention of illness. Strategies for using ethical guidelines, risk management, shared decision making, and health promotion in a cost-effective fashion with these individuals is stressed. Students maximize their leadership ability by delivering primary care creatively to patients in clinics, private practices, urgent care centers, Emergency Departments, long-term care facilities, prisons, college and school based clinics. 200 clinical hours. (*indicates concurrency allowed)

NS 0650 Psychopathology**3 Credits**

This course examines theories of personality and development with an aim to understand what motivates human behavior. The neurophysiology of psychopathology is examined within a trauma-informed explanatory model. Approaches examined include attachment, relational, psychodynamic, and social psychology theories. These models are discussed as they pertain to various diagnostic categories and cultural groups with an emphasis on reflective analysis and application to practice. Case studies and reflective application papers are used to illustrate integration and synthesis of knowledge. 42 theory hours.

NS 0652 Mental Health Nursing of Individuals**3 Credits****Corequisite:** NS 0659.**Prerequisites:** NS 0521 or NS 0609 or NS 0610; NS 0604, NS 0640, NS 0641, NS 0650.

This course provides an overview of individual psychotherapeutic treatment across the lifespan using a neuroscience relationship-based framework for practice. Emphasis is on the development of empathy and therapeutic relationship through partnership, shared decision making, recovery oriented principles, and integration of reflective practice. Evidence-based techniques are discussed, which include short-term psychodynamic, cognitive-behavioral, EMDR, and motivational interviewing. Ethical, legal, age and ethno-cultural considerations are discussed as they relate to the treatment of individuals with psychiatric disorders and mental health problems. 42 theory hours.

NS 0659 Foundational Clinical Skills for Advanced Psychiatric Nursing Practice**3 Credits****Prerequisite:** NS 0650.

This course focuses on simulated activities in individual and group settings to develop (1) an understanding of group dynamics, group process components, and group members' roles and behaviors, and (2) skills in comprehensive psychiatric assessment and diagnosis with individuals experiencing acute mental health problems. Therapeutic communication techniques and specific interviewing strategies for working with individuals and families across the lifespan who are in crisis and/or seeking mental health care. Those strategies are examined within the context of a reflective practice model. Ethical, legal, and ethno-cultural considerations as they relate to group dynamics and assessment and diagnosis of psychiatric disorders will be discussed.

NS 0661 Mental Health Nursing of Groups and Families Across the Lifespan**2 Credits****Corequisite:** NS 0666B.**Prerequisite:** NS 0652.

This course addresses the basic tenets of group and family therapy across the lifespan for the psychiatric-mental health nurse practitioner. Students examine major concepts of group development, dynamics, and leadership techniques, as well as approaches to family (including the works of Bowen, Haley and Minuchin), with opportunities to incorporate shared decision making and reflect upon choice of techniques appropriate for different age groups and the role of the therapist. Videotape and experiential exercises are used to enhance learning, and ethical, spiritual, and ethno-cultural considerations are addressed. 28 theory hours.

NS 0663 Primary Mental Health Nursing Across the Lifespan**2 Credits****Corequisite:** NS 0666C.**Prerequisite:** NS 0661.

This course is designed to develop increasing independence and clinical judgment in primary mental health nursing with an emphasis on interprofessional collaboration and shared decision making with patients/families regarding treatment options. Building on knowledge from preceding coursework, students apply theories, multifaceted treatment modalities, cultural and spiritual considerations in the management of complex and/or chronically ill vulnerable populations across the lifespan. Evidence-based research and practice guidelines are incorporated into comprehensive plans of care for complex diverse populations with psychiatric diagnoses and mental health problems. 42 theory hours.

NS 0665 Mental Health Nursing of Children and Adolescents**2 Credits****Prerequisite:** NS 0650 (concurrency allowed).

This course focuses on the assessment, diagnosis, treatment, management and evaluation of risk factors and mental health problems of infants, children and adolescents across systems of care. Building on knowledge from preceding coursework, students apply developmental, family, interpersonal, attachment, and neurobiological theories and research, multifaceted treatment modalities, cultural and spiritual considerations in the management of behavioral health problems of infants, children and adolescents. 28 theory hours.

NS 0666A Practicum I: PMHNP**4 Credits****Prerequisite:** NS 0652*.

Practica experiences give students the opportunity to integrate primary mental health skills and meet the competencies required by the PMHNP Program. Focus is on the continuous and comprehensive care necessary for the promotion of optimal mental health, prevention, and treatment of mental health problems and psychiatric disorders. Practica experiences are designed to synthesize reflective practice skills as an advanced practice psychiatric nurse. Clinical sites may include a wide range of settings, such as outpatient clinics, shelters, prisons, inpatient settings, long-term care, and home health care. Supervision is provided by the preceptors in the clinical agency. Group supervision on campus facilitates the consolidation of critical reflection and clinical judgment. All objectives must be met in order to graduate and many will be met many times throughout the practica. A minimum of 16-17 different objectives are documented as met in each practicum depending on the clinical site and illustrated through the Clinical Case Narrative Assignment. More than one Clinical Case Narrative may be needed in order to demonstrate that a minimum of 16 objectives are met for that practicum. 200 clinical hours. (*indicates concurrency allowed)

NS 0666B Practicum II: PMHNP**4 Credits****Corequisite:** NS 0661.

Practica experiences give students the opportunity to integrate primary mental health skills and meet the competencies required by the PMHNP Program. Focus is on the continuous and comprehensive care necessary for the promotion of optimal mental health, prevention, and treatment of mental health problems and psychiatric disorders. Practica experiences are designed to synthesize reflective practice skills as an advanced practice psychiatric nurse. Clinical sites may include a wide range of settings, such as outpatient clinics, shelters, prisons, inpatient settings, long-term care, and home health care. Supervision is provided by the preceptors in the clinical agency. Group supervision on campus facilitates the consolidation of critical reflection and clinical judgment. All objectives must be met in order to graduate and many will be met many times throughout the practica. A minimum of 16-17 different objectives are documented as met in each practicum depending on the clinical site and illustrated through the Clinical Case Narrative Assignment. More than one Clinical Case Narrative may be needed in order to demonstrate that a minimum of 16 objectives are met for that practicum. 200 clinical hours.

NS 0666C Practicum III: PMHNP**4 Credits****Corequisite:** NS 0663.

Practica experiences give students the opportunity to integrate primary mental health skills and meet the competencies required by the PMHNP Program. Focus is on the continuous and comprehensive care necessary for the promotion of optimal mental health, prevention, and treatment of mental health problems and psychiatric disorders. Practica experiences are designed to synthesize reflective practice skills as an advanced practice psychiatric nurse. Clinical sites may include a wide range of settings, such as outpatient clinics, shelters, prisons, inpatient settings, long-term care, and home health care. Supervision is provided by the preceptors in the clinical agency. Group supervision on campus facilitates the consolidation of critical reflection and clinical judgment. All objectives must be met in order to graduate and many will be met many times throughout the practica. A minimum of 16-17 different objectives are documented as met in each practicum depending on the clinical site and illustrated through the Clinical Case Narrative Assignment. More than one Clinical Case Narrative may be needed in order to demonstrate that a minimum of 16 objectives are met for that practicum. 200 clinical hours.

NS 0667 Psychopharmacology**2 Credits**

This course prepares the advanced practice psychiatric nurse to prescribe psychotropic medication for patients across the lifespan. Assessing for the need for medication, selection of appropriate medication, genetic and genomic assay testing, medication rule-outs, baseline tests for screening, safe and proper monitoring, and beginning/advanced pharmacotherapy options are discussed for a variety of psychiatric diagnoses. Shared decision making with patients/families regarding treatment options to obtain optimum treatment outcomes is emphasized with respect to issues of adherence and recovery-focused practice. 14 theory hours. Open to nursing students only.

NS 0668 End-of-Life Nursing Education Consortium Core Curriculum**3 Credits**

This course will cover the ELNEC Core Curriculum, which contains eight modules addressing critical aspects of end-of-life care. These modules include: Palliative Nursing Care, Pain Management, Symptom Management, Ethical Issues in Palliative Care Nursing, Cultural Considerations in Palliative Care, Communication, Loss, Grief and Bereavement, Final Hours and Leadership. Upon completion of the course, student will be a "train-the-train" for the ELNEC Core curriculum. Teaching resources will be provided to allow the student to educate other nurses about palliative and end-of-life care. 42 theory hours.

NS 0669 Advanced Pathophysiology for Anesthesia Practice**4 Credits**

This course focus is on the pathophysiological processes central to alterations in function across the lifespan. Analysis of pathophysiologic responses, implications of genetics and genomics, and laboratory data pertinent to acute and chronic disease is discussed. Students analyze the pathophysiology of patients presenting for in-patient and ambulatory procedures using a case study approach. 56 theory hours.

NS 0670 Human Anatomy and Physiology for Nurse Anesthetists**3 Credits**

This course presents an in-depth study of human anatomy and advanced physiologic principles as they relate to nurse anesthesia practice. An overview of cellular physiology and function is presented. Special attention is placed on the cardiovascular, respiratory and renal systems, as well as the normal neuroendocrine response to stress. Tests of respiratory and cardiovascular function are reviewed and their analysis discussed. 42 theory hours.

NS 0687 DNP Immersion**1-6 Credits**

DNP graduates are healthcare leaders who will care for a cohort of patients within their specialty, while using a cross-population perspective to assess, manage and evaluate common problems. The immersion experience prepares the graduate in the design, delivery, and evaluation of evidenced-based care incorporating advanced practice nursing competencies. In addition, students will provide leadership in promoting evidenced-based practice in the advanced practice specialty while functioning as a practice specialist/consultant in the resolution of clinical problems. The DNP immersion experience requires a minimum of 1,000 practicum hours, post-baccalaureate, and incorporates completion of a clinical portfolio at the end of the program. 50 to 250 clinical hours.

NS 0687F DNP Immersion**1 Credit**

See NS 0687.

NS 0697 DNP Seminar I**1 Credit**

DNP Seminar I provides the foundation for development of the DNP Portfolio and the scholarly DNP Project. In conjunction with the first two research courses in the DNP curriculum, this seminar gives students the opportunity to further refine their proposed DNP project aimed at improving the healthcare delivery system or patient outcomes. This project could be a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, or another project with a similar practice improvement focus. Project plans are developed to include the identification of an appropriate clinical practice problem, the patient/system/population outcomes that the project is intended to affect, the proposed project site, and the proposed steps form implementation and outcome assessment. Students will continue to work with their Portfolio Advisor in developing the project. In addition, students will evaluate their initial development of the DNP Portfolio and identify potential Immersion experiences that focus on achieving program outcomes.

NS 0698 Independent Study**1-3 Credits**

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission of the instructor, DNP Program Director, and/or Dean only.

NS 0699 DNP Seminar II**1 Credit****Prerequisite:** NS 0697.

DNP Seminar II is designed to provide students with the opportunity to synthesize knowledge as they transition to advanced practice nursing at the doctoral level. The seminar reflects integration of all course work and experiential learning in order to demonstrate the students' integration and utilization of evidence based-practice, finance, management, quality improvement, informatics, leadership, ethics, and reflective practice in the management of individual patients, populations, and healthcare systems. Students will be given an opportunity to develop a poster for professional presentation, give case presentations developed during immersion experiences, present drafts of manuscripts and/or practice guidelines, and participate in the peer review process to demonstrate expertise and decision making skills in their individual area of specialization.

NSAN 0671 Pharmacologic Strategies in Anesthesia Practice**3 Credits****Prerequisites:** NS 0604, NS 0670, NSAN 0673.

This course presents a comprehensive study of the pharmacokinetics, pharmacodynamics and pharmacogenetics of drugs utilized in anesthesia practice. Students will focus upon the mechanisms of action of inhalational anesthetics, intravenous anesthetics, and neuromuscular blocking agents. Special attention will be placed upon the comparative pharmacology of all anesthetic agents as well as their effects on all organ systems. Emphasis will be placed on the practical applications of the anesthetic agents through case presentations and group discussion.

NSAN 0673 Chemistry and Physics for Nurse Anesthetists**3 Credits**

This course provides a detailed discussion of basic organic, inorganic and biochemical principles, and basic physical principles as they related to nurse anesthesia practice. Emphasis is placed upon the behavior of gases and the gas laws, principles of diffusion, gas flow and resistance, acid-base balance, and the biochemical processes necessary for basic cellular function. In addition, the basic physical principles of work, energy, light, electricity and radiation are discussed with a focus on operating room safety and the use of biomedical equipment. Group discussion is utilized to facilitate the application of these principles to the clinical setting.

NSAN 0675 Clinical Orientation and Specialty Rotations**1 Credit****Prerequisite:** NSAN 0671.

Clinical orientation is designed to introduce the student to the hands-on basics of nurse anesthesia practice. Emphasis will be placed on anesthesia equipment setup drug preparation, basic airway management skills and basic regional anesthesia skills. In addition, students will begin the process of developing patient specific anesthesia care plans on simulated patients utilizing current best practices. Students also take part in an orientation to the PACU, anesthesia pain service, anesthesia preoperative holding area, preoperative testing and respiratory therapy service. These rotations introduce the student to the adjunct hospital services necessary for the care of the patient during the perioperative period. Current standards of care and codes of ethical practice will also be explored.

NSAN 0676 Clinical Practicum I**1 Credit****Prerequisites:** NSAN 0675, NSAN 0678.

Clinical Practicum I is designed for the novice practitioner to integrate academic knowledge with basic practical application. Emphasis will be placed on basic airway management, function and usage of anesthesia equipment; pre-operative assessment and evaluation, intra-operative management and post-anesthesia management for healthy ASA class I and class II patients. The student works side by side with a certified anesthesia provider at all times.

NSAN 0677 Clinical Practicum II**1 Credit****Prerequisite:** NSAN 0676.

This clinical practicum provides experience for the beginning intermediate student practitioner who has demonstrated successful completion of clinical practicum I. Clinical practicum II deals with the incorporation and integration of knowledge, skills and objectives for a more comprehensive and complex range of patients and surgeries. Emphasis is placed on the development of independent critical decision making skills as the students begins to gain independence in practice.

NSAN 0678 Regional Anesthesia and Pain Management in Clinical Practice**2 Credits****Prerequisite:** NSAN 0671.

This course presents a comprehensive study of the regional anesthesia techniques currently utilized in clinical practice. Basic principles of neuroscience, pharmacology of local anesthetics and ultrasound technology will be applied. Emphasis will be put on the appropriate selection and application of regional techniques to achieve optimal anesthesia and analgesia for surgery and pain management. Teaching methods will include lecture, demonstration and hands-on regional workshops.

NSAN 0680 Clinical Practicum III**2 Credits****Prerequisite:** NSAN 0677.

This course provides experience for the intermediate student practitioner in order to incorporate and integrate advanced academic knowledge, clinical skills and critical decision making for a more comprehensive range of patients. At the completion of Clinical Practicum III the student will demonstrate the ability to manage the anesthesia care of the ASA class I-V and IE-VE with supervision. Student independence is encouraged as the intermediate anesthesia provider works alone with attending physicians for healthy uncomplicated procedures and supervised for more complex cases.

NSAN 0682 Clinical Practicum IV**2 Credits****Prerequisites:** NSAN 0680.

This clinical practicum is designed to allow the advanced student practitioner to integrate all previously attained knowledge and clinical skills into anesthesia practice for all elective and emergency ASA class I-V patients. At the completion of Clinical Practicum IV the Advanced Student Practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V patients and ASA IE-VE patients with supervision, demonstrate critical thinking skills in a diverse range of clinical situations, including off-site anesthesia locations and as a member of the "code team", work in a collaborative effort with other members of the anesthesia and surgical care teams, exhibit ethical and professional behavior in anesthesia practice and function as a patient advocate.

NSAN 0683 Clinical Correlation Conference**2 Credits****Corequisite:** NSAN 0685.**Prerequisite:** NSAN 0682.

This course provides students with the opportunity to integrate knowledge necessary for professional nurse anesthesia practice utilizing comprehensive case presentations, which integrate and discuss current anesthesia topics, equipment, techniques and practices involved in current anesthesia case management. Ethical considerations as they apply to specific case management will be discussed. This review will utilize a combination of didactic lectures, exams, case presentations and seminar discussions. An emphasis will be placed on neuroanesthesia and the anesthetic management for major coexisting disease in preparation for the national certification exam.

NSAN 0685 Clinical Practicum V**2 Credits****Prerequisite:** NSAN 0682.

This final clinical practicum is designed to allow the Complex Practitioner to demonstrate the integration of all previous knowledge, skills and objectives, for the anesthetic management of all ASA I-V and ASA IE-IVE patients. At the completion of Clinical Practicum V the student will be able to function as an independent practitioner and will have met all of the requirements in order to sit for the national certification examination. The complex practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V and ASA IE-VE patients, demonstrate critical thinking skills in all clinical situations and patient care venues, work in a collaborative effort with other members of the anesthesia and surgical care team, function as a team leader and collaborative member in cardiopulmonary resuscitation, and exhibit ethical and professional behavior in anesthesia practice.

NSAN 0686 Principles of Nurse Anesthesia Practice I**3 Credits****Prerequisites:** NS 0604, NS 0670, NSAN 0673.

This course provides an in-depth introduction to the basic principles of anesthesia practice as they apply to the general perioperative management of patients across the lifespan. Emphasis is placed on pre-anesthesia assessment, anesthesia equipment, patient monitoring, airway management and basic regional anesthesia techniques. Students analyze current best practices in the development of the general anesthesia plan of care.

NSAN 0687 Principles of Nurse Anesthesia Practice II**3 Credits****Prerequisites:** NSAN 0671, NSAN 0686.

This course provides an in-depth discussion of the anesthetic management for specific patient populations, coexisting disease states and surgical procedures. Emphasis will be placed on the related pathophysiology, as well as the practical clinical considerations involved in administering anesthesia and providing appropriate patient monitoring in specialty anesthesia practice. Focus is placed on the management of patients undergoing intra-abdominal, thoracic, cardiac, neurosurgical, and head and neck procedures, and the associated disease states.

NSAN 0688 Principles of Nurse Anesthesia Practice III**2 Credits****Prerequisite:** NSAN 0687.

This course continues the in-depth discussion of the anesthetic management for specific patient populations, coexisting disease states and surgical procedures. Emphasis will be placed on the related pathophysiology, as well as the practical clinical considerations involved in administering anesthesia and providing appropriate patient monitoring in specialty anesthesia practice including pediatric and obstetric anesthesia care. The management of neuromuscular and endocrine disorders, burn injuries, organ transplantation and diagnostic/therapeutic procedures will be discussed.

NSMW 0620 Antepartum Care**3 Credits****Corequisites:** NS 0604, NS 0640, NSMW 0621.

This course introduces students to the theory and practice of nurse-midwifery, with an emphasis on antepartum care. Care of the pregnant woman, fetus, and childbearing family during the prenatal period are explored holistically from each of the following perspectives: biological, physiological, developmental, and cultural. The educational and nutritional needs of the pregnant woman are examined. Students learn how to perform comprehensive assessments on a pregnant woman at all gestational ages, as well as the timing and indication of screening tests during pregnancy. An emphasis is placed on prevention and screening based on evidenced-based research. Normal fetal growth and fetal testing options are covered. Research-based advanced nursing interventions, including physiological, psychosocial and pharmacological interventions to promote, to maintain, and to restore the optimal health of women in pregnancy are explored. Clinical practice guidelines are highlighted and attention given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

NSMW 0621 Antepartum Clinical**2 Credits****Corequisites:** NS 0604, NS 0640, NSMW 0620.

As the first practicum in the nurse-midwifery specialty, this clinical focuses on providing evidence-based care and utilizing health promotion when caring for the pregnant woman. Emphasis is placed on the physical exam of a pregnant woman, assessment of fetal wellbeing, and providing prenatal education. Students use critical thinking and clinical judgment as they relate the provision of care to pregnant woman. Evidence based-practice guidelines are followed to provide routine prenatal care as well as to recognize abnormal findings. The assessment, diagnosis, treatment, management and evaluation of risk factors and health problems will be addressed. Attention is given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

NSMW 0622 Women's Primary Care and Gynecological Health I**3 Credits****Corequisites:** NS 0601, NS 0608, NS 0697.**Prerequisites:** NS 0604, NS 0610, NS 0640, NSMW 0620, NSMW 0621.

This course focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and on the provision of primary care to both non-pregnant and pregnant women. This course examines current primary care and gynecological women's health care practices and theories from the following disciplines: biological, genetic, psychological, developmental, sociocultural and cultural. Students will develop critical thinking, clinical care skills, and management strategies for a holistic approach to primary care and gynecologic care of women. Family planning and contraceptive options will be reviewed. Emphasis is on comprehensive assessments and screening recommendations from evidence-based research. Concepts related to health promotion are provided. The primary care management of selected common health conditions affecting women will be covered. Additionally, pharmacology specific to gynecologic and primary care issues will be included.

NSMW 0623 Women's Primary Care and Gynecological Health II 3 Credits
Corequisite: NSMW 0624.**Prerequisites:** NS 0641, NSMW 0622.

This course is a continuation of NSMW 0622 and focuses on the provision of reproductive-based health care to non-pregnant women across the lifespan and on the provision of primary care to both non-pregnant and pregnant women. This course further examines current primary care and gynecological women's health care practices and theories from the following disciplines: biological, genetic, psychological, developmental, sociocultural and cultural. Students in this course will develop critical thinking, clinical care skills, and management strategies for a holistic approach to primary care and gynecologic care of women. Emphasis is on comprehensive assessments and prevention and screening recommendations from evidence-based research. Having been introduced to the primary care and gynecologic health promotion and maintenance of women in NSMW 0622, this course will explore beyond these concepts, and further examine the abnormal conditions in the primary care and gynecologic setting. Pharmacology specific to women's health and abnormal conditions will be covered in depth. Attention will be given to common episodic and chronic primary care and gynecologic conditions of women in the healthcare settings. In addition, to primary care and gynecologic assessments, preconception and postpartum assessments (including breastfeeding) will be explored. Developmental considerations, vulnerable populations, and cultural needs, as they relate to health promotion will be discussed in depth.

NSMW 0624 Women's Primary Care and Gynecological Health Clinical 3 Credits**Corequisite:** NSMW 0623.**Prerequisites:** NS 0641, NSMW 0622.

Focus on evidenced based practice approaches to primary care and gynecologic care, specifically, ambulatory management of common, acute, and chronic health conditions of women throughout the lifespan, including preconceptional, interconceptual, and postpartum care. Prevention and screening using patient databases and evidence-based research will be emphasized. Further emphasis will be on physiological, psychosocial, and pharmacological interventions with women. Age-related, cultural, family, and individual patient variations and vulnerabilities will be incorporated into the review of clinical practice guidelines.

NSMW 0625 Intrapartum Care 3 Credits
Corequisite: NSMW 0626.**Prerequisites:** NSMW 0623, NSMW 0624.

This course focuses on normal labor and birth and introduces students to intrapartum theory, skills, and management. Synthesis and application of theory and research to effectively implement midwifery care in the intrapartum setting. Focus is on comprehensive team participation and management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. Development and evaluation of evidenced based care approaches is incorporated throughout the course. An emphasis is placed on vulnerable populations to critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting. The course highlights the normalcy of birth for the low risk woman.

NSMW 0626 Intrapartum Clinical 2 Credits
Corequisite: NSMW 0625.**Prerequisites:** NSMW 0623, NSMW 0624.

Intrapartum clinical serves as the student midwife's first experience managing intrapartum clients in the hospital or birth center setting and as the foundational course for intrapartum management of the low risk pregnant client. Skills are first taught in didactic and simulation settings, ensuring each student midwife is checked off on these skills prior to beginning clinical. This clinical focuses on normal labor and birth and introduces students to intrapartum skills and management. Application of theory and research from NSMW 0625 will be used to effectively implement midwifery care in the intrapartum setting. Focus is on comprehensive team participation and management of intrapartum and immediate postpartum women with normal deliveries. Evaluation and immediate care of the newborn is included. An emphasis is placed on vulnerable populations to critically evaluate the impact of contextual factors on healthcare services in the intrapartum setting. This clinical highlights the normalcy of birth for the low risk woman.

NSMW 0627 Advanced Midwifery Management: At-Risk Childbirth 3 Credits**Corequisite:** NSMW 0628.**Prerequisites:** NSMW 0625, NSMW 0626.

Building on NSMW 0625, this course will provide synthesis and application of theory and research to effectively implement advanced midwifery care in the intrapartum setting. In this course, potential complications arising during normal birth are explored. Further, common medical, surgical, and obstetric complications are explored in depth. Case studies, case presentations, and simulations are utilized as the primary course format for the students to evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of childbearing women will be emphasized. Skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions will be incorporated. Students will have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students will be coordinated throughout the course to simulate actual patient scenarios with a focus on teamwork and communication.

NSMW 0628 Advanced Midwifery Clinical 2 Credits
Corequisite: NSMW 0627.**Prerequisites:** NSMW 0625, NSMW 0626.

Building on the prior clinical course NSMW 0626, this course will provide application of theory and research to effectively implement advanced midwifery care in the intrapartum setting. In this course, potential complications arising during normal birth are explored and care will be provided to women with these conditions. Further, common medical, surgical, and obstetric complications are explored in depth. Further, students evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of childbearing women will be emphasized. Skills for immediate assessment, supportive management of the newborn, including physiological, psychosocial and pharmacologic interventions will be incorporated. Students will have the opportunity to become certified in neonatal resuscitation. Interprofessional simulations with the nurse-anesthesia students and BSN maternal and newborn nursing students will be coordinated throughout the course and clinical seminars to simulate actual patient scenarios with a focus on teamwork and communication.

NSMW 0629 Integration to Nurse-Midwifery Practice**6 Credits****Prerequisites:** NSMW 0627, NSMW 0628.

As the final midwifery course, transition to midwifery practice fosters the incorporation of all previous classroom and clinical experiences in order to prepare the nurse midwife for practice upon graduation. This course enables students to provide full-scope midwifery care while still having the advantages of being a student. This course is a final synthesis of primary care, gynecology, antepartum, intrapartum, postpartum, and newborn care, and therefore builds on all previous knowledge and skills from coursework and clinical. Students utilize both theory and evidence-based research to drive care and treatment decisions in the clinical setting. They will become familiar with the responsibility inherent to their emerging role as a nurse-midwife. In the healthcare setting, students will collaborate with members of the healthcare team and display evidence based clinical practice. Within the health care team, midwifery clinical assessment and management skills across the reproductive lifespan into older age will be utilized. Students will safely conduct and deliver evidenced based primary care visits emphasizing disease prevention. They will manage gynecologic, family planning, antepartum, intrapartum, and postpartum healthcare visits creating individual treatment plans and attend deliveries in the intrapartum setting. They will manage the care of the newborn from birth through 28 days of life. Students will each have a variety of primary care and inpatient care setting, including optional global health settings (Nicaragua), as they are available. Evaluation and critique of care approaches of women throughout the lifespan and of newborns is highlighted throughout clinical practice. Emphasis is placed on thorough examination of the impact of psychosocial and environmental factors on healthcare services in women's health. Students must have successfully completed all other NSMW courses, clinicals, and prerequisites prior to integration.

Admission

Doctor of Nursing Practice (DNP)

Admission Policy

There are four tracks available in the BSN-DNP program: Family Nurse Practitioner, Psychiatric Nurse Practitioner, Nurse Midwifery and Nurse Anesthesia. Admission procedures vary by program. Applications are reviewed by the Graduate Admission Committee.

Applicants for the BSN-DNP at Fairfield must hold a baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent) with a grade point average of 3.0 or higher overall and in the nursing major.

Applicants for the advanced practice and Executive DNP programs must hold a master's degree from a regionally accredited college or university (or the international equivalent), with a grade point average of 3.2 or higher overall and in the nursing major. Advanced Practice candidates must be eligible for APRN licensure in the state of Connecticut. Applications are reviewed by the Graduate Admission Committee.

Admission Procedures

BSN-DNP Entry Application Deadlines

Family Nurse Practitioner	March 1
Psychiatric Nurse Practitioner	Rolling
Nurse Anesthesia	September 1
Nurse Midwifery	Rolling

MSN-DNP Entry Application Deadlines

Advanced Practice	Rolling
Executive DNP	Rolling

All DNP programs except Nurse Anesthesia

Applications are reviewed by the Graduate Admission Committee. Students seeking admission must complete and submit the following online:

1. A completed application. Apply online (<https://ga.fairfield.edu/apply>).
 2. A non-refundable \$60 application fee.
 3. A professional resume.
 4. A personal statement:
 - Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
 - State professional goals for the next 5-10 years
 - Explain how a DNP will help you reach your goals
 5. Official transcripts from all universities/colleges attended. Transcripts verifying completion of an undergraduate degree (BSN entry) and Master's degree (MSN entry). All foreign transcripts must be evaluated by an approved evaluating service which can be found on our website (<https://www.fairfield.edu/graduate/admission/how-to-apply/international-students>). Please send transcripts to the Office of Graduate Admission.
 6. Two professional letters of recommendation (completed online), one of which must be from a current supervisor or professor who can assess one's current clinical expertise and academic potential, accompanied by the University online recommendation forms.
 7. Copy of current RN license; licensure to practice in the state of Connecticut will be required upon admission.
 8. Copy of APRN license and certificate of national certification in the advanced specialty (for MSN-DNP applicants only).
 9. Documentation of the number of supervised clinical hours¹ completed in previous MSN program (for MSN-DNP or EDNP applicants only).
- ¹ A total of 1000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include up to 600 documented hours of supervision in an MSN program.

Nurse Anesthesia Program

Nurse Anesthesia applicants must meet the following requirements before applications will be processed:

- A baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent).
- Two semesters of biology, at least one semester of chemistry, one semester of microbiology, and one semester of college math. Physics is strongly recommended.
- Minimum undergraduate GPA of 3.0 with a science GPA of 3.0.
- Registered Nurse license to practice in the United States at the time of application. A Connecticut RN license will be required upon admission.
- A minimum of one year's experience as a RN in a critical care setting within five years of application to the program. (ER does not fulfill this criteria).
- Current BCLS, ACLS & PALS certification (must be maintained while in the program). Please note the program only accepts certifications from the American Heart Association (AHA) or American Red Cross. No other certification programs will be accepted.

- CCRN certification is preferred.
- Note: The GRE is *not* required.

Applications are reviewed by the Graduate Admission Committee. Students seeking admission must submit online:

1. A completed application. Apply online (<https://ga.fairfield.edu/apply>).
2. A non-refundable \$60 application fee.
3. A professional resume or CV.
4. Official transcripts from all universities/colleges attended. Transcript verifying completion of an undergraduate degree. All foreign transcripts must be evaluated by an approved evaluating service which can be found on our website (<https://www.fairfield.edu/graduate/admission/how-to-apply/international-students>). Please send transcripts to the Office of Graduate Admission.
5. Two recommendations (forms and letters completed online), including one from your current supervisor and one other from an individual who can assess your clinical expertise in an acute care setting.
6. A three page, double-spaced personal statement stating your career goals and future contributions to the profession of nurse anesthesia.
7. Copy of current RN license; licensure to practice in the state of Connecticut will be required upon admission.
8. BLS, ACLS and PALS certification.
9. CCRN certificate (if applicable).

For additional information, contact:

Office of Graduate Admission
Fairfield University
1073 North Benson Road
Fairfield, CT 06824-5195
Phone: 203-254-4184
or visit the University website (<https://www.fairfield.edu>).

Master of Science in Nursing (MSN)

Admission Policy

Individuals may apply to the graduate program to pursue a master of science in nursing degree. Applicants for a master's degree must hold a bachelor's degree in nursing from a regionally accredited college or university (or the international equivalent) with a quality point average of 3.0 overall and in the nursing major. All applicants must have a current RN license. Once accepted/fully matriculated, all Nurse Practitioner/Nursing Leadership students licensed in another state must provide a copy of current Connecticut RN licensure. RN applicants who have a non-nursing bachelor's degree will be considered on an individual basis and will be required to complete a bridge program of three prerequisite courses (NS 0250 Dimensions of Professional Nursing, NS 0252 Health Assessment for Registered Nurses, and NS 0330 Community, Public, and Global Health Nursing) to be eligible for the MSN program.

Admission Procedures

Application Deadlines

Family Nurse Practitioner	March 1
Psychiatric Nurse Practitioner	Rolling
Nursing Leadership	Rolling

Students seeking admission must complete and submit the following online:

1. A completed application. Apply online (<https://ga.fairfield.edu/apply>).
2. A non-refundable \$60 application fee.
3. A professional resume.
4. A personal statement.
 - Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
 - State professional goals for the next 5-10 years
 - Explain how an MSN will help you reach your goals
5. Official transcripts from all universities/colleges attended sent to the Office of Graduate Admission.
6. Two professional letters of recommendation (completed online), one of which must be from a current supervisor or professor, who can assess one's current clinical expertise and academic potential, accompanied by the University online recommendation forms.
7. A current RN license.

Admission Policies for Admitted DNP and MSN Students Background Check, Drug screening, and Licensing

All nursing graduate students are required to have a background check and drug screening completed prior to the start of the graduate program. In addition, once accepted/fully matriculated, all students licensed in another state must provide a copy of current Connecticut RN licensure.

Bridge Courses

For admitted MSN or DNP students who possess a non-nursing Bachelor's degree and an Associate Degree in Nursing, the following policy applies effective Fall 2015:

1. All students must complete the following courses (or their equivalent) with a grade of B or better, **prior** to enrolling for the first DNP/MSN courses: NS 0250 Dimensions of Professional Nursing, NS 0252 Health Assessment for Registered Nurses, NS 0330 Community, Public, and Global Health Nursing.
2. Student must take at least one of the bridges courses at Fairfield University, preferably NS 0250 Dimensions of Professional Nursing.
3. If a student wants to take a bridge course outside of the Marion Peckham Egan School of Nursing and Health Studies, they must produce an official transcript along with a complete syllabus of the course, and it must be approved by the adult program director. The course can be no more than five years old.
4. All students must meet with the adult program director to register for the bridge courses.

AVAILABILITY OF BRIDGE COURSES

Code	Title	Credits
Fall Semester		
NS 0250	Dimensions of Professional Nursing	3
NS 0330	Community, Public, and Global Health Nursing	4
Spring Semester		
NS 0252	Health Assessment for Registered Nurses	3
Summer Semester		
NS 0330	Community, Public, and Global Health Nursing	4

Computer Literacy

Basic computer literacy is expected of all graduate students in the Egan School. The Academic Computing division of the university supports

Microsoft products (Microsoft Word, Excel, Access, and PowerPoint), which are used throughout the curriculum.

Basic computer literacy is defined as the ability to use:

- Word processing software to create, edit, save, print, send attachments, and manipulate document files.
- Presentation software to design, show, and print a presentation using text and graphics.
- Email to send, receive, and print electronic mail messages; send, receive and open attachments. (All students must utilize their @student.fairfield.edu Gmail account.)
- Internet navigation to investigate research topics using search engines.
- Spreadsheets to organize data in a worksheet, create formulas, use functions, copy and paste formulas and functions, and format cells.

Having access to a computer system with the above capabilities is essential for successful completion of the program. Nurse Anesthesia students must have a laptop computer for class. There are several computer labs on campus. Labs are equipped with e-mail and word processing, spreadsheet, and presentation software. Printers are available to students in the computer labs.

All students must communicate via their University Gmail account. All University notices, mail, etc. will be sent through my.Fairfield, and it is recommended that students check their e-mail at least once a day for any mail/notices.

Computer literacy skills are not taught as part of the graduate curriculum. Students not proficient in their use should inform a faculty member, who will help them locate resources from which they may obtain the requisite skills.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online (<https://fairfield.edu/immunization>). Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or e-mail health@fairfield.edu.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit their transcripts for course-by-course evaluations, completed by an approved evaluator (found on our website (<https://www.fairfield.edu/graduate/admission/how-to-apply/international-students>)) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An

IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield's ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted **at least three months prior to the intended start date**.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodation, they must identify themselves to Accessibility in the Academic and Career Development Center and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website (<https://www.fairfield.edu/undergraduate/academics/resources/academic-and-career-development-center/accessibility/prospective-students-and-parents>). This process should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation to Accessibility, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. For more information regarding accommodations and the registration process, please email acdc@fairfield.edu, or call 203-254-4081.

Tuition, Fees, and Financial Aid

Tuition and Fees

Application Fee (non-refundable)	\$60
Registration Fee	\$35 per semester
Graduate Student Activity Fee	\$55 per semester
Tuition (DNP)	\$1000 per credit
Tuition (MSN)	\$850 per credit
Health Assessment Clinical Exam Fee (NS 0604 - Required for FNP Students)	Approximately \$400
Clinical Placement Fee (DNP: Family, \$150 Psychiatric, Midwifery; MSN: Family, Psychiatric)	
Graduation Fee	\$175
Transcript	\$5
Promissory Note Fee	\$40
Returned Check Fee	\$30

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees or designated payment method must accompany registration for summer sessions and intersession. For the fall and spring semesters, payment must be received by the initial due date.

Transcripts and diplomas will not be issued until students have met all financial obligations to the University.

Monthly Payment Plan

During the fall and spring semesters, eligible students may utilize a monthly payment plan for tuition. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two consecutive monthly installments.

Failure to honor the terms of the promissory note will affect future registration.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable by the due date.

Students will be required to sign a promissory note acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by the due date and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will affect future registration.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, Visa, or American Express card must be applied as a credit to your charge card account.

Note: Online course refunds are calculated such that each calendar day, beginning with the first day of class, is considered a scheduled class meeting.

10-15 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	60
Before third scheduled class	40
Before fourth scheduled class	20
After fourth scheduled class	0

6-9 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
Before third scheduled class	20
After third scheduled class	0

1-5 Week Courses

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
After second scheduled class	0

Refunds take two to three weeks to process.

University Merit or Need-Based Aid Policy for Withdrawals

Students are approved for voluntary or medical withdrawal by taking the appropriate steps as prescribed in the Academic Policies section of this catalog. Students that are receiving University financial aid will have their University need-based and merit-based aid prorated based on the following schedule:

Official Withdrawal Date	% of University Aid Earned
Before first scheduled class	0
Before second scheduled class	40
Before third scheduled class	60
Before fourth scheduled class	80
After fourth scheduled class	100

Note: For courses meeting for less than a full semester (15 weeks), financial aid entitlement will be adjusted accordingly.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must be recalculated in these situations. You must begin enrollment in the semester in order to be eligible for a federal student aid disbursement. Withdrawal before the semester start will result in cancellation of federal aid.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the

percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed, the institution would owe the student (or parent in the case of a PLUS loan) a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. Students (or parents in the case of a PLUS loan) due a post-withdrawal disbursement will be emailed and mailed a notice to reply no later than 14 days of the date of the notice to confirm or refuse the disbursement. No reply will indicate a refusal of the disbursement. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Opportunity Grants for which a return of funds is required
7. Federal TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant for which a return of funds is required

Example

The Spring semester begins on January 16, 2018. Sarah Smith began the official withdrawal process with her dean and it was determined that her official withdrawal date would be March 7, 2018. The total number of days in the Spring semester are 107. Sarah completed 51 days of the semester or 47.7%. Sarah had a total federal aid disbursement of \$4,357.00. Seeing that Sarah only completed 47.7% of the Spring semester, she also earned only 47.7% of her Spring financial aid (\$4,357.00 x 47.7% = \$2,078.29). The amount of Title IV aid to be returned is calculated:

$$\$4357.00 - \$2,078.29 = \$2,278.71$$

Next, the institution must also determine the percentage of unearned charges based on the total semester charges for the period in which the student will withdraw. First, add the total semester charges. For this example, Sarah's total semester charges is \$23,245.00. Sarah did not attend the full semester (100%). To determine the portion of the semester that Sarah attended, subtract her percentage completed from the total: 100% - 47.7% = 52.3%. To determine Sarah's unearned charges, the school would calculate unearned charges in the following manner:

$$\$23,245.00 \times 52.3\% = \$12,157.14$$

Compare the amount of Title IV aid to be Returned above to the amount of unearned charges. The lesser amount is the total of unearned aid that the school is responsible to return. The amount returned is based on the amount disbursed (which may vary by students) and in accordance with the schedule above. If the amount returned in direct loans is less than the total amount in direct loans disbursed to the student, resulting in earned loan funds or in unearned loan funds that the school is not responsible for repaying or both, Fairfield University will notify the loan holder of your

withdrawal and withdrawal date. The resulting loan must be repaid in accordance with the terms of the student's promissory note. Fairfield University will return the loan funds within 45 days of notification from the University Registrar of a student's withdrawal.

Students will be mailed a notice of withdrawal from the Office of Financial Aid which will include a copy of the student's withdrawal calculation indicating the amount returned by Fairfield University and the amount that is the responsibility of the student.

Financial Aid

Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department. Graduate assistantship information may be found online (<http://fairfield.edu/gradasst>).

Traineeships

Advanced Education Nursing

A limited number of Advanced Education Nursing Traineeships, made possible through federal legislation, are available through the Marion Peckham Egan School of Nursing for Nurse Practitioner students. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full-time students or students in their last year of their program. For information, please contact the Marion Peckham Egan School of Nursing office.

Nurse Anesthesia

A limited number of Nurse Anesthesia Traineeships, made possible through federal legislation and available only to Nurse Anesthesia students, may be available to second-year Nurse Anesthesia students through the Marion Peckham Egan School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full-time students. For information, please contact the Marion Peckham Egan School of Nursing office.

Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduate or withdrawal before loan payments begin. For information on current interest rates and loan origination fees, please visit the Federal Student Aid website (<https://studentaid.ed.gov/sa>).

HOW TO APPLY

Step One:

- Complete a Free Application for Federal Student Aid (FAFSA) online (<https://fafsa.ed.gov>), indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:

- Complete the required Entrance Counseling and Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/index.action>).

Step Three:

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, entrance counseling completed, and the MPN is signed.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed the required entrance loan counseling.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at 203-254-4125 or finaid@fairfield.edu.

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website (<https://fairfield.edu/gradaid>).

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available on our website (<https://fairfield.edu/veterans>). The University Registrar's office will complete and submit the required certification form for all VA benefits.

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found on our website (<https://www.fairfield.edu/about-fairfield/university-profile/consumer-information>).

Programs

- Doctor of Nursing Practice (p. 185)
 - BSN to DNP
 - Nurse Anesthesia
 - Nurse Midwifery
 - Family Nurse Practitioner
 - Psychiatric Nurse Practitioner
 - MSN to DNP
 - Executive DNP
 - Advanced Practice DNP
 - PMHNP Concentration
- Master of Science in Nursing (p. 195)
 - Nursing Leadership
 - Family Nurse Practitioner
 - Psychiatric Nurse Practitioner

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) is a practice-focused doctorate comparable to advanced clinical degrees in other health disciplines such as Medical Doctor (MD), Doctor of Pharmacy (PharmD), Doctor of Public Health (DrPH), and Doctor of Physical Therapy (DPT). The degree represents the highest academic preparation for nursing practice, focusing on expanded scientific knowledge related to providing comprehensive direct care across all settings. Grounded in clinical practice, the DNP moves the focus of advanced practice nursing from the level of the individual patient to the population level by using a cross-population perspective to assess, manage, and evaluate common problems. The DNP is the preferred degree for advanced practice nursing (AACN, 2004). The DNP is expected to become the standard in advanced nursing practice.

The practitioner tracks prepare candidates to provide quality healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of hospitals and agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The Marion Peckham Egan School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to mentor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process. Faculty members in the Egan School are exceptionally qualified by academic and clinical preparation. Many faculty are currently practicing in advanced practice roles.

For BSN-DNP students, we currently offer advanced practice specialties in family and psychiatric nurse practitioner, nurse midwifery, and nurse anesthesia. The BSN-DNP program requires 72-76 course credits for completion, depending on the selected track students enter. Students entering with a MSN are required to complete a minimum of 32 credits for the Advanced Practice DNP and 35 credits for the Executive DNP.

Note: A total of 1000 practicum/immersion hours is required for the DNP, with the exception of the Nurse Anesthesia program which requires a minimum of 2250 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

Program Outcomes

A graduate of the Marion Peckham Egan School of Nursing and Health Studies DNP program will be able to:

1. Independently provide culturally sensitive and evidence-based care to individuals and populations in a defined area of advanced nursing practice.
2. Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare systems, considering ethical, legal, and socially just patient-centered care.
3. Translate research into practice through critique of existing evidence, evaluation of outcomes, and implementation of projects that contribute to the development of best practices.
4. Integrate science and theory from nursing and related disciplines within a reflective practice framework to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
5. Evaluate patient, population, and healthcare system outcomes using fiscal analysis and cost-effective strategies to achieve quality improvement.
6. Analyze the use of healthcare information systems and patient care technology to assure quality healthcare outcomes.
7. Lead collaborative interprofessional relationships and partnerships to transform healthcare delivery systems and improve health.
8. Assume a leadership role in the analysis, development, implementation, and evaluation of policies to improve healthcare delivery and outcomes at the local, regional, national, and international levels.

DNP Immersion Policy

BSN to DNP

DNP students in the FNP and PMHNP tracks who have exceeded the 200 required clinical practicum hours in any semester may be awarded Immersion credits (in increments of 50 hours) for time in the clinical setting that is focused on the development of clinical skills above and beyond those required for the clinical course objectives. Students would be required to pay for the Immersion credit(s). In order to receive Immersion credit at the end of the semester, students would have to obtain the following approvals before undertaking the additional hours:

- Approval of the clinical Course Instructor, indicating that the student had met all clinical course objectives and had permission to accrue additional clinical hours for the purpose of developing additional skills.
- Additional approval of the student's DNP Advisor and their Track Coordinator.

MSN to DNP

Students in the Post-Master's DNP program are required to provide verification of their post-baccalaureate practice hours upon admission to the program. Letters of verification from the Master's-granting University must be submitted on University letterhead. Effective Fall 2017, the Egan School will accept a maximum of 600 post-baccalaureate supervised practice hours from approved Masters' level coursework. Applications for Post-Masters students with more than 1000 post-baccalaureate supervised practice hours will be considered on a case by case basis.

Programs

BSN to DNP Programs

- Family Nurse Practitioner Track (p. 186)
- Nurse Anesthesia Track (p. 188)
- Nurse Midwifery Track (p. 189)
- Psychiatric Nurse Practitioner Track (p. 191)

MSN to DNP Programs

- Advanced Practice (p. 192)
 - Advanced Practice DNP/PMHNP
- Executive Doctor of Nursing Practice (p. 194)

BSN to DNP: Family Nurse Practitioner Track

The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings except critical care. Students have clinical practica in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice nurses or MDs. The DNP Family Nurse Practitioner track requires 72 credits of coursework and completion of a DNP Project.

Requirements

Code	Title	Credits
Foundation Core Courses		
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0610	Advanced Nursing Roles and Reflective Practice	3
DNP Core Courses		
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	8
NS 0697	DNP Seminar I	1
NS 0699	DNP Seminar II	1
Advanced Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
Family Nurse Practitioner		

NS 0642	Adult Health I	3
NS 0643	Adult Health II	4
NS 0644	Practicum in Adult Health I	4
NS 0645	Care of Children and Families	3
NS 0646	Practicum in Care of Women, Children, and Families	4
NS 0647	Care of At-Risk Populations	3
NS 0648	Practicum in Care of At-Risk Populations	4
Total Credits		72

¹ A total of 1000 practicum/immersion hours is required for the DNP FNP.

Plan of Study

BSN to DNP: Family Nurse Practitioner Track (Full Time)

Course	Title	Credits
First Year		
Fall		
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0610	Advanced Nursing Roles and Reflective Practice	3
NS 0640	Advanced Physiology and Pathophysiology	3
Credits		9
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0641	Advanced Pharmacology	3
NS 0605	Advanced Healthcare Policy	3
NS 0697	DNP Seminar I	1
Credits		10
Summer		
NS 0611	Population Health	3
NS 0604	Advanced Health Assessment	4
Credits		7
Second Year		
Fall		
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0642	Adult Health I	3
Credits		9
Spring		
NS 0612	Research Translation for Clinical Practice	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0643	Adult Health II	4
Credits		10
Summer		
NS 0644	Practicum in Adult Health I	4

NS 0687	DNP Immersion ¹	2
Credits		6

Third Year

Fall

NS 0645	Care of Children and Families	3
NS 0646	Practicum in Care of Women, Children, and Families	4
NS 0687	DNP Immersion ¹	3
NS 0699	DNP Seminar II	1
Credits		11

Spring

NS 0647	Care of At-Risk Populations	3
NS 0648	Practicum in Care of At-Risk Populations	4
NS 0687	DNP Immersion ¹	3
Credits		10
Total Credits		72

BSN to DNP: Family Nurse Practitioner Track (Part Time)

Course	Title	Credits
First Year		
Fall		
NS 0610	Advanced Nursing Roles and Reflective Practice	3
NS 0640	Advanced Physiology and Pathophysiology	3
Credits		6
Spring		
NS 0641	Advanced Pharmacology	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0697	DNP Seminar I	1
Credits		7
Summer		
NS 0605	Advanced Healthcare Policy	3
NS 0604	Advanced Health Assessment	4
Credits		7
Second Year		
Fall		
NS 0614	Information Technology for Healthcare Improvement	3
NS 0642	Adult Health I	3
Credits		6
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0643	Adult Health II	4
Credits		7
Summer		
NS 0611	Population Health	3
NS 0644	Practicum in Adult Health I	4
Credits		7

Third Year**Fall**

NS 0645	Care of Children and Families	3
NS 0646	Practicum in Care of Women, Children, and Families	4
	Credits	7

Spring

NS 0647	Care of At-Risk Populations	3
NS 0648	Practicum in Care of At-Risk Populations	4
	Credits	7

Summer

NS 0612	Research Translation for Clinical Practice	3
NS 0687	DNP Immersion ¹	2
	Credits	5

Fourth Year**Fall**

NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0687	DNP Immersion ¹	3
NS 0699	DNP Seminar II	1
	Credits	7

Spring

NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	3
	Credits	6
	Total Credits	72

¹ A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

BSN to DNP: Nurse Anesthesia Track

The Nurse Anesthesia track prepares students as expert clinicians for every stage and in every setting in which anesthesia is delivered to patients. Because nurse anesthetists are responsible for direct patient care, students gain hands-on experience in a variety of regional (neuraxial and peripheral blocks) and general anesthesia techniques under the supervision of CRNA and M.D. faculty. In addition to "routine" surgical cases, nurse anesthesia students enhance their preparation by participating in trauma, major burn, and high-risk obstetrical cases. Upon graduation, students are eligible to sit for the certification examination administered by the Council on Certification of Nurse Anesthetists. Successful completion of this examination allows the new graduate to practice as a nurse anesthetist in all patient care settings. The DNP Nurse Anesthesia track requires 75 credits and a completion of a DNP Project.

Nurse Anesthesia Student Progression Requirements

- Students are required to maintain an overall grade point average of a B (3.0). If the GPA falls below 3.0 in any semester, the student is placed on probation for the following semester and has one semester to bring their GPA above 3.0. If the overall grade point average is again below 3.0 or the GPA falls below 3.0 a second time, the student will be dismissed from the program.

- A student is allowed to earn *one* B- in any NS (DNP core nursing) course. A second grade of B- in any NS course in any semester will result in dismissal from the program.
- A student who earns a grade below a B in any NSAN (anesthesia course) will be dismissed by the program.

Bridgeport Hospital Nurse Anesthesia Program

Students in the Nurse Anesthesia Track are subject to all Bridgeport Hospital and Fairfield University policies and procedures. Bridgeport Hospital and Bridgeport Anesthesia Associates have the right to remove a student from assignment at Bridgeport Hospital after it has been determined by Bridgeport Hospital that such removal is in the best interest of the Hospital and of patient safety. The appeal of such removal of a student and all clinical and/or administrative grievances shall be addressed according to the policies and procedures set forth in the Bridgeport Hospital Nurse Anesthesia Program Student Handbook. Academic Grievances shall be addressed according to the policies and procedures set forth in the Fairfield University Graduate Catalog (p. 7).

Requirements

Code	Title	Credits
Foundation Core Courses		
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0610	Advanced Nursing Roles and Reflective Practice	3
DNP Core Courses		
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	5
NS 0697	DNP Seminar I	1
NS 0699	DNP Seminar II	1
Advanced Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0641	Advanced Pharmacology	3
Nurse Anesthesia Courses		
NS 0669	Advanced Pathophysiology for Anesthesia Practice	4
NS 0670	Human Anatomy and Physiology for Nurse Anesthetists	3
NSAN 0671	Pharmacologic Strategies in Anesthesia Practice	3
NSAN 0673	Chemistry and Physics for Nurse Anesthetists	3
NSAN 0675	Clinical Orientation and Specialty Rotations	1
NSAN 0676	Clinical Practicum I	1
NSAN 0677	Clinical Practicum II	1

NSAN 0678	Regional Anesthesia and Pain Management in Clinical Practice	2
NSAN 0680	Clinical Practicum III	2
NSAN 0682	Clinical Practicum IV	2
NSAN 0683	Clinical Correlation Conference	2
NSAN 0685	Clinical Practicum V	2
NSAN 0686	Principles of Nurse Anesthesia Practice I	3
NSAN 0687	Principles of Nurse Anesthesia Practice II	3
NSAN 0688	Principles of Nurse Anesthesia Practice III	2
Total Credits		75

¹ A total of 2250 practicum/immersion hours is required for the DNP in Nurse Anesthesia.

Plan of Study

Course	Title	Credits
First Year		
Summer		
NS 0605	Advanced Healthcare Policy	3
NS 0670	Human Anatomy and Physiology for Nurse Anesthetists	3
NSAN 0673	Chemistry and Physics for Nurse Anesthetists	3
Credits		9
Fall		
NS 0604	Advanced Health Assessment	4
NS 0610	Advanced Nursing Roles and Reflective Practice	3
NS 0669	Advanced Pathophysiology for Anesthesia Practice	4
Credits		11
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NSAN 0671	Pharmacologic Strategies in Anesthesia Practice	3
NSAN 0686	Principles of Nurse Anesthesia Practice I	3
Credits		12
Second Year		
Summer		
NS 0611	Population Health	3
NSAN 0675	Clinical Orientation and Specialty Rotations	1
NSAN 0678	Regional Anesthesia and Pain Management in Clinical Practice	2
NSAN 0687	Principles of Nurse Anesthesia Practice II	3
Credits		9
Fall		
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0687	DNP Immersion ¹	1
NSAN 0676	Clinical Practicum I	1

NSAN 0688	Principles of Nurse Anesthesia Practice III	2
Credits		7

Spring

NS 0612	Research Translation for Clinical Practice	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	1
NSAN 0677	Clinical Practicum II	1
Credits		8

Third Year

Summer

NS 0641	Advanced Pharmacology	3
NS 0687	DNP Immersion ¹	1
NSAN 0680	Clinical Practicum III	2
Credits		6

Fall

NS 0614	Information Technology for Healthcare Improvement	3
NS 0687	DNP Immersion ¹	1
NS 0697	DNP Seminar I	1
NSAN 0682	Clinical Practicum IV	2
Credits		7

Spring

NS 0687	DNP Immersion ¹	1
NS 0699	DNP Seminar II	1
NSAN 0683	Clinical Correlation Conference	2
NSAN 0685	Clinical Practicum V	2
Credits		6
Total Credits		75

¹ A minimum of 2250 practicum/immersion hours are required for the DNP.

BSN to DNP: Nurse Midwifery Track

The Doctor of Nursing Practice (DNP) in Nurse Midwifery is a degree that focuses on the assessment and application of existing evidence to improve practice. Taught as a cohort program, students are educated in the fundamental skills necessary to make a difference in the discipline of midwifery and in healthcare of women and newborns: population-level health care, organizational systems, leadership, business management, clinical scholarship, information technology, and policy-making. The Doctor of Nursing Practice (DNP), Nurse Midwifery track, is a full-time, partially frontloaded program, designed to meet the competencies for the practice doctorate in midwifery set forth by the American College of Nurse-Midwives (ACNM) and to meet the ACNM Core Competencies for Basic Midwifery Practice.

The program prepares students as expert nurse midwives for every stage and in every setting in which midwifery care is delivered to women. Because nurse midwives are responsible for direct patient care, students gain hands-on experience in providing gynecologic, antepartum, intrapartum, postpartum, newborn, and breastfeeding care under the supervision of Certified Nurse Midwife (CNM) faculty. Nurse midwifery students will attend births in a variety of settings with a heavy focus on normal physiological birth. They will also be prepared to recognize

and co-manage high-risk obstetric and gynecologic cases within an interdisciplinary healthcare team.

Requirements

Code	Title	Credits
Foundation Core Courses		
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0610	Advanced Nursing Roles and Reflective Practice	3
DNP Core Courses		
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	5
NS 0697	DNP Seminar I	1
NS 0699	DNP Seminar II	1
Advanced Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
Midwifery Courses		
NSMW 0620	Antepartum Care	3
NSMW 0621	Antepartum Clinical	2
NSMW 0622	Women's Primary Care and Gynecological Health I	3
NSMW 0623	Women's Primary Care and Gynecological Health II	3
NSMW 0624	Women's Primary Care and Gynecological Health Clinical	3
NSMW 0625	Intrapartum Care	3
NSMW 0626	Intrapartum Clinical	2
NSMW 0627	Advanced Midwifery Management: At-Risk Childbirth	3
NSMW 0628	Advanced Midwifery Clinical	2
NSMW 0629	Integration to Nurse-Midwifery Practice	6
Total Credits		74

¹ A total of 1000 practicum/immersion hours is required for the DNP Midwifery.

Plan of Study

Course	Title	Credits
First Year		
Fall		
NS 0604	Advanced Health Assessment	4
NS 0610	Advanced Nursing Roles and Reflective Practice	3
NS 0640	Advanced Physiology and Pathophysiology	3
NSMW 0620	Antepartum Care	3
NSMW 0621	Antepartum Clinical	2
	Credits	15
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0641	Advanced Pharmacology	3
NS 0697	DNP Seminar I	1
NSMW 0622	Women's Primary Care and Gynecological Health I	3
	Credits	13
Second Year		
Summer		
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
NSMW 0623	Women's Primary Care and Gynecological Health II	3
NSMW 0624	Women's Primary Care and Gynecological Health Clinical	3
	Credits	12
Fall		
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NSMW 0625	Intrapartum Care	3
NSMW 0626	Intrapartum Clinical	2
	Credits	11
Spring		
NS 0605	Advanced Healthcare Policy	3
NS 0687	DNP Immersion ¹	1
NSMW 0627	Advanced Midwifery Management: At-Risk Childbirth	3
NSMW 0628	Advanced Midwifery Clinical	2
	Credits	9
Third Year		
Fall		
NS 0687	DNP Immersion ¹	2
NSMW 0629	Integration to Nurse-Midwifery Practice	6
	Credits	8
Spring		
NS 0615	Leadership and Interprofessional Collaboration	3

NS 0687	DNP Immersion ¹	2
NS 0699	DNP Seminar II	1
Credits		6
Total Credits		74

¹ A total of 1000 practicum/immersion hours are required for the DNP. One credit of immersion equals 50 hours.

BSN to DNP: Psychiatric Nurse Practitioner Track

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings - institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders, including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the child to the older adult, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The DNP Psychiatric Nurse Practitioner track requires 76 credits of coursework and completion of a DNP Project.

Requirements

Code	Title	Credits
Foundation Core Courses		
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0610	Advanced Nursing Roles and Reflective Practice	3
DNP Core Courses		
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	8
NS 0697	DNP Seminar I	1
NS 0699	DNP Seminar II	1
Advanced Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
Psychiatric Nurse Practitioner		
NS 0650	Psychopathology	3
NS 0652	Mental Health Nursing of Individuals	3
NS 0659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3

NS 0661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NS 0663	Primary Mental Health Nursing Across the Lifespan	2
NS 0665	Mental Health Nursing of Children and Adolescents	2
NS 0666A	Practicum I: PMHNP	4
NS 0666B	Practicum II: PMHNP	4
NS 0666C	Practicum III: PMHNP	4
NS 0667	Psychopharmacology	2
Total Credits		76

¹ A total of 1000 practicum/immersion hours is required for the DNP PMHNP.

Plan of Study

BSN to DNP: Psychiatric Nurse Practitioner Track (Full Time)

Course	Title	Credits
First Year		
Fall		
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0610	Advanced Nursing Roles and Reflective Practice	3
NS 0640	Advanced Physiology and Pathophysiology	3
Credits		9
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0604	Advanced Health Assessment	4
NS 0641	Advanced Pharmacology	3
NS 0697	DNP Seminar I	1
Credits		11
Summer		
NS 0605	Advanced Healthcare Policy	3
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
Credits		9
Second Year		
Fall		
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0650	Psychopathology	3
NS 0665	Mental Health Nursing of Children and Adolescents	2
Credits		11
Spring		
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0652	Mental Health Nursing of Individuals	3

NS 0659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
Credits		9
Summer		
NS 0666A	Practicum I: PMHNP	4
NS 0667	Psychopharmacology	2
NS 0687	DNP Immersion ¹	2
Credits		8
Third Year		
Fall		
NS 0661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NS 0666B	Practicum II: PMHNP	4
NS 0687	DNP Immersion ¹	3
NS 0699	DNP Seminar II	1
Credits		10
Spring		
NS 0663	Primary Mental Health Nursing Across the Lifespan	2
NS 0666C	Practicum III: PMHNP	4
NS 0687	DNP Immersion ¹	3
Credits		9
Total Credits		76

BSN to DNP: Psychiatric Nurse Practitioner Track (Part Time)

Course	Title	Credits
First Year		
Fall		
NS 0610	Advanced Nursing Roles and Reflective Practice	3
NS 0640	Advanced Physiology and Pathophysiology	3
Credits		6
Spring		
NS 0604	Advanced Health Assessment	4
NS 0641	Advanced Pharmacology	3
NS 0697	DNP Seminar I	1
Credits		8
Summer		
NS 0605	Advanced Healthcare Policy	3
NS 0611	Population Health	3
Credits		6
Second Year		
Fall		
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0650	Psychopathology	3
NS 0665	Mental Health Nursing of Children and Adolescents	2
Credits		8
Spring		
NS 0601	Epidemiology and Biostatistics	3

NS 0652	Mental Health Nursing of Individuals	3
NS 0659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
Credits		9
Summer		
NS 0666A	Practicum I: PMHNP	4
NS 0667	Psychopharmacology	2
Credits		6
Third Year		
Fall		
NS 0661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NS 0666B	Practicum II: PMHNP	4
Credits		6
Spring		
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0663	Primary Mental Health Nursing Across the Lifespan	2
NS 0666C	Practicum III: PMHNP	4
Credits		9
Summer		
NS 0612	Research Translation for Clinical Practice	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0687	DNP Immersion ¹	1
Credits		7
Fourth Year		
Fall		
NS 0613	Finance and Quality Management in Healthcare Organizations	3
NS 0687	DNP Immersion ¹	3
NS 0699	DNP Seminar II	1
Credits		7
Spring		
NS 0687	DNP Immersion ¹	4
Credits		4
Total Credits		76

¹ A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

MSN to DNP: Advanced Practice

The Advanced Practice DNP is a practice-focused doctorate for those with certification in an advanced specialty of nursing practice; it is comparable to clinical doctorates in other health disciplines such as pharmacy, physical therapy, and medicine. The Advanced Practice MSN-DNP program will give you the skills you need to excel in today's complex, challenging and ever-changing healthcare environment.

PMHNP Concentration

In response to the overwhelming demand for mental health care today and frequent requests from non-psychiatric Nurse Practitioners for education in psychiatric-mental health care to better meet the needs

of their clients, the Egan School of Nursing and Health Studies offers an expanded MSN-DNP program that includes the didactic and clinical courses required to sit for ANCC certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP). Individuals who currently hold certification as a non-psychiatric Nurse Practitioner (e.g. FNP, ANP, PNP, etc.) and are interested in achieving additional certification as a PMHNP may apply to the Advanced Practice MSN-DNP program with a specialization focus in advanced practice psychiatric nursing.

Requirements

Code	Title	Credits
Foundation Core Courses		
NS 0601	Epidemiology and Biostatistics	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0609	Role Reflective Practice for MSN-DNP Students	1
DNP Core Courses		
NS 0602	Healthcare Economics and Marketing	3
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	8
NS 0697	DNP Seminar I	1
NS 0699	DNP Seminar II	1
Total Credits		32

¹ A total of 1000 practicum/immersion hours is required for the DNP (1 credit = 50 hours). For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

Code	Title	Credits
PMHNP Concentration		
NS 0650	Psychopathology	3
NS 0652	Mental Health Nursing of Individuals	3
NS 0659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NS 0661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NS 0663	Primary Mental Health Nursing Across the Lifespan	2
NS 0665	Mental Health Nursing of Children and Adolescents	2
NS 0666A	Practicum I: PMHNP	4
NS 0666B	Practicum II: PMHNP	4
NS 0666C	Practicum III: PMHNP	4
NS 0667	Psychopharmacology	2
Total Credits		29

Plan of Study

Advanced Practice MSN to DNP

Course	Title	Credits
First Year		
Fall		
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0609	Role Reflective Practice for MSN-DNP Students	1
NS 0611	Population Health	3
Credits		7
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0697	DNP Seminar I	1
Credits		7
Summer		
NS 0602	Healthcare Economics and Marketing	3
NS 0612	Research Translation for Clinical Practice	3
NS 0687	DNP Immersion ¹	2
Credits		8
Second Year		
Fall		
NS 0614	Information Technology for Healthcare Improvement	3
NS 0687	DNP Immersion ¹	2
NS 0699	DNP Seminar II	1
Credits		6
Spring		
NS 0687	DNP Immersion ¹	4
Credits		4
Total Credits		32

Advanced Practice MSN to DNP with PMHNP Concentration

Course	Title	Credits
First Year		
Fall		
NS 0609	Role Reflective Practice for MSN-DNP Students	1
NS 0611	Population Health	3
NS 0650	Psychopathology	3
NS 0665	Mental Health Nursing of Children and Adolescents	2
Credits		9
Spring		
NS 0659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NS 0652	Mental Health Nursing of Individuals	3

NS 0697	DNP Seminar I	1
	Credits	7
Summer		
NS 0667	Psychopharmacology	2
NS 0666A	Practicum I: PMHNP	4
	Credits	6
Second Year		
Fall		
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NS 0666B	Practicum II: PMHNP	4
	Credits	9
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0663	Primary Mental Health Nursing Across the Lifespan	2
NS 0666C	Practicum III: PMHNP	4
	Credits	9
Summer		
NS 0602	Healthcare Economics and Marketing	3
NS 0612	Research Translation for Clinical Practice	3
NS 0687	DNP Immersion	2
	Credits	8
Third Year		
Fall		
NS 0614	Information Technology for Healthcare Improvement	3
NS 0687	DNP Immersion	3
NS 0699	DNP Seminar II	1
	Credits	7
Spring		
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion	3
	Credits	6
	Total Credits	61

¹ A total of 1000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

MSN to DNP: Executive Doctor of Nursing Practice

The Executive DNP is a practice-focused doctorate for current nurse executives/administrators that focuses on leadership and is specifically designed in a flexible, hybrid format for the working professional. This program, which is based on the DNP core, offers specialized leadership courses and integrates the content throughout the students' immersion experiences in hospitals, healthcare systems, and businesses.

Requirements

Code	Title	Credits
Foundation Core Courses		
NS 0601	Epidemiology and Biostatistics	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0609	Role Reflective Practice for MSN-DNP Students	1
DNP Core Courses		
NS 0602	Healthcare Economics and Marketing	3
NS 0611	Population Health	3
NS 0612	Research Translation for Clinical Practice	3
NS 0614	Information Technology for Healthcare Improvement	3
NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	8-20
NS 0697	DNP Seminar I	1
NS 0699	DNP Seminar II	1
Executive DNP		
NS 0605	Advanced Healthcare Policy	3
Total Credits		35-47

¹ A total of 1,000 practicum/immersion hours is required for the DNP (1 credit = 50 hours). For MSN to DNP students, these hours include documented hours of supervision in a MSN program.

Plan of Study

Course	Title	Credits
First Year		
Fall		
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0609	Role Reflective Practice for MSN-DNP Students	1
NS 0687	DNP Immersion ¹	2
	Credits	6
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0687	DNP Immersion ¹	2
NS 0697	DNP Seminar I	1
	Credits	6
Summer		
NS 0602	Healthcare Economics and Marketing	3
NS 0687	DNP Immersion ¹	3
	Credits	6
Second Year		
Fall		
NS 0611	Population Health	3
NS 0687	DNP Immersion ¹	3
	Credits	6

Spring

NS 0615	Leadership and Interprofessional Collaboration	3
NS 0687	DNP Immersion ¹	3
	Credits	6

Summer

NS 0612	Research Translation for Clinical Practice	3
NS 0687	DNP Immersion ¹	3
	Credits	6

Third Year**Fall**

NS 0614	Information Technology for Healthcare Improvement	3
NS 0687	DNP Immersion ¹	2
NS 0699	DNP Seminar II	1
	Credits	6

Spring

NS 0605	Advanced Healthcare Policy	3
NS 0687	DNP Immersion ¹	2
	Credits	5
	Total Credits	47

¹ A total of 1,000 practicum/immersion hours is required for the DNP (1 credit=50 hours). For MSN to DNP students, these hours include documented hours of supervision in a MSN program.

Total Minimum Credits: 35

Master of Science in Nursing

The Marion Peckham Egan School of Nursing admits students into the MSN program in three tracks: Nursing Leadership, Family Nurse Practitioner, and Psychiatric Nurse Practitioner. Practitioner programs lead to a master of science in nursing degree and fulfill academic requirements toward certification as a psychiatric or family nurse practitioner. The master's degree program requires 38 to 55 course credits for completion, depending on the selected track.

The MSN programs prepare candidates to provide quality healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of hospitals and agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The Marion Peckham Egan School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process. Faculty members in the Marion Peckham Egan School of Nursing are exceptionally qualified by academic and clinical preparation. Many faculty also currently practice in their advanced specialty.

Program Outcomes

A graduate of the Marion Peckham Egan School of Nursing and Health Studies MSN program will be able to:

1. Provide advanced nursing assessment, diagnosis, management, and evaluation to achieve individual and system-identified outcomes with respect for cultural diversity and the unique characteristics of the individual, family, and community.
2. Develop cost-effective, holistic patient care including information systems for healthcare delivery.
3. Use an ethical framework to guide the integration of nursing science and theory to inform clinical judgments, facilitate sustainable healthcare solutions, and advocate for patients, families and communities.
4. Negotiate a role within the healthcare delivery system that provides for inter-professional collaboration, interdependence, and a professional identity as an advanced nursing professional with specialized knowledge.
5. Lead inter-professional teams by initiating and maintaining effective working relationships using mutually respectful communication and collaboration.
6. Provide advanced nursing care, management and evaluation of healthcare delivery systems using research, evidence-based protocols, care models, and scholarly debate.
7. Consistently demonstrate critical reasoning at an advanced level of practice and in the management and evaluation of healthcare systems, using the tenets of social responsibility, truth, and justice.
8. Demonstrate continuous self-growth through reflection and active participation in professional activities.
9. Influence the quality of healthcare delivery through local, regional, and national policies.

Programs

- Master of Science in Nursing: Family Nurse Practitioner Track (p. 197)
- Master of Science in Nursing: Nursing Leadership, Clinical Systems Track (p. 195)
- Master of Science in Nursing: Nursing Leadership, Integrated Healthcare Track (p. 196)
- Master of Science in Nursing: Psychiatric Nurse Practitioner Track (p. 198)

Master of Science in Nursing: Nursing Leadership, Clinical Systems Track

The Nursing Leadership program is an advanced education, nurse generalist degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. Graduates of the program will provide leadership at all levels of healthcare to move organizations toward evidence-based systems. This is the perfect degree for graduate nurses who do not wish to be nurse practitioners, but do want to maximize career options in dynamic healthcare environments. Career options include management, clinical nurse leaders, nurse navigators, care coordinators (trauma, stroke), hospital education, adjunct clinical faculty, quality improvement, risk management, and a variety of newly emerging roles. The MSN in Nursing Leadership is based on the assumptions and competencies of the AACN and the development of healthcare leaders. The program equips nurses to advocate for change and gives them the skills to make change happen.

This program targets nurses with diverse career specialties, professional goals and personal interests. In addition to a strong core of courses, the curriculum can be customized to meet the diverse needs of the nursing professional, allowing students to choose between two leadership tracks with coursework outside the Marion Peckham Egan School of Nursing. To better align students with the interdisciplinary healthcare environment, students can choose from the rich variety of courses in any of the graduate schools on campus.

Requirements

Code	Title	Credits
Graduate Core Courses		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
Clinical Systems Leadership Specialty Courses		
NS 0614	Information Technology for Healthcare Improvement	3
NS 0523	Quality Outcomes Management I	4
NS 0524	Quality Outcomes Management II	5
Elective		
Select one graduate-level elective (Arts and Sciences, Business, Education, Engineering)		3
Total Credits		38

Plan of Study

Course	Title	Credits
First Year		
Fall		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
	Credits	4
Spring		
NS 0608	Research Methods for Evidenced-Based Practice	3
	Credits	3
Summer		
NS 0614	Information Technology for Healthcare Improvement	3
	Credits	3
Second Year		
Fall		
NS 0640	Advanced Physiology and Pathophysiology	3
	Credits	3

Spring		
NS 0604	Advanced Health Assessment	4
	Credits	4
Summer		
NS 0641	Advanced Pharmacology	3
	Credits	3
Third Year		
Fall		
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
	Credits	3
Spring		
NS 0601	Epidemiology and Biostatistics	3
	Credits	3
Summer		
NS 0605	Advanced Healthcare Policy	3
	Credits	3
Fourth Year		
Fall		
NS 0523	Quality Outcomes Management I	4
	Credits	4
Spring		
NS 0524	Quality Outcomes Management II	5
	Credits	5
	Total Credits	38

Master of Science in Nursing: Nursing Leadership, Integrated Healthcare Track

The Nursing Leadership program is an advanced education, nurse generalist degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. Graduates of the program will provide leadership at all levels of healthcare to move organizations toward evidence-based systems. This is the perfect degree for graduate nurses who do not wish to be nurse practitioners, but do want to maximize career options in dynamic healthcare environments. Career options include management, clinical nurse leaders, nurse navigators, care coordinators (trauma, stroke), hospital education, adjunct clinical faculty, quality improvement, risk management, and a variety of newly emerging roles. The MSN in Nursing Leadership is based on the assumptions and competencies of the AACN and the development of healthcare leaders. The program equips nurses to advocate for change and gives them the skills to make change happen.

This program targets nurses with diverse career specialties, professional goals and personal interests. In addition to a strong core of courses, the curriculum can be customized to meet the diverse needs of the nursing professional, allowing students to choose between two leadership tracks with coursework outside the Marion Peckham Egan School of Nursing. To better align students with the interdisciplinary healthcare environment, students can choose from the rich variety of courses in any of the graduate schools on campus.

Students are able to choose a concentration in Informatics Nursing within the Integrated Healthcare track of the MSN Leadership program.

Students in this concentration would complete nine credits of coursework in Informatics Nursing and a four-credit clinical practicum in Informatics Nursing.

Requirements

Code	Title	Credits
Graduate Core Courses		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
Integrated Healthcare Leadership Specialty Courses		
NS 0614	Information Technology for Healthcare Improvement	3
NS 0525	Master's Leadership Practicum	3
Electives		
Select 3 graduate-level electives (Arts and Sciences, Business, Education, Engineering)		9
Total Credits		38

Informatics Nursing Concentration

To fulfil a concentration in Informatics Nursing, students will complete the following courses as their required electives:

Code	Title	Credits
IS 0500	Information Systems and Database Management	3
IS 0585	Contemporary Topics in Information Systems and Operations Management	3
MOT 0415	Information Systems	3
Total Credits		9

Plan of Study

Course	Title	Credits
First Year		
Fall		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
Credits		4
Spring		
NS 0608	Research Methods for Evidenced-Based Practice	3
Credits		3

Summer		
NS 0614	Information Technology for Healthcare Improvement	3
Credits		3
Second Year		
Fall		
NS 0640	Advanced Physiology and Pathophysiology	3
Credits		3
Spring		
NS 0604	Advanced Health Assessment	4
Credits		4
Summer		
NS 0641	Advanced Pharmacology	3
Credits		3
Third Year		
Fall		
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Credits		3
Spring		
NS 0601	Epidemiology and Biostatistics	3
Credits		3
Summer		
NS 0605	Advanced Healthcare Policy	3
Credits		3
Fourth Year		
Fall		
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Credits		3
Spring		
NS 0525	Master's Leadership Practicum	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Credits		6
Total Credits		38

Master of Science in Nursing: Family Nurse Practitioner Track

The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults, including women's health. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings but critical care. Students have clinical practica in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice nurses or MDs. The MSN Family Nurse Practitioner track requires 51 credits of coursework, including 12 credits (600 hours) of practicum experience.

Requirements

Code	Title	Credits
Graduate Core Courses		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0614	Information Technology for Healthcare Improvement	3
Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
Family Nurse Practitioner		
NS 0642	Adult Health I	3
NS 0643	Adult Health II	4
NS 0644	Practicum in Adult Health I	4
NS 0645	Care of Children and Families	3
NS 0646	Practicum in Care of Women, Children, and Families	4
NS 0647	Care of At-Risk Populations	3
NS 0648	Practicum in Care of At-Risk Populations	4
Total Credits		51

Plan of Study

Course	Title	Credits
First Year		
Fall		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
NS 0640	Advanced Physiology and Pathophysiology	3
Credits		7
Spring		
NS 0641	Advanced Pharmacology	3
NS 0608	Research Methods for Evidenced-Based Practice	3
Credits		6
Summer		
NS 0605	Advanced Healthcare Policy	3
NS 0604	Advanced Health Assessment	4
Credits		7
Second Year		
Fall		
NS 0614	Information Technology for Healthcare Improvement	3
NS 0642	Adult Health I	3
Credits		6

Spring

NS 0601	Epidemiology and Biostatistics	3
NS 0643	Adult Health II	4
Credits		7

Summer

NS 0644	Practicum in Adult Health I	4
Credits		4

Third Year

Fall

NS 0645	Care of Children and Families	3
NS 0646	Practicum in Care of Women, Children, and Families	4
Credits		7

Spring

NS 0647	Care of At-Risk Populations	3
NS 0648	Practicum in Care of At-Risk Populations	4
Credits		7
Total Credits		51

Master of Science in Nursing: Psychiatric Nurse Practitioner Track

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings: institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the child to the older adult, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The MSN Psychiatric Nurse Practitioner track requires 55 credits of coursework, including 12 credits (600 hours) of practicum experience.

Requirements

Code	Title	Credits
Graduate Core Courses		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
NS 0601	Epidemiology and Biostatistics	3
NS 0605	Advanced Healthcare Policy	3
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0614	Information Technology for Healthcare Improvement	3
Practice Core Courses		
NS 0604	Advanced Health Assessment	4
NS 0640	Advanced Physiology and Pathophysiology	3
NS 0641	Advanced Pharmacology	3
Psychiatric Nurse Practitioner		
NS 0650	Psychopathology	3

NS 0652	Mental Health Nursing of Individuals	3
NS 0659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NS 0661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NS 0663	Primary Mental Health Nursing Across the Lifespan	2
NS 0665	Mental Health Nursing of Children and Adolescents	2
NS 0666A	Practicum I: PMHNP	4
NS 0666B	Practicum II: PMHNP	4
NS 0666C	Practicum III: PMHNP	4
NS 0667	Psychopharmacology	2
Total Credits		55

Plan of Study

Course	Title	Credits
First Year		
Fall		
NS 0521	Advanced Nursing Roles for Systems Leadership and Improvement	4
NS 0640	Advanced Physiology and Pathophysiology	3
Credits		7
Spring		
NS 0604	Advanced Health Assessment	4
NS 0641	Advanced Pharmacology	3
Credits		7
Summer		
NS 0605	Advanced Healthcare Policy	3
NS 0614	Information Technology for Healthcare Improvement	3
Credits		6
Second Year		
Fall		
NS 0608	Research Methods for Evidenced-Based Practice	3
NS 0650	Psychopathology	3
NS 0665	Mental Health Nursing of Children and Adolescents	2
Credits		8
Spring		
NS 0601	Epidemiology and Biostatistics	3
NS 0652	Mental Health Nursing of Individuals	3
NS 0659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
Credits		9
Summer		
NS 0666A	Practicum I: PMHNP	4
NS 0667	Psychopharmacology	2
Credits		6

Third Year

Fall

NS 0661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NS 0666B	Practicum II: PMHNP	4
Credits		6

Spring

NS 0663	Primary Mental Health Nursing Across the Lifespan	2
NS 0666C	Practicum III: PMHNP	4
Credits		6
Total Credits		55

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INDEX

#

5-Year BA/MA in Elementary Education	98
5-Year BA/MA in Secondary Education	99

A

Academic Calendar	5
Academic Policies and General Regulations	7
Accreditations	18
Administration	202
Admission	20
Admission	48
Admission	78
Admission	143
Admission	180
Advanced Graduate Certificates	71
American Studies	24
Applied Psychology	116
ATC in Applied Behavior Analysis	119
ATC in Substance Abuse Counseling	89
ATC in the Integration of Spirituality and Religion in Counseling	89

B

BSN to DNP: Family Nurse Practitioner	186
BSN to DNP: Nurse Anesthesia	188
BSN to DNP: Nurse Midwifery	189
BSN to DNP: Psychiatric Nurse Practitioner	191

C

Certificate in Applied Statistics	40
Certificate in Classroom Technology Integration	106
Certificate in Creative Writing	37
Certificate in Leadership in Educational Technology	106
Certificate in Learning Design and Technology	106
Certificate in Non-Profit Management	42
Certificate in School-Based Marriage and Family Therapy	110
Clinical Systems Leadership	195
College of Arts and Sciences	20
Communication	29
Compliance Statements and Notifications	19
Counselor Education	83
Creative Writing	35

D

Diversity Vision Statement	4
Doctor of Nursing Practice	185
Dolan School of Business	47

E

Educational Studies and Teacher Preparation	89
Educational Technology	101

F

Fairfield University Graduate Overview	4
Family Nurse Practitioner	197

G

Graduate Catalog	3
Graduate Certificate Programs	165
Graduate Certificates	69
Graduate School of Education and Allied Professions	76

I

Integrated Healthcare Leadership	196
--	-----

M

MA in Bilingual Education	135
MA in Clinical Mental Health Counseling	88
MA in Educational Technology	105
MA in Educational Technology with Cross-Endorsement	105
MA in Elementary Education	97
MA in Family Studies	109
MA in Marriage and Family Therapy	110
MA in Remedial Reading and Remedial Language Arts	123
MA in School Counseling	88
MA in Secondary Education	98
MA in Special Education	127
MA in Special Education with Cross-Endorsement	128
MA in Teaching and Foundations	101
MA in TESOL	137
MA/SYC in Special Education with Initial Certification	129
Marion Peckham Egan School of Nursing and Health Studies	169
Marriage and Family Therapy	106
Master of Business Administration	52
Master of Public Administration	42
Master of Science in Nursing	195
Mathematics	37
MFA in Creative Writing	36
MS in Accounting	62

MS in Applied Data Science	147
MS in Business Analytics	65
MS in Electrical and Computer Engineering	149
MS in Finance	68
MS in Management of Technology	153
MS in Mathematics	39
MS in Mechanical Engineering	157
MS in Software Engineering	161
MSN to DNP: Advanced Practice	192
MSN to DNP: Executive DNP	194

P

Programs	24
Programs	52
Programs	83
Programs	147
Programs	185
Psychiatric Nurse Practitioner	198
Psychological and Educational Consultation	112
Public Administration	40

R

Reading and Language Development	119
Remedial Reading and Remedial Language Arts Certification (102)	122
Resources and Services	16

S

School Directory	43
School Directory	71
School Directory	138
School Directory	166
School Directory	199
School of Engineering	143
School Psychology	118
Sixth Year Certificates	88
Special Education	124
Special Education Cross-Endorsement	131
SYC in Educational Technology	105
SYC in Foundations in Education	101
SYC in Remedial Reading and Remedial Language Arts	123
SYC in Special Education	130
SYC in TESOL or Bilingual Education	138

T

TESOL and Bilingual Education	131
-------------------------------------	-----

Tuition, Fees, and Financial Aid	21
Tuition, Fees, and Financial Aid	50
Tuition, Fees, and Financial Aid	80
Tuition, Fees, and Financial Aid	145
Tuition, Fees and Financial Aid	182

U

University Mission	4
--------------------------	---