FAIRFIELD UNIVERSITY
GRADUATE
ACADEMIC CATALOG
2021-2022

College of Arts and Sciences
Dolan School of Business
School of Education and Human Development
School of Engineering
Marion Peckham Egan School of Nursing and Health Studies
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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 5000 students; 4000 undergraduates and 1000 graduate students. Students represent 35 states, Washington, D.C., and 53 countries, and are enrolled in the University's five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, the School of Education and Human Development (formerly the Graduate School of Education and Allied Professions), the 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 44 master's degree programs, 6 doctoral programs, 20 Division I athletic teams, and more than 100 student clubs and organizations. A significant achievement for Fairfield University is that over 68 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, 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

Members of the Fairfield University community are committed to respecting and valuing one another, finding the common good rooted in us all, and working collaboratively to achieve our potential as a modern
Jesuit Catholic institution. We aspire to be an inclusive, welcoming community that is representative of an ever-changing and diverse global populace. The Jesuit tradition of cura personalis, care for the whole person, animates our mission. We educate people who serve for and with others within the rich tapestry of cultures that comprise our contemporary world.

By encouraging dialogue, communication, community partnerships, and a culture of understanding, we foster in our students, faculty, and staff the capacity and desire to build a better world through productive citizenship and societal stewardship.

At Fairfield University, we advance this mission through:

- **Inclusive Excellence** as a critical dimension of our academic mission. We strive to educate through engaging with the broadest possible range of dynamic ideas, perspectives, and identities in an ever-changing world. Embracing the challenges of competing viewpoints is integral to the rigor of our academic enterprise, pushing the horizons of what is known and possible as we pursue our commitment to excellence in teaching and learning.

- **A Diverse Community**, which is a distinguishing hallmark of Jesuit education. We recognize the inherent value and dignity of each person, guided by our Jesuit heritage as informed by the contemporary context. Fairfield is committed to shaping a community of learners from diverse social, economic, racial, cultural, national, and religious backgrounds.

- **Global Engagement** as a defining outcome of a modern Fairfield education. We hope to develop people to serve as global citizens, at home in the world, able to engage in diverse cultural circumstances with an open mind and the capacity to empathize with the perspectives of others. We actively promote an awareness of and sensitivity toward the full range of differences within and well beyond our community of learners.

- **Radical Hospitality** as a way of relating with others, shaped by our Jesuit traditions. Fairfield recognizes the importance of learning about, and living in, an increasingly interconnected, intercultural world and reflects this by striving to become a microcosm of the global community, in which the other is unconditionally welcomed, respected, and valued.

Through radical hospitality, we welcome and invite all into our learning community. We are committed to pursuing shared standards of excellence. In these ways, Fairfield University strives for the *magis* ("the more") in a way that defines modern Jesuit Catholic education.

**Academic Calendar**

The University Academic Calendar may be found on the Registrar’s website. The University reserves the right to change dates and make additional changes whenever necessary.

**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 their 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.

**School of Education and Human Development**

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**

Program Directors 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.*

Special student status may be granted to individuals who have been offered admission to an Egan graduate program but wish to begin taking courses earlier than the formal admission date. Individuals planning to enroll in one of Fairfield University’s graduate programs are strongly encouraged...
encouraged to meet with the Program Director in order to discuss taking courses prior to formal admission.

Any incomplete grades must be resolved before admission to Egan’s graduate programs can be processed. Individuals enrolled as a special status student may take up to two graduate courses, 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 Program Director 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.

### 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. Attending and participating appropriately in classes is both an academic requirement and a professional responsibility. Instructors may assign a failing grade if a student misses too many classes or does not participate appropriately.

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 (3.00) 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 3.00. If the GPA falls below 3.00 in any semester, the student is placed on probation for the following semester and has one semester to bring their GPA above 3.00. If the overall grade point average is again below 3.00 or the GPA falls below 3.00 a second time, the student will be dismissed from the program.

• A student is allowed to earn one B- in any NURS (DNP core nursing) course. A second grade of B- in any NURS 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.

Fairfield University and Bridgeport Hospital Nurse Anesthesia Program
Students in the Nurse Anesthesia Track are subject to all Fairfield University, Bridgeport Hospital, and all other off-site clinical policies and procedures. Bridgeport Hospital and any off-site clinical sites have the right to remove a student from an assignment after the site has determined 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 outlined in the Fairfield University Graduate Catalog.

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), or Counseling and Psychological Services (x2146). 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 School of Education and Human Development 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; 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999</td>
<td>Introductory Undergraduate Courses</td>
<td></td>
</tr>
<tr>
<td>2000-2999</td>
<td>Intermediate Undergraduate Courses</td>
<td></td>
</tr>
<tr>
<td>3000-3999</td>
<td>Upper-Level Undergraduate Courses</td>
<td></td>
</tr>
<tr>
<td>4000-4999</td>
<td>Advanced Undergraduate Courses</td>
<td></td>
</tr>
</tbody>
</table>

**Graduate**

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000-5999</td>
<td>Introductory Graduate Level Courses</td>
<td></td>
</tr>
<tr>
<td>6000-6999</td>
<td>Advanced Graduate Level Courses</td>
<td></td>
</tr>
<tr>
<td>7000-7999</td>
<td>Doctoral Level Courses</td>
<td></td>
</tr>
</tbody>
</table>
Durational Shortage Area Permit (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. Certified teachers who have been offered a DSAP position by a school district must be fully matriculated and have completed 12 credits to be approved by the certification officer.

**DSAP for Initial Certification Candidates:** Initial certification candidates may be eligible to qualify for a one-year DSAP position in lieu of student teaching. To be eligible for the DSAP, the 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 and district officer must complete and sign the DSAP application. The candidate then submits the application to the to the certification officer for approval.

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. No DSAP applications will be endorsed by the certification officer without a program recommendation. Candidates must be enrolled for two semesters (three credits per semester) of University DSAP observation and teaching supervision and a three-credit student teaching/DSAP seminar.

Grading System

**Grades and Academic Average**
The work of each student is graded on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without penalty</td>
</tr>
</tbody>
</table>

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.

**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.

**School of Education and Human Development**
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. Each 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. The names of these students appear in the official, printed commencement materials of that academic year.

Graduate students who have not completed all degree requirements by May but who (a) are registered for all remaining requirements for the degree and (b) will finish all requirements by the following August are permitted to walk in the earlier May ceremony. Although the names of these students will be read at the ceremony, their names will not be published in commencement materials until the following academic year, reflecting their official graduation date.

The University Registrar retains official student records. Commencement materials are based on current information at the time of printing, and changes may occur after final grades have been recorded.

**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 3.50 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.

**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 and Health Studies. 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.
5. 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 Provost. 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 Provost 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
450 Columbus Boulevard
Suite 707
Hartford, CT 06103-1841
Phone: 800-842-0229

Fairfield University is accredited by the New England Commission of Higher Education (NECHE). Students may contact:

NECHE
3 Burlington Woods Drive
Suite 100
Burlington, MA 01803
Phone: 855-866-3272

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 their 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. There is a $10 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 final exam and peak registration periods.

Resources and Services
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 Office of Accessibility is responsible for evaluating and coordinating appropriate accommodations for students with disabilities. Students with disabilities or temporary impairments seeking accommodations because of a
disability or temporary impairment must contact the Office 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 their accommodation letter to each of their 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 Student with Disabilities section of the Student Handbook. Students can also contact The Office of Accessibility to learn more about the disability grievance procedure.

Academic Support Programs

- **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.

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 Career 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 Art Museum** is comprised of the Thomas J. Walsh Art Gallery in the Quick Center and the Bellarmine Hall 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 Pepisco 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.

Career Center

The Fairfield University Career Center provides opportunities for students to participate in a wide variety of career development experiences to prepare them for careers after college. These offerings work in tandem with and augment their academic development. The Office identifies, cultivates and promotes corporate (profit, not-for-profit) part- and full-time employment and internship opportunities, and provides guidance on further educational opportunities post-Fairfield. Further, both the College of Arts and Sciences and the Dolan School of Business provide career and professional development services for their students via centers within each dean’s suite. Services among the various centers include: career exploration programming; professional workshops; employer immersion experiences; developmental resources, recruitment; employer engagement. The University Career Center and its resources are available to all students; however, career counselors are located in each center to support the specific school/college (Egan and Engineering counselors are located in the University Career Center).

DiMenna-Nyselius Library

The DiMenna-Nyselius Library is the academic hub that fuels the creative intellectual curiosity of the Fairfield University community by fostering intellectual potential through teaching and learning and curating resources to expand knowledge and understanding through research and scholarship. The Library offers: access to one million books and ebooks and over 200 databases of academic articles and streaming media; one-on-one research consultations with a librarian in-person, by email, or phone and 24/7 help via chat; online research and citation guides; a student donated textbook collection and course reserves; reservable spaces to conduct group work; a virtual reality room; designated graduate student study space; tech equipment such as computers, laptops, chargers, printers, scanners, and Interlibrary Loan. All first-year undergraduate students and new transfer students are assigned their own Personal Librarian.

24/7 study space is available in the Café and Innovation Lab, and the entire library building is open 24 hours during final exam periods. Check the library website for updated hours.

Academic Commons

Located within the DiMenna-Nyselius Library, the Academic Commons integrates the Library’s collections, research, teaching, and digital scholarship with mentoring and advising, tutoring, support for technology use, and experiential learning that ensures equal access while empowering journeys of self-discovery and lifelong learning.

Student support services now located at the Library include:

- Academic Support and Retention
- ITS Help Desk
- Math Center
- Writing Center
- Office of Accessibility
- Fredrickson Family Innovation Lab

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.

**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 in only 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, my.Fairfield, a web-based portal from which most university online resources can be accessed, and Workday, which securely houses financial and human resources data. 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 and print academic schedules and grades, complete surveys, access student Gmail accounts, and access Life@Fairfield and other student-related functions.

ITS maintains approximately 75 general-use classrooms across campus, as well as specialized instructional spaces and public-use computer labs. The public labs 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.

**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
- Blackboard Resource Page (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 230 (Main Floor)
**Phone:** 203-254-4069 | E-mail (itshelpdesk@fairfield.edu) | Wiki

**Academic Year Hours:**
- Monday-Friday: 7:45am-7:30pm, 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.

**FairfieldU Mobile App**
Download the Fairfield University Modo Campus app today. Students can access their course schedule, view laundry and Stag Bus statuses, use Blackboard for coursework, and stay informed of all social and athletic events. In addition, students have access to the bookstore, DiMenna-Nyselius Library, Life@Fairfield, Student Services, wellness and recreation information, and 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. 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.

**Student Life**

**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, Policies and Procedures, Student Conduct Code, Residential Guidelines, and Clubs and Organizations, please see the Student Handbook.

**Accreditations**
Fairfield University is fully accredited by the New England Commission of Higher Education (NECHE), 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

- The Association to Advance Collegiate Schools of Business (AACSB International)
  - Charles F. Dolan School of Business
- Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
  - BS in Biomedical Engineering
  - BS in Electrical Engineering
  - BS in Mechanical Engineering
- American Chemical Society
  - College of Arts and Sciences
    - BS in Chemistry
- Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE)
  - School of Education and Human Development
    - Marriage and Family Therapy program
- Connecticut State Department of Higher Education (CTOHE)
  - All schools and programs
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
  - GSEAP
    - Clinical Mental Health Counseling and School Counseling programs
- Council for the Accreditation of Educator Preparation Programs (CAEP/NCATE)
  - GSEAP
- Council on Social Work Education (CSWE)
  - Bachelor of Social Work (candidacy for accreditation)
  - Master of Social Work (candidacy for accreditation)
- Commission on Collegiate Nursing Education (CCNE)
  - Marion Peckham Egan School of Nursing and Health Studies
    - Undergraduate Nursing programs
    - Masters Nursing programs
    - Doctoral programs
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
  - Doctorate in Clinical Nutrition Program (granted candidacy for accreditation)
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
  - Nurse Anesthesia Program
- Accreditation Commission for Midwifery Education (ACME)
  - Nurse Midwifery program

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
- 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 Academic Scholars Trust
- Eastern Collegiate Athletic Conference
- EDUCAUSE
- EDUCAUSE Center for Applied Research
- EDUCAUSE Learning Initiative
- Fairfield Chamber of Commerce
- Five College Library Repository
- Greater Bridgeport Regional Business Council
- Higher Education Data Sharing Consortium
- International Association of Campus Law Enforcement Administrators
- International Society for Technology in Education
- Jesuit Association of Student Personnel Administrators
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.
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 seven distinct programs that lead to the Master’s degree: American Studies (MA), Communication (MA), Creative Writing (MFA), Industrial & Organizational Psychology (MA), Interior Design (MA), 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.

Seven 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, the Master of Public Administration (MPA) established in 2013, the Master of Arts in Interior Design launched in 2019, and the Master of Arts in Industrial & Organizational Psychology which joined the College in 2019 – 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 MA in Interior Design provides students with the necessary credentials, industry knowledge and hands-on experience to earn their professional certification in the field of interior design. The MA in Industrial/Organizational Psychology educates students to apply psychological principles and techniques in the work environment that increase individual and organizational productivity.

The College’s graduate programs feature small, seminar-style courses, taught by a combination of full-time Fairfield faculty members and industry professionals who bring their expertise into the classroom.

Degrees

The College of Arts and Sciences offers graduate degrees in the following areas:

- American Studies
- Communication
- Creative Writing
- Industrial/Organizational Psychology
- Interior Design
- Mathematics
- Public Administration
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.
- A non-refundable $65 application fee.
- A professional resume.
- Official transcripts from all previously attended colleges or universities sent to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent to gradadmis@fairfield.edu.
- 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. 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 email (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) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL, IELTS, or PTE Academic 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.1 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.2 Scores must be sent directly from IELTS. A PTE Academic score of 53 is recommended. Fairfield University's ETS code is 3390. TOEFL, IELTS, or PTE Academic testing 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.

1 The School of Education and Human Development requires 84 on the internet based test, with a minimum score of 21 in reading and 23 in writing.
2 For the IELTS, the School of Education and Human Development requires a score of 7.5 or higher for admission.

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 the Office of Accessibility, located in the Academic Commons on the main floor of the DiMenna-Nyselius Library, and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website. 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 (ooa@fairfield.edu), or call 203-254-4000 x2615.

Tuition, Fees, and Financial Aid

Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$65</td>
</tr>
<tr>
<td>Tuition (MA, MPA, MS)</td>
<td>$875 per credit</td>
</tr>
<tr>
<td>Tuition (MFA)</td>
<td>$700 per credit</td>
</tr>
<tr>
<td>Graduate Student Activity Fee</td>
<td>$65 per semester</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$50 per semester</td>
</tr>
<tr>
<td>Residency (MFA)</td>
<td>$1,250 per semester</td>
</tr>
<tr>
<td>Promissory Note Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Transcript</td>
<td>$10</td>
</tr>
</tbody>
</table>

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, spring, and summer terms, 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 per-semester basis. Failure to pay before the next registration period will affect future registration.

10-15 Week Courses

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled</td>
<td>80</td>
</tr>
<tr>
<td>class</td>
<td></td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>60</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before fourth scheduled class</td>
<td>20</td>
</tr>
<tr>
<td>After fourth scheduled class</td>
<td>0</td>
</tr>
</tbody>
</table>

6-9 Week Courses

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled</td>
<td>80</td>
</tr>
<tr>
<td>class</td>
<td></td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
</tbody>
</table>

Before third scheduled class 20
After third scheduled class 0

1-5 Week Courses

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled</td>
<td>80</td>
</tr>
<tr>
<td>class</td>
<td></td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>0</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>% of University Aid Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first scheduled class</td>
<td>0</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>60</td>
</tr>
<tr>
<td>Before fourth scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>After fourth scheduled class</td>
<td>100</td>
</tr>
</tbody>
</table>

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, 2020. 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 their 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.

**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.

**HOW TO APPLY**

**Step One:**

- Complete a Free Application for Federal Student Aid (FAFSA) online, indicating your attendance at Fairfield University (Title IV code 001385).

**Step Two:**

- Complete the required Entrance Counseling, Annual Student Loan Acknowledgement, and Master Promissory Note (MPN) online.

**Step Three:**

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized and it has been determined that you are eligible for federal financial aid, 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 all requirements listed in Step Two.
- 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.
- Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
- A student may only receive federal financial aid for coursework that is needed for degree completion.
- 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.

**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.

**Consumer Information**

Per the Higher Education Opportunity Act of 2008, student consumer information may be found on our website.

**Veterans**

Veterans may apply GI Bill 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 the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

**VA Pending Payment Compliance**

In accordance with Title 38 US Code § 3679 (e), Fairfield University adopts the following additional provisions for any student using U.S. Department of Veterans Affairs Post-9/11 GI Bill® (Chapter 33) or Veteran Readiness and Employment (Chapter 31) benefits.

While payment to the University is pending from the VA, Fairfield University will not prevent the student’s enrollment, assess a late payment fee, require the student to secure alternative or additional funding, or deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the university.

In order to qualify for this provision, such students are required to provide a Chapter 33 Certificate of Eligibility (or its equivalent), or for Chapter 31, a VR&E contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use eBenefits to receive the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot receive a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.

**College Fellowship Program for Veterans**

As part of our commitment to help Veterans attain their educational goals, the College of Arts and Sciences is proud to offer a number of graduate-level veterans’ fellowships to former service members interested in pursuing a Master of Fine Arts (MFA) in Creative Writing or a Master of Public Administration (MPA) from Fairfield University. The College Fellowship may be applied toward any unmet need in the cost of university enrollment, including but not limited to tuition and fees, housing, books and supplies, and travel.

Each of our College Fellowships range from $3000 to $10,000 and are available to veterans enrolled in the College of Arts and Sciences’ MFA or MPA Programs who have exhausted all or a portion of their GI Bill® educational benefits. Documentation verifying veteran status must be provided in order to apply. Students that are awarded a veteran’s fellowship are required to re-apply for a continuation of funds each year, as continued funding is not guaranteed.

The College of Arts and Sciences Veterans’ Fellowships were established through the generosity of the H.W. Wilson Foundation, a philanthropic enterprise that supports educational and charitable programs dedicated to improving the mind, body, and spirit.
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), Jonathan Rauch of the Brookings Institution, and Jennifer Cruz (UCSC), 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:

1. **Critical Issues in American Studies**
   - AMST 5405: Values and Ethics: Social Justice in America
   - AMST 5406: Power, Politics, and Institutions in the United States
   - AMST 5407: America and the World
   - AMST 5408: Immigration, Ethnicity, and Race in United States History
   - AMST 5409: The Radical Imagination

2. Select four courses from the following:
   - AMST 5401: Critical Issues in American Studies
   - AMST 5402: Gender in American Society
   - AMST 5403: Film and American Society
   - AMST 5404: Gender in American Literature
   - AMST 5405: Values and Ethics: Social Justice in America
   - AMST 5406: Power, Politics, and Institutions in the United States
   - AMST 5407: America and the World
   - AMST 5408: Immigration, Ethnicity, and Race in United States History
   - AMST 5409: The Radical Imagination
   - AMST 5410: Gender in American Society

3. Select five additional elective courses in American Studies

   Total Credits: 33

   In consultation with their faculty advisors, students select five courses to create an individualized program of study, choosing from 5000-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 AMST 5999 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

**AMST 5401 Critical Issues in American Studies**

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. Previously AS 0400.
AMST 5405 Values and Ethics: Social Justice in America  3 Credits
This course explores the experiences of individuals and social movements in American culture who from a variety of traditions -- for example religious, political, cultural, philosophical -- found meaning in their lives and ways to make a difference in their worlds. Our approach in this course will examine contradictions and struggles: between the individual and the community, between the ideals which have always motivated Americans and the hard reality in which many Americans have lived, between the commitment to democracy and the tragic failure of its promise, and the ways in which individuals and groups nonetheless worked to build a better future. Previously AS 0405.

AMST 5406 Power, Politics, and Institutions in the United States 3 Credits
This course focuses on a specific political institution or institutions that illustrates larger dynamics and aspects of power, politics, and institutions within the American experience. The overarching objective of the course is to explore the multi-faceted, dynamic, and intersecting dimensions of power within the American political and historical script, as formal rules and structures as well as human experiences, lived practices, beliefs, and cultural norms. Course readings thus encompass a mix of secondary but also primary sources, extending to court documents, statutes, law codes, estate records, diaries, wills, travel reports, novels, oral histories, and letters. Previously AS 0406.

AMST 5407 America and the World  3 Credits
American identity is often imagined solely in terms of the internal dynamic that defines the United States as a nation; however, the idea of America has always been shaped trans-nationally in relation to the world beyond its borders: politically, economically, militarily, culturally. The purpose of this course is to consider in depth questions about how the idea of America has been, and continues to be, shaped beyond its geographical borders. Course themes may include, but are not limited to, the following: American exceptionalism, colonialism, imperialism, neoliberalism and consumer culture, globalization, foreign relations, military conflicts, anti-Americanism, immigration, and migration. Previously AS 0407.

AMST 5408 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. Previously AS 0408.

AMST 5409 The Radical Imagination  3 Credits
This course addresses the ways which dominant narratives of U.S. national identity have been sustained by "social imaginaries" and the ways in which those narratives are challenged by the "radical imagination" in wide-ranging contexts: social and political, religious, literary, the arts, popular culture; all of which might overlap and inform one another at a given historical moment. Using case studies and drawing from a wide range of cultural artifacts, this course explores the radical imagination in United States history. Previously AS 0409.

AMST 5410 Gender in American Society  3 Credits
This course introduces students to the theories, methods, and concepts of the interrelated fields of Women's Studies and Gender Studies, Masculinity Studies, and Sexuality Studies. Our focus is on the contours of these fields, their application across disciplines, and their importance in American Studies. With gender as a key analytical tool, we examine the diversity and dynamism of gendered experiences, taking into account race, class, sexuality, among other facets of identity. The course relies upon theoretical readings and historically situated cultural artifacts to explore gender in the United States, past and present. Previously AS 0410.

AMST 5453 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 un·sophisticated 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. Previously AS 0453.

AMST 5454 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. Previously AS 0461.

AMST 5457 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, Apess, Eastman, Za, Silko, Momaday, Welch, Eyre, Redroad. Previously AS 0471.

AMST 5479 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. Previously AS 0479.
AMST 5483 America in the 1930s 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. Previously AS 0483.

AMST 5484 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. Previously AS 0484.

AMST 5486 Health and Healing in America 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. Previously AS 0486.

AMST 5488 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. Previously AS 0488.

AMST 5501 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'Keefe, 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 Wesselman 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. Previously ASAH 0441.

AMST 5502 American Master Artists and Their Times 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'Keefe, 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. Previously ASAH 0444.

AMST 5511 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. Previously ASEN 0447.
AMST 5521 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. Previously ASHI 0415.

AMST 5522 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. Previously ASHI 0451.

AMST 5531 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 1920s, swing in the 1930s, bop in the 1940s, and present-day evolutions. The course emphasizes connecting the historical period with the music of jazz: America's original art music. Previously ASMU 0401.

AMST 5532 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. Previously ASMU 0402.

AMST 5541 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. Previously ASRS 0442.

AMST 5551 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. Previously ASSO 0469.

AMST 5561 Ethnic American Perf & 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. Previously ASTA 0421.

AMST 5562 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. Previously ASTA 0420.

AMST 5900 Special Topics (Shell) 3 Credits
Topics in American Studies not currently among the program's offerings may be offered once or to allow a professor the opportunity to "test drive" a course for the first time. Previously AS 0495.
AMST 5990 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. Previously AS 0499.

AMST 5999 American Studies Graduate Project  
3 Credits  
This course is the culminating component of the MA program in American Studies. 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 with the faculty mentor and will provide a proposal and preliminary bibliography. Specific guidelines are distributed by the Graduate Program Director. Previously AS 0404.

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

Associate Professor

Alphonso (Politics)  
Garvey (English)  
King (History)  
Lawrence (History)  
Sealey (Philosophy)  
Willsky-Ciollo (Religious Studies)

Assistant Professor

Hohl (History, Visiting)  
Perez (English)  
Rodrigues (Sociology and Anthropology)  
Rugg (Communication)

Lecturer

Palmer (History)

Communication

Message from the Director

Dear Prospective Student,

As students of communication, we study messages. Specifically, we examine the verbal and nonverbal messages that people exchange in various settings. These contexts include organizations, families, relationships, healthcare settings, and the media.

Though we have communicated our entire lives, it is less common for us to think about **how** we communicate, **why** we communicate, and the **effects** of our communication. Exploring the **how**, the **why**, and the **effects** of messages will be the main theme of your graduate coursework. Content will be driven by research, and students will leave having formed their own evidence-based recommendations for practice.

Fairfield University's MA in Communication is a 36-hour degree. Your coursework will be facilitated by talented faculty who are student-centered. Our faculty continues to grow, and we are regularly working to refine our MA with cutting-edge topics. The degree offers great flexibility as it is applicable to numerous careers. There has simply never been a better time to study Communication at Fairfield University.

Ultimately, our aim is to help you achieve your personal and professional goals. We believe our coursework can help do that. If you have additional questions, please do not hesitate to contact me.

Sean M. Horan, PhD  
Interim Director of the MA in Communication Program  
Chair, Department of Communication

Programs

- Master of Arts in Communication  
- Graduate Certificate in Health Communication

Courses

COMM 5321 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: COMM 4321. Previously CO 0497M.
COMM 5322 Leadership Communication  3 Credits
This course examines the processes and complexities of being a leader in today's dynamic organizational environment. The course explores the leadership styles, traits, and communication skills required of effective leaders. In addition, theories of leadership and the impact of culture and ethics, both historically and currently, will be studied. This course uses a combination of lecture, discussion, individual and group learning opportunities, including interviews of professional and community leaders, as well as a written and oral research projects to aid in students' assimilation of the material. Undergraduate equivalent: COMM 3322. Previously CO 0497U.

COMM 5323 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: COMM 3323. Previously CO 0497A.

COMM 5324 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: COMM 3324. Previously CO 0497J.

COMM 5325 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: COMM 3325. Previously CO 0497F.

COMM 5326 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: COMM 4326. Previously CO 0497S.

COMM 5330 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 longer 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: COMM 4330. Previously CO 0497Q.

COMM 5334 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: COMM 3334. Previously CO 0497E.

COMM 5335 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: COMM 3335. Previously CO 0497G.

COMM 5336 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: COMM 4336. Previously CO 0497L.

COMM 5337 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: COMM 3337. Previously CO 0497H.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM 5340</td>
<td>Conflict Communication</td>
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<tr>
<td>COMM 5341</td>
<td>End of Life Communication</td>
<td>3</td>
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<tr>
<td>COMM 5342</td>
<td>Technoculture and Information Society</td>
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<td>COMM 5343</td>
<td>Ethics and Medical Marketing Communication</td>
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<td>COMM 5344</td>
<td>Interracial Communication</td>
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<td>COMM 5345</td>
<td>Relational Communication</td>
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<td>COMM 5347</td>
<td>Communication in Healthcare Organizations</td>
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<td>COMM 5348</td>
<td>Health Risk Communication</td>
<td>3</td>
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<tr>
<td>COMM 5351</td>
<td>Dark Side of Communication</td>
<td>3</td>
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<tr>
<td>COMM 5352</td>
<td>Global Mediated Activism</td>
<td>3</td>
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</table>

**COMM 5340 Conflict Communication**
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: COMM 3340. Previously CO 0497O.

**COMM 5341 End of Life Communication**
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: COMM 4341. Previously CO 0497D.

**COMM 5342 Technoculture and Information Society**
This course explores phenomena, trends, and theories related to emerging information and communication technologies (ICTs), as well as relationships among those technologies, socioeconomic 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: COMM 3342. Previously CO 0497C.

**COMM 5343 Ethics and Medical Marketing Communication**
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: COMM 4343. Previously CO 0497K.

**COMM 5344 Interracial Communication**
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: COMM 3344. Previously CO 0497P.

**COMM 5345 Relational Communication**
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: COMM 3345. Previously CO 0497N.

**COMM 5347 Communication in Healthcare Organizations**
This course explores the organizational communication of modern U.S. healthcare organizations, including: managed care, insurers, healthcare systems, and Medicare/Medicaid. The primary purposes of this course are to provide an understanding of how communication within, and from healthcare corporations impacts the organization, its employees, the health of its customers and U.S. healthcare delivery. This course will evaluate and explore the multidimensional processes involved in healthcare organizations and how communication is critical to their success or failure and to the health and well-being of their customers. Undergraduate equivalent: COMM 3347. Previously CO 0497W.

**COMM 5348 Health Risk Communication**
This course 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: COMM 3348. Previously CO 0497R.

**COMM 5351 Dark Side of Communication**
This course will examine aversive and problematic interactions in the interpersonal, organizational, and instructional settings. Sample topics include hurtful messages, stalking, aggression, jealousy, fatal attraction, and conflict. Students will take a research-based approach to understanding these undesirable, yet very common, communicative messages. Undergraduate equivalent: COMM 3351. Previously CO 0497V.

**COMM 5352 Global Mediated Activism**
This class critically examines processes by which publics use and are used by media in the quest for social change around the globe. Social movements have frequently objected to their representation by mainstream media industries and sought to either affect coverage or produce their own media platforms and narratives. The possibilities for mediated activism have increased in an era of user-generated content, while also introducing increasing competition for the time, attention and enthusiasm of publics. Through theories of social movements, communication technologies and publics this course will address processes of assembling publics in an increasingly mediated society. Undergraduate equivalent: COMM 4352. Previously CO 0497T.
COMM 5400 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. Previously CO 0400.

COMM 5401 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. Previously CO 0420.

COMM 5402 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. Previously CO 0440.

COMM 5410 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. Previously CO 0410.

COMM 5430 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. Previously CO 0430.

COMM 5431 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. Previously CO 0431.

COMM 5432 Communication Training and Development 3 Credits
Communication training and development focuses on "the process of developing skills in order to perform a specific job or task more effectively. Stated simply, to train is to develop skills" (Beebe, Mottet, and Roach, 2013 p. 5). Therefore, this course adopts a research-based approach to understanding training and development, with the ultimate goal of equipping students with skills necessary to become successful corporate trainers. Some students might pursue careers in training, whereas others will not. Regardless of your career choice, though, there will be times in your professional lives where you work "to develop skills" in others. Previously CO 0432.

COMM 5488 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. Previously CO 0448.

COMM 5501 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. Previously CO 0500.

COMM 5502 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. Previously CO 0502.

COMM 5522 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. Previously CO 0522.

COMM 5524 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. Previously CO 0524.
COMM 5530 Media Theory and Criticism 3 Credits
This course introduces students to the study of media in the United States. 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. Previously CO 0530.

COMM 5531 Work/Life Intersections 3 Credits
This course examines those situations where work and life intersect and how humans use communication to create, negotiate, and manage work/life intersections. Previously CO 0531.

COMM 5532 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. Previously CO 0532.

COMM 5537 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). Previously CO 0537.

COMM 5539 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 United States 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. Previously CO 0539.

COMM 5540 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. Previously CO 0540.

COMM 5545 Race, Identity, 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. Previously CO 0545.

COMM 5547 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 the 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. Previously CO 0547.

COMM 5548 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. Previously CO 0548.

COMM 5980 Communication Practicum 3 Credits
The communication practicum is a semester-long internship or other type of placement carried out by graduate students in communication in local, national, or international 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. Previously CO 0498.

COMM 6900 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. Previously CO 0559.
COMM 6961 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. Previously CO 0570.

COMM 6962 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. Previously CO 0571.

COMM 6963 Continuing Project 3 Credits

COMM 6971 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. Previously CO 0560.

COMM 6972 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. Previously CO 0561.

COMM 6973 Continuing Thesis Research 3 Credits

COMM 6990 Independent Study 3 Credits
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. Enrollment by approval of the Graduate Director only, with the sponsorship of a a communication faculty member. Previously CO 0598.

Faculty

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

Professor
Horan, Chair and Interim Graduate Director
Pagano
Zhang, L.

Associate Professor
Rugg
Wills

Assistant Professor
Brennan
Iddins
Ryan
Yook
Zhao

Research Interests
Communication Faculty Research Interests include:
- Alternative Mass Media
- Communication Research Design and Methodologies
- Comparative Media Systems
- Conflict Communication
- Crisis Communication
- Deception
- 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/Relational Communication
- Mass Media and Popular Culture
- Media Criticism
- Media Effects
- Media Institutions
- Negotiation and Management
- New Media Technologies
- Organizational Communication
- Organizational Rhetoric
- Public Relations
- Risk Communication
- Social Uses/Effects of the Media
- Training and Consulting
Master of Arts in Communication

To earn the Master of Arts degree in Communication, students select from one of two tracks. Graduate students in the MA in Communication Program will be required to decide, no later than the start of their tenth course in the Program, which track they intend to pursue.

Graduate students matriculating in the MA in Communication Program at the time these changes are approved by all necessary committees, etc. will be legacied into this new option and prior to enrolling in their tenth course, or COMM 6961 or COMM 6971 (if currently enrolled in their tenth course), may elect to enroll in the non-thesis track detailed below.

**Thesis/Project Track**
This track 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. The student chooses a topic and provides a prospectus and literature review to faculty and reader. 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.

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<thead>
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<tr>
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<td>Communication Philosophies, Theories, and Research Traditions</td>
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<tr>
<td>COMM 5401</td>
<td>Communication Research Design and Methodologies</td>
<td>3</td>
</tr>
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<td>COMM 5402</td>
<td>Ethics and Communication</td>
<td>3</td>
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<td>COMM 6961</td>
<td>Project Proposal</td>
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<tr>
<td>or COMM 6971</td>
<td>Thesis Proposal</td>
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<td>COMM 6962</td>
<td>Independent Project</td>
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<td>or COMM 6972</td>
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Total Credits 36

1 Of these elective courses:

- Two may be from outside the Communication department
- One may be an internship
- One may be an independent study

**Non-Thesis Track**

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<tr>
<td>COMM 5401</td>
<td>Communication Research Design and Methodologies</td>
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<td>COMM 5402</td>
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</table>

Total Credits 36

1 Of these elective courses:

- Two may be from outside the Communication department
- One may be an internship
- One may be an independent study

**Accelerated BA/MA Program**
The Department of Communication offers an accelerated BA/MA program in Communication. Interested students should apply during the spring of their Junior year.

Upon acceptance, students will work directly with the Graduate Director to develop a plan of study. Students will remain at the undergraduate level, but are allowed to register for two graduate classes during their senior year. One class should be COMM 5401, which will replace COMM 4999. Accelerated students are expected to enroll in a communication elective as needed to ensure that ten undergraduate communication courses are taken to complete the major.

During their final semester, typically in the spring, students will need to apply to the program officially to become a matriculated graduate student upon completion of their undergraduate degree.

**Eligibility Requirements**
Full-time, matriculated students in the Department of Communication may apply to the MA in Communication Program if they fulfill the following criteria:

- GPA of 3.20 or higher
- Completion of at least 96 credits prior to the start of their senior year

**Graduate Certificate in Health Communication**
The health communication certificate program is designed for nursing, physician, physician assistant, advanced practice registered nurses, or other providers. It is intended to improve patient-provider and provider-provider communication that would be expected to not only reduce the risk of adverse events, but also improve certificate-providers’ relationships with patients and colleagues, as well as decrease their stress and burnout risks.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
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<td>COMM 5402</td>
<td>Ethics and Communication</td>
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<tr>
<td>COMM 5501</td>
<td>Interpersonal Communication</td>
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<td>COMM 5522</td>
<td>Communication and Organizational Leadership</td>
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<td>COMM 5547</td>
<td>Healthcare Organizational Communication</td>
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<tr>
<td>COMM 5548</td>
<td>Health Communication</td>
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</table>

Total Credits 12

Courses successfully completed for the certificate may be applied towards the MA in Communication at Fairfield University. With permission from the Graduate Director, coursework completed for the certificate can...
be transferred into the MA if the student applies and is accepted into the MA at a later date.

Creative Writing

Message from the Director

Dear writer, poet, playwright, or screenwriter, memoirist, novelist, essayist, dabbler, explorer, lost or un-lost wanderer,

However you would describe your relationship to your work, we are happy you’ve made your way to us at the Fairfield University Low-Residency MFA Program in Creative Writing. Our writing community is comprised of a rich mix of voices brought together by the common goal of improving our craft. We do that through intensive nine-day residencies twice a year combined with close one-on-one mentorship during the intervening summers. Our low-residency model allows writers a balance of intensive instruction in community (through residencies) and rigorous individual craft-based study and guidance (through one-on-one mentorships).

We offer concentrated study in fiction, nonfiction, poetry, screen- and playwriting, and encourage multi-genre experimentation. Our institution’s Jesuit orientation, which encourages us to be both self-reflective and outward-turned toward community, and our program’s extensive offerings and options to layer on concentrations in editing and publishing, literary health and healing, social justice, or spiritual writing are key aspects that make our program distinctive and unique.

For those who apply to the MFA program with impressive publishing credentials or unpublished work of high quality, we have created a Prior Learning Assessment that grants up to a semester’s credit for individual work. We also have a robust Veterans Fellowship program supporting service members entering our program after their GI benefits have been utilized. Both of these populations, and some who overlap into both categories, enrich our workshop environment and contribute to a highly diverse and engaged writer’s community at Enders Island residencies. Those who come in with less completed work but the seed of a long-delayed project, or come to us fresh from undergraduate study with many possible ideas, are met by faculty members who are skilled writers and teachers, ready to differentiate instruction and fully prepared with many pertinent assignments and texts for individual study. In short, at Fairfield you will find a community poised to assist with your growth, and to celebrate it.

Choosing to formalize a lifelong passion for writing by pursuing an advanced degree such as ours is a huge step. The choice of program can be intuitive, and fit is crucial. Because of that, there’s no substitute for experiencing a bit of the program for yourself, by visiting our residency. If it’s feasible for you, please consider joining us during a residency for a meal, an afternoon seminar, or a reading. If it’s not convenient to visit, I’m happy to speak with you further about how the program might best fit with your writing life and your needs. I’m available to arrange a residency visit or to answer your questions by phone at 843-814-7159 or by email (cdavis13@fairfield.edu).

With warm wishes for your work,

Carol Ann Davis, MFA
Director of the MFA Program

Programs

- Master of Fine Arts in Creative Writing
- Certificate in Creative Writing

Courses

ENGL 5441 Fiction
Corequisite: ENGL 5991.
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. Previously ENW 0444.

ENGL 5442 Non-Fiction
Corequisite: ENGL 5992.
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. Previously ENW 0445.

ENGL 5443 Poetry
Corequisite: ENGL 5993.
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. Previously ENW 0446.
ENGL 5444 Stage and Screen  
**6 Credits**

Corequisite: ENGL 5994.

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. Previously ENW 0445.

ENGL 5990 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. Previously ENW 0452.

ENGL 5991 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 their assigned mentor. Under the mentor's guidance, the student will develop a plan to improve their 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 midterm assessment of the student's development and a final assessment along with a grade. Previously ENW 0447.

ENGL 5992 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 their assigned mentor. Under the mentor's guidance, the student will develop a plan to improve their 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 midterm assessment of the student's development and a final assessment along with a grade. Previously ENW 0448.

ENGL 5993 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 their assigned mentor. Under the mentor's guidance, the student will develop a plan to improve their 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 midterm assessment of the student's development and a final assessment. Previously ENW 0449.

ENGL 5994 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. Previously ENW 0451.

### Faculty

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

**Professor**

Davis, C.A., Director

**Associate Professor of the Practice**

Klay

**Lecturer**

Ahmed  
Basch  
Evans  
Davis  
Kim  
Klay  
Moore  
Muaddi Darraj  
Osborn  
Páramo  
Patrick  
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, social justice, and literary health and healing. Students attend two annual nine-day residencies. Each residency is followed by a five-month independent course of study during spring and fall semesters with a single faculty mentor. A total of 60 credits are needed for graduation, including four residencies, four 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 5441</td>
<td>Fiction</td>
<td>24</td>
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<td>or ENGL 5442</td>
<td>Non-Fiction</td>
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<td>or ENGL 5443</td>
<td>Poetry</td>
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<td>or ENGL 5444</td>
<td>Stage and Screen</td>
<td></td>
</tr>
<tr>
<td>ENGL 5991</td>
<td>Independent Study: Fiction</td>
<td>36</td>
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</table>
The skills, psychological principles, and methodologies mastered in the number of universities such as Loyola, UConn, and Fairfield University. and Merrill Lynch; and by the Red Cross, the Justice Department, and a sampling, Bank of Montreal, Deloitte & Touche, Hewitt Associates, Toyota, 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.

Programs

- Master of Arts in Industrial/Organizational Psychology
- Five-Year Integrated Bachelor and Master of Arts in Industrial/Organizational Psychology
Courses

PSYC 5110 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 five-year integrated bachelor's and master's degree in Industrial/Organizational Psychology, permission of the instructor is required. Previously PY 0420.

PSYC 5230 Psychology of Personality 3 Credits
In what ways do you differ from other people, and in what ways are you similar? How did you come to be that way? The psychology of personality examines how individual differences in tendencies toward attitudes, behavior, and cognition cohere into stable constellations that people recognize as personality. Topics will include personality assessment, personality development, personality stability and change, biological and contextual influences on personality, emotion and motivation, and psychological adjustment. Although we will explore the major historical perspectives in personality research, the course will focus primarily on current empirical research and modern theories of personality. Additionally, throughout the course we will emphasize potential applications of personality science in business and industry. Previously PY 0435.

PSYC 5240 Organizational Development 3 Credits
Prerequisite: PSYC 5110.
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. Previously PY 0406.

PSYC 5810 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 non-parametric tests of significance. Applied Psychology students must earn at least a B in this course for the course to count toward their degree. Candidates with a prior course in statistics may try to test out before the first class. Students must 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. Previously PY 0433.

PSYC 5820 Research in Psychology 3 Credits
Prerequisite: PSYC 5810.
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. Previously PY 0571.

PSYC 6230 Program Evaluation 3 Credits
Prerequisites: PSYC 5810, PSYC 5820.
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. Previously PY 0475.

PSYC 6240 Consulting Theory and Practice 3 Credits
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. Previously PY 0480.

PSYC 6260 Development and Training Programs 3 Credits
Prerequisite: PSYC 5110.
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. Previously PY 0455.

PSYC 6510 Fundamentals of Survey Design 3 Credits
Prerequisite: PSYC 2810 or PSYC 5810.
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. Previously PY 0501.

PSYC 6520 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. Previously PY 0485.

PSYC 6530 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. Students learn and experiment with a variety of interviews in different contexts. Previously PY 0471.
Master of Arts in Industrial/Organizational Psychology

Tomlin, Associate Professor of the Practice
McClure, Andreychik, Professor

Cumulative GPA of 3.0 required to sit for the exam. Previously PY 0098.

Completion of 24 credits, 18 of which must be specifically in psychology, eligible to take the master’s comprehensive examination after successful completion 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. Previously PY 0098.

Faculty

Professor
Andreychik
McClure, chair

Associate Professor of the Practice
Tomlin, director

Master of Arts in Industrial/Organizational Psychology

Requirements

<table>
<thead>
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<td>PSYC 5230</td>
<td>Psychology of Personality</td>
<td>3</td>
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<td>PSYC 5240</td>
<td>Organizational Development</td>
<td>3</td>
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<td>PSYC 5810</td>
<td>Behavioral Statistics</td>
<td>3</td>
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<td>PSYC 5820</td>
<td>Research in Psychology</td>
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<td>PSYC 6230</td>
<td>Program Evaluation</td>
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<td>PSYC 6240</td>
<td>Consulting Theory and Practice</td>
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<td>PSYC 6260</td>
<td>Development and Training Programs</td>
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<td>PSYC 6510</td>
<td>Fundamentals of Survey Design</td>
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<td>PSYC 6520</td>
<td>Performance Coaching</td>
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<td>PSYC 6530</td>
<td>Effective Interviewing</td>
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<td>PSYC 6850</td>
<td>Field Work in Applied Psychology</td>
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<td>PSYC 6999</td>
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<td>Communication Philosophies, Theories,</td>
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<td>and Research Traditions</td>
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<td>COMM 5410</td>
<td>Perspectives and Theories in</td>
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<td>Organizational Communication</td>
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</table>

PSYC 6999 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. Previously PY 0098.

Five-Year Integrated Bachelor and Master of Arts in Industrial/Organizational Psychology

The integrated program is an opportunity for Fairfield University undergraduate psychology students to leverage their success in the major towards their graduate degree. It is an intensive program (three semesters of additional coursework and exams), in which students prepare themselves for a career as I/O psychology practitioners. The program is ideal for students who are looking to apply their psychology, analytical, and communication skills in settings ranging from large organizations to small consultancies.

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 3.00 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: PSYC 2810, PSYC 2820, and PSYC 5110.

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.

Current undergraduate students or recent alumni who earned the required grades of B+ in both PSYC 2810 and PSYC 2820 but who did not take PSYC 5110 are eligible to apply for a modified MA program of 33 credits, at the discretion of the program director. If admitted, such students must complete PSYC 5110 with a grade of B+ or better within the first 9 credits of graduate coursework.
If you have always been interested in design but have not pursued its study, this program can be the beginning of an exciting new career.

The curriculum has a core of courses which provides firm grounding in the field for students. In addition, electives may be chosen according to each student's interests and in consultation with a faculty advisor. We offer day and evening courses during the summer term as well as the traditional semester schedule to make earning credits that much easier for working professionals and returning students.

The Fairfield interior design MA culminates in a faculty-mentored major capstone project which involves research and which will develop into a major interior design project of your choosing.

I encourage you to look over the courses we offer and consider joining us for an in depth study of a very exciting, and creative field.

Robert A. Hardy, ASID, IDEC, NCIDQ
Director of the MA in Interior Design

**Programs**

- Master of Arts in Interior Design
- Certificate in Professional Interior Design
- Certificate in Residential Interior Design

**Courses**

**IDSN 5405 Drawing and Presentation**
3 Credits
This course is an introduction to drafting techniques for the preparation of architectural interior drawings emphasizing drafting and detailing room plans, elevations and sections. Course covers drafting for architectural purposes, drawing for client presentation, techniques of presentation, and board mounting. A final project with finished floor plans, elevations, and sample boards is required. Previously IN 0405.

**IDSN 5407 Color Design**
3 Credits
Prerequisite: IDSN 5405.
Students develop proficiency in discerning basic color differences and visualizing color application. Students learn color mixing and identification, color scheme planning, pattern and scale. Previously IN 0407.

**IDSN 5409 Basic Computer-Aided Design (CAD)**
3 Credits
Prerequisite: IDSN 5405.
An introduction to computer aided drafting and design concepts, methods, and skills used in Interior Design. Students learn to use the basic commands of AutoCAD software to produce architectural and interior drawings including floor-plans, elevations, sections, and details. Students should note that this course will be taught using Microsoft Windows. Students should bring their own laptop with AutoCAD LT software installed to each class. Previously IN 0409.

**IDSN 5410 Interior Design I**
3 Credits
Prerequisite: IDSN 5405.
Students develop the judgment and skill needed to conceive and execute a successful residential interior design project. Through weekly design problems, students integrate aesthetics and function. Students experience the issues and difficulties a professional must face, learning the appropriate steps from client interview to presenting accurate scale drawings in plan and elevation. Previously IN 0410.
IDSN 5411 Textiles for Interiors 3 Credits
A survey of textile manufacture from fiber to finished fabric with emphasis on the textile's attributes for determining quality and usage. The student is introduced to construction methods, dyeing, printing, and finishing processes with discussion of various applications. Previously IN 0411.

IDSN 5413 History of Furniture I 3 Credits
This course examines the major styles of furniture from Egyptian through the Renaissance and Baroque (15th-17th centuries) to the Rococo and Neoclassic periods (early 19th century). Examples will be drawn mainly from Italy, France, England, and Germany, with emphasis on mastering the specific features of each style and on understanding the ideas that influenced the furnishings in each era. Previously IN 0413.

IDSN 5414 History of Furniture II 3 Credits
This course examines American furniture from 1650-1830 and its relationship to English prototypes. The course covers Victorian furniture styles through contemporary trends in both the United States and in Europe. Emphasis is placed on learning the characteristics of each period as well as a discussion of the materials culture of the time. Previously IN 0414.

IDSN 5417 History of Architecture and Interior Design 3 Credits
A survey of architecture and interiors from antiquity to the present and the cultural factors affecting them. Among the civilizations, periods, and styles to be included are Egypt, Greece, Rome, the Middle Ages, the Renaissance, Baroque, Rococo, and Modern. Previously IN 0417.

IDSN 5421 Sustainable Design 2 Credits
This course aims to simplify the complex world of sustainable design and how it relates to global environmental issues, climate change, and health. Course topics include an overview of the big picture of sustainability, case studies, the LEED rating system, best practice systems and the integrative design team, the impact of design and construction practices and specification of non-toxic materials on the health of occupants and the environment, guest speakers, and field trips for green resources. Previously IN 0421.

IDSN 5422 Rendering 3 Credits
Prerequisite: IDSN 5405.
A rendered drawing relies on tone as the basis for the perception of form. Using the media of pencil, colored pencil, pen and ink, markers, watercolor, and their various combinations, students learn to achieve a higher degree of professionalism in interior design presentations and perspective drawings. Previously IN 0422.

IDSN 6509 3-D Architectural Computer-Aided Design (CAD) 3 Credits
Prerequisite: IDSN 5409.
Continuing with skills learned in Basic CAD, this course is an introduction to the application of 3-D Computer Aided Design concepts, methods, and skills used specifically in interior design projects. Autodesk REVIT software applications will be used to produce fully rendered 3-D architectural computer aided designs for portfolio. Previously IN 0509.

IDSN 6511 Interior Design II 3 Credits
Prerequisite: IDSN 5410.
Building on the design fundamentals of Interior Design I, students continue to practice space planning, and learn to prepare and deliver persuasive presentations. Class covers tools designers have to work with, including color, special finishes, building materials, furnishings, fabrics, window treatments, floor coverings, and accessories, with special emphasis on kitchen and bath design. Creativity is fostered through a series of residential design problems reinforcing the logical nature of the design process. Previously IN 0511.

IDSN 6512 Interior Design III 3 Credits
Prerequisite: IDSN 6511.
Students document, by blueprint and/or photos, an existing residential space, including complete floor plans, furniture detailing prospective drawing of one space, lighting plans, and detailed presentation boards, showing all fabrics, furniture, wall coverings, and rugs obtained solely from New York showrooms. Previously IN 0512.

IDSN 6513 Interior Design IV 3 Credits
Prerequisite: IDSN 6512.
Through a series of lectures, hands-on developmental planning, and individual guidance, students deal with different topics including: major residential/small commercial space planning and remodeling, kitchen and bath design with plumbing and HVAC, architectural and furniture design with detailing and construction drawings, estimating, and application of design materials including flooring, wall-covering, window treatments, and upholstery. This knowledge will be applied to the renovation of an existing New York City brownstone. Previously IN 0513.

IDSN 6514 Commercial Design 3 Credits
Prerequisite: IDSN 6513.
Students learn the importance of the surrounding environment in a working situation and professional techniques for planning and executing business interiors. Readings, lectures, project organization, and studio assignments stress the principles of good design and the practical skills needed to function professionally. Previously IN 0514.

IDSN 6515 Lighting for Interiors 3 Credits
Prerequisite: IDSN 5405.
An introduction to various types of lighting equipment and their characteristics. Students learn how to accurately interpret professional lighting catalogs, to calculate appropriate light levels, and to apply this knowledge to a professional lighting plan. Previously IN 0515.

IDSN 6516 Kitchen and Bath Design 3 Credits
Prerequisite: IDSN 5405.
This specialty course addresses the specific principals of kitchen and bath design with emphasis on function, style, and health and safety. Attention will be paid to the industry guidelines as established by the National Kitchen and Bath Association. There will be segments on products and materials, lighting, and plumbing. Design and drafting principals will be a major emphasis of this overview course and will touch on universal design. There will be an opportunity to design an actual case study of a kitchen/bathroom. This course will expose students to the knowledge and professionalism required to be a successful kitchen and bath designer. Previously IN 0516.

IDSN 6518 Interior Design V 3 Credits
Prerequisite: IDSN 6513.
Students begin to deal with the more technical aspects of contract design, commercial design and construction, including large-scale space-planning, structural coordination, barrier-free design, building codes/ regulations, and contract documents. This is an online course. Previously IN 0518.

IDSN 6519 Interior Design VI 3 Credits
Prerequisite: IDSN 6518.
Through lecture, reading, and a series of design problems, students will continue to increase their skill in the application of the many aspects of contract design. The semester will culminate in the execution of a large-scale commercial space planning project. Previously IN 0519.
To earn a Master of Arts degree in interior design, students must:

### Requirements

- **Prerequisites:**
  - ASID or IIDS as professional members.
  - NCIDQ exam to become certified interior designers and to be able to join ASID or IIDS as professional members.

Students who complete the MA program will be qualified, along with a documented work requirement, to sit for the NCIDQ exam to become certified interior designers and to be able to join ASID or IIDS as professional members.

**Certificate in Professional Interior Design**

Fairfield University’s Certificate in Professional Interior Design continues beyond the Residential Certificate to broaden the student’s exposure and understanding to include more complex interior design concepts which include more extensive space planning, barrier-free design, plumbing, wiring, construction and egress codes which apply to public space as well as residential spaces. The curriculum also exposes students to a broader range of subjects that are part of the study and application of interior design.

The Certificate can be earned as part of the requirements of the MA program or on its own and students may transition into the MA program at any time. Students may join ASID as student members and may advance to Allied ASID membership upon completion of the Professional Certificate.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDSN 5405</td>
<td>Drawing and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5407</td>
<td>Color Design</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5409</td>
<td>Basic Computer-Aided Design (CAD)</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5410</td>
<td>Interior Design I</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5411</td>
<td>Textiles for Interiors</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5413</td>
<td>History of Furniture I</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5414</td>
<td>History of Furniture II</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5417</td>
<td>History of Architecture and Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 5421</td>
<td>Sustainable Design</td>
<td>2</td>
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<tr>
<td>IDSN 5422</td>
<td>Rendering</td>
<td>3</td>
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<tr>
<td>IDSN 6509</td>
<td>3-D Architectural Computer-Aided Design (CAD)</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6511</td>
<td>Interior Design II</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6512</td>
<td>Interior Design III</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6513</td>
<td>Interior Design IV</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6514</td>
<td>Commercial Design</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6515</td>
<td>Lighting for Interiors</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6516</td>
<td>Kitchen and Bath Design</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6518</td>
<td>Interior Design V</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6519</td>
<td>Interior Design VI</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6520</td>
<td>Perspective Techniques</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6521</td>
<td>Business of Interior Design</td>
<td>1</td>
</tr>
<tr>
<td>IDSN 6999</td>
<td>Capstone and Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 63**

1. During the final semester, the student will research and defend an advanced interior design project chosen with the guidance of the instructor and its execution will become the capstone project.
Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDSN 6511</td>
<td>Interior Design II</td>
<td>3</td>
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<tr>
<td>IDSN 6512</td>
<td>Interior Design III</td>
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<tr>
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<tr>
<td>IDSN 6520</td>
<td>Perspective Techniques</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6521</td>
<td>Business of Interior Design</td>
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Select one elective course from the following: 2-3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>IDSN 5417</td>
<td>History of Architecture and Interior Design</td>
</tr>
<tr>
<td>IDSN 5421</td>
<td>Sustainable Design</td>
</tr>
<tr>
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<tr>
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<td>Commercial Design</td>
</tr>
<tr>
<td>IDSN 6516</td>
<td>Kitchen and Bath Design</td>
</tr>
</tbody>
</table>

Total Credits: 42-43

Certificate in Residential Interior Design

Fairfield University's Certificate in Residential Interior Design is designed for graduate students who are interested in specializing in residential interiors and in developing an impressive residential design portfolio for successful entry into the field.

With a faculty of dedicated professionals, students have the opportunity to experience first-hand the work that residential interior designers do. With the development of sketches, drawings to scale and formal presentations students learn to communicate effectively their creative ideas. Both the client and the trades who execute the work must fully understand all details for the completion of a successful project.

Creative problem solving becomes an integral part of the process with individual guidance and support from the instructor as students deal with real life design issues. Classes that are offered both day and evening are flexible to accommodate a busy lifestyle.

The Certificate can be earned as part of the requirements for the MA program or on its own. Students may also continue to complete the Certificate in Professional Interior Design or transition into the MA program at any point. Students enrolled in any of the interior design graduate programs may join ASID as student members.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDSN 5405</td>
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</tr>
<tr>
<td>IDSN 5407</td>
<td>Color Design</td>
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<td>IDSN 5410</td>
<td>Interior Design I</td>
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</tr>
<tr>
<td>IDSN 5413</td>
<td>History of Furniture I</td>
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</tr>
<tr>
<td>IDSN 5414</td>
<td>History of Furniture II</td>
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</tr>
<tr>
<td>IDSN 6511</td>
<td>Interior Design II</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6512</td>
<td>Interior Design III</td>
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</tr>
<tr>
<td>IDSN 6520</td>
<td>Perspective Techniques</td>
<td>3</td>
</tr>
<tr>
<td>IDSN 6521</td>
<td>Business of Interior Design</td>
<td>1</td>
</tr>
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Select two elective courses from the following: 5-6

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>IDSN 5409</td>
<td>Basic Computer-Aided Design (CAD)</td>
</tr>
<tr>
<td>IDSN 5411</td>
<td>Textiles for Interiors</td>
</tr>
<tr>
<td>IDSN 5417</td>
<td>History of Architecture and Interior Design</td>
</tr>
</tbody>
</table>

Total Credits: 30-31

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, or evidence of an ability to think precisely and quantitatively at the level necessary for graduate work in mathematics. Our program caters to students in many different situations, including, but not limited to, teachers at the middle, high school and two year college levels, business professionals whose work is quantitative in nature, IT and software professionals, those who deal with and analyze data, 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
- Certificate in Applied Statistics
- Certificate in Financial Mathematics
### Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5401</td>
<td>Introduction to Applied Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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. Previously MA 0401.</td>
<td></td>
</tr>
<tr>
<td>MATH 5417</td>
<td>Applied Statistics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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. Previously MA 0417.</td>
<td></td>
</tr>
<tr>
<td>MATH 5418</td>
<td>Applied Statistics II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: MATH 5417. This course is a continuation of MATH 5417 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. Previously MA 0418.</td>
<td></td>
</tr>
<tr>
<td>MATH 5435</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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 MATH 5401. Previously MA 0435.</td>
<td></td>
</tr>
<tr>
<td>MATH 5451</td>
<td>Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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. Previously MA 0451.</td>
<td></td>
</tr>
<tr>
<td>MATH 5452</td>
<td>Statistics Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: MATH 5451. 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. Previously MA 0452.</td>
<td></td>
</tr>
<tr>
<td>MATH 5472</td>
<td>Complex Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This graduate-level treatment of complex 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. Previously MA 0471.</td>
<td></td>
</tr>
<tr>
<td>MATH 5474</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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. Previously MA 0436.</td>
<td></td>
</tr>
<tr>
<td>MATH 5490</td>
<td>Special Topics (Shell)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematical topics not currently among the department’s offerings may be offered once or to allow a professor the opportunity to &quot;test drive&quot; a course for the first time. Previously MA 0495.</td>
<td></td>
</tr>
</tbody>
</table>
MATH 6510 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. Previously MA 0510.

MATH 6531 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 MATH 5401. Previously MA 0531.

MATH 6532 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 MATH 5401. Previously MA 0532.

MATH 6535 Advanced Abstract Algebra 3 Credits
Prerequisite: MATH 5436.
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. Previously MA 0535.

MATH 6537 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. Previously MA 0537.

MATH 6550 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. Previously MA 0550.

MATH 6555 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. Previously MA 0555.

MATH 6577 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. Previously MA 0577.

MATH 6578 Math of Financial Derivatives 3 Credits
Prerequisite: MATH 6550.
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. Previously MA 0578.

MATH 6583 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. Previously MA 0583.

MATH 6585 Topology 3 Credits
Prerequisite: MATH 5471.
This course provides an introductory, graduate-level treatment of point-set and algebraic topology and topological methods. This is a proof-intensive course. Previously MA 0585.

MATH 6990 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 or 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. Previously MA 0599.

MATH 6999 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. Previously MA 0590.

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
Demers
Fine
Mulvey
Sawin, Chair
Staecher
Weiss

Associate Professor
Baginski
McSweeney
Rafalski
Striuli

Assistant Professor
Berikkyzy
Casement
Zhang
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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5435</td>
<td>Linear Algebra ¹</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5471</td>
<td>Real Analysis ¹</td>
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</tr>
<tr>
<td></td>
<td><strong>Select two of the following Proof-Intensive courses:</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>MATH 5436</td>
<td>Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 5452</td>
<td>Statistics Theory</td>
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</tr>
<tr>
<td>MATH 5472</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 6535</td>
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<tr>
<td>MATH 6537</td>
<td>Number Theory</td>
<td></td>
</tr>
<tr>
<td>MATH 6583</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>MATH 6585</td>
<td>Topology</td>
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Elective Courses

Select six courses from the following: **18**

<table>
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<tr>
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<tbody>
<tr>
<td>MATH 5401</td>
<td>Introduction to Applied Mathematics</td>
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<tr>
<td>MATH 5417</td>
<td>Applied Statistics I</td>
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<tr>
<td>MATH 5418</td>
<td>Applied Statistics II</td>
<td></td>
</tr>
<tr>
<td>MATH 5436</td>
<td>Abstract Algebra</td>
<td></td>
</tr>
<tr>
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<td>MATH 5452</td>
<td>Statistics Theory</td>
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</tr>
<tr>
<td>MATH 5472</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH 6510</td>
<td>Foundations and Set Theory</td>
<td></td>
</tr>
<tr>
<td>MATH 6531</td>
<td>Dynamical Systems</td>
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<tr>
<td>MATH 6532</td>
<td>Partial Differential Equations</td>
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<td>MATH 6535</td>
<td>Advanced Abstract Algebra</td>
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</tr>
<tr>
<td>MATH 6537</td>
<td>Number Theory</td>
<td></td>
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<tr>
<td>MATH 6550</td>
<td>Classical Financial Mathematics</td>
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<tr>
<td>MATH 6556</td>
<td>Use of Technology in the Classroom</td>
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<td>MATH 6577</td>
<td>Numerical Analysis</td>
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<td>MATH 6578</td>
<td>Math of Financial Derivatives</td>
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<tr>
<td>MATH 6583</td>
<td>Geometry</td>
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<td>MATH 6585</td>
<td>Topology</td>
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</table>

Capstone

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 6999</td>
<td>Capstone Project (Pass/Fail) ²</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits **30**

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

² Each student should complete, generally in their 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 their advisor, should develop a proposal in advance for their 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. The certificate can be earned as part of the requirements for the MS program or on its own.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5417</td>
<td>Applied Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5418</td>
<td>Applied Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5451</td>
<td>Probability Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5452</td>
<td>Statistics Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits **12**

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

Certificate in Financial Mathematics

Fairfield University’s certificate program in financial mathematics is designed for financial professionals looking for a command of the mathematics and theory underlying finance and for those with mathematical and quantitative aptitude who want to learn to incorporate an understanding of finance. Participants acquire quantitative and qualitative skills and knowledge important to advancing careers in investment banking, hedge funds, and financial markets, and develop an understanding of the deep mathematics that underlies modern financial thinking and sophisticated financial instruments.

Fairfield’s financial mathematics 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. The certificate can be earned as part of the requirements for the MS program or on its own.

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>MATH 6550</td>
<td>Classical Financial Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6578</td>
<td>Math of Financial Derivatives</td>
<td>3</td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>MATH 5401</td>
<td>Introduction to Applied Mathematics</td>
<td></td>
</tr>
<tr>
<td>MATH 6531</td>
<td>Dynamical Systems</td>
<td></td>
</tr>
<tr>
<td>MATH 6532</td>
<td>Partial Differential Equations</td>
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</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

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

Public Administration

Message from the Director

Why Public Administration? Many challenges that face our localities, states, and the U.S. as a whole lie outside the realm of the private sector. Concerns persist about our educational and healthcare systems, homelessness and access to affordable housing, and strains on our infrastructure and transportation systems. It is the nonprofit and governmental sectors that ultimately address these public issues when a market-based mechanism does not provide a solution. Nonprofit and government organizations, the public sector, deliver programs and services we, as community members, depend on.

At Fairfield University, we aim to prepare our students for their career choice as dedicated public service professionals. As an MPA program at a Jesuit institution, we value service, justice, diverse viewpoints, accountability, and inclusiveness. These are also key values found in public administration. We are committed to training our students to work with, and for, public sector organizations to implement and enhance the quality of the programs and services that affect us all.

Fairfield University’s MPA program allows students to personalize their degree. Our courses offer flexibility and convenience while still maintaining an exceptional graduate education. Faculty members have decades of experience working in the public sector as well as diverse academic backgrounds. Our students have a variety of academic backgrounds and professional experiences. This all creates a rich, vibrant classroom experience.

At our annual MPA Summit, held every spring, alumni, current students, faculty, and community leaders, come together for discussions on issues that are affecting our community. This remarkable forum not only provides a platform for civic engagement, but also creates an opportunity for students to network with alumni, faculty, and industry leaders. Students can also work directly with community partners through the Center for Social Impact’s Community Based Research program. In doing so, students gain a hands-on research based learning experience that benefits the local community. Our students have used this opportunity to present research, gain internship experience, and complete their research project.

Why wait? Take the first step towards your journey in cultivating, enhancing, and expanding your knowledge, skills, and talents for a career in public service. I am confident that by applying and enrolling into Fairfield University’s MPA program it will be inspiring and rewarding.

For those interested in this exciting and rewarding course of study, please contact the Graduate Admissions Office or the Director of the MPA Program:

Gayle Alberda
Director of the MPA Program
203-254-4000 x2324
galberda@fairfield.edu

Programs

- Master of Public Administration
- Certificate in Non-Profit Management

Courses

PUAD 5400 Data Analysis for Public Administrators 3 Credits
Public administrators use data in a variety of ways. Data analysis is necessary for conducting policy analysis or evaluating programs and policies. Therefore, being able to understand, utilize, and apply data is a necessary part of public administration. In this course, students will learn how to utilize statistical concepts in their roles as public administrators. Students will also learn a variety of different techniques used by public administrators to analyze and evaluate programs, services, and policies.

PUAD 5405 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. Previously MPA 0410.

PUAD 5410 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. Previously MPA 0410.

PUAD 5415 Human Resource Management 3 Credits
This course is designed to acquaint students to both the theory and practice of human resource management in the public and nonprofit sectors. The class will consist of readings, discussions, and exercises that will demonstrate public personnel management techniques and strategies. Students will leave the course with a deeper understanding of the difficulties involved in effective public personnel management. Previously MPA 0415.
PUAD 5420 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. Previously MPA 0405.

PUAD 5425 Administrative Leadership and Ethics 3 Credits
This course explores leadership within the public sector. It focuses on leadership theories, leadership skills and how to develop them within an ethical framework. What can, or should, we expect from our leaders in the public sector? What can, or should, our public leaders expect from us? What is the nature of the relationship between the two? How do we ensure ethical behavior as public administrative leaders? Previously MPA 0420.

PUAD 5430 Economics of the Nonprofit Sector 3 Credits
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. Previously MPA 0430.

PUAD 5435 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. Previously MPA 0425.

PUAD 5440 State and Local Government 3 Credits
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. Previously MPA 0450.

PUAD 5445 Urban Policy 3 Credits
This course examines how decisions shape the ways in which people live in cities. Over the past century and a half, cities have become the center of social, economic, political, and cultural activity. With a focus on urban policy from post-WWII to present, students will examine at theories and solutions to urban problems, such as housing, economic revitalization, transportation, socio-spatial segregation, health and welfare, sustainability, while paying particular attention to the roles and responsibilities of levels of government, how politics can influence policy, and the relationship between government, non-profit, and private sectors. Previously MPA 0451.

PUAD 5450 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. Previously MPA 0470.

PUAD 5455 Healthcare Management 3 Credits
This course covers the management and financial aspects of healthcare provision in the United States. The transitions that are underway in the market that have influenced the manner in which healthcare is provided will be examined. The course will also discuss the rising cost of treatment and changes in the how services are provided. Students will examine the structure of management within various healthcare organizations, hospitals, networks, and small providers, and how that influences quality of care. The final part of the course will examine the financial nature of various organizational forms within the medical industry. Previously MPA 0480.

PUAD 5460 Introduction to Public Safety Administration 3 Credits
This course provides an introduction and foundation for critical issues related to homeland security and emergency management. Managers in public safety agencies deal with several challenges arising from environmental and natural disasters to man-made disasters. Managers in such institutions are responsible for the development and administration of mitigation, preparedness, response, and recovery programs that arise with disasters. Public managers also need to consider the issues related to social, economic, and political vulnerabilities, community resilience, and ethical responses to risk management. The course addresses these issues within the context of disaster and emergency management, homeland security, criminal justice, and fire/emergency management.

PUAD 5465 Emergency Preparedness, Response, and Recovery 3 Credits
This course provides an introduction to policy, planning, and management of the response to disasters and emergencies, both natural and man-made. It explores the full spectrum of emergency planning: mitigation, preparedness, response and recovery; profiles infrastructure preparedness, techniques used to develop strategic plans, on-site crisis management; and addresses the critical need for accessible and accurate information and communication.
**PUAD 5470 American Public Policy**  
This course is an introduction into the study of public policy. Students will learn about the various models and theories surrounding the study of public policy. Several specific policies will be covered, such as healthcare policy, civil rights policy, and environmental policy. By the end of this course, students will have an understanding of significant public policies, how public policies are formulated, the tools and techniques used in making public policy, and the ability to assess public policies.

**PUAD 6980 Internship**  
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 for-profits. This requirement may be waived for those who already have experience working for a nonprofit or a government agency. Previously MPA 0500.

**PUAD 6999 Capstone Experience**  
This 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. Previously MPA 0510.

### 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.

### Professors

LeClair (Economics)

### Associate Professors

Bhattacharya (Management)  
Downie (Politics)  
Murray (Economics)  
Pagano (Communication)

### Assistant Professor

Alberda (Politics), Director

### Affiliated Faculty

Sobocinski  
Tran

### Master of Public Administration

The Fairfield University Master of Public Administration (MPA) program is a 36-credit program. It is designed for those working in the public and nonprofit sectors, recent college graduates, or those looking for a career change. Our MPA program provides students with the opportunity to obtain essential skills needed to address pressing public issues, including expertise in fiscal management, project administration, grant-writing, analytics and human resource management. These subjects form the core of the Fairfield MPA Program.

Fairfield’s program also requires that students complete a five-course specialization in an aspect of public administration that matches their professional goals, whether it be in nonprofit management, state and local government, emergency management or healthcare administration. The Program is completed through a three-credit seminar in public administration. Students engage in research, which is conducted under the supervision of a faculty member. Working professionals in this exciting field examine pressing social, ethical, and professional issues and develop strong leadership abilities for advancement in their chosen fields.

The Masters in Public Administration program at Fairfield University hosts the MPA Summit every spring. This forum brings citizens, students, public administrators, community leaders, and state and local officials together to participate in constructive dialogue on matters that directly affect our community. MPA students have increased access to the Summit providing a key opportunity for networking.

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:

- National Government  
- State Governments  
- City Governments  
- Nonprofit Organizations  
- Healthcare Management  
- Emergency Management  
- Private Research

As a graduate student in this program, students will work closely with faculty to tailor their curriculum to their 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 one course in allied areas.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAD 5400</td>
<td>Data Analysis for Public Administrators</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5405</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5410</td>
<td>Financial Management and Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5415</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5420</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5425</td>
<td>Administrative Leadership and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 6999</td>
<td>Capstone Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select five courses from a specialization of choice, listed below  

| Total Credits | 36 |

---

**Affiliated Faculty**

- Tran
- Sobocinski
- Alberda (Politics), Director
- Murray (Economics)
- Pagano (Communication)
- Bhattacharya (Management)
- Downie (Politics)
- LeClair (Economics)
- Associate Professors
- Faculty**
Students may substitute one of the following courses for PUAD 5415: MGMT 6505 or MGMT 6525.

Specializations

In addition to required courses offered by the MPA program, students will choose one specialization from the following areas:

**City/State Management Track**

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PUAD 5435</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ISOM 6520</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>PUAD 5440</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5455</td>
<td>Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td><strong>Total Credits</strong></td>
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**Emergency Management Track**

<table>
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<tr>
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<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>or ISOM 6520</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>PUAD 5460</td>
<td>Introduction to Public Safety Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5465</td>
<td>Emergency Preparedness, Response, and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<td>6</td>
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<td><strong>Total Credits</strong></td>
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</table>

**Health Administration Track**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>NURS 7602</td>
<td>Healthcare Economics and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5435</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ISOM 6520</td>
<td>Project Management</td>
<td></td>
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<tr>
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<td>Electives</td>
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**Nonprofit Track**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ISOM 6520</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5430</td>
<td>Economics of the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5435</td>
<td>Grant Writing</td>
<td>3</td>
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<td>Electives</td>
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<tr>
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**Public Administration Electives**

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<tr>
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</thead>
<tbody>
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<td>PUAD 5430</td>
<td>Economics of the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5435</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5440</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5445</td>
<td>Urban Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5455</td>
<td>Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5460</td>
<td>Introduction to Public Safety Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAD 5405</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUAD 5430</td>
<td>Economics of the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>Select two courses from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISOM 6520</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>PUAD 5420</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>PUAD 5435</td>
<td>Grant Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
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</table>

School Directory

College of Arts and Sciences Administration

Richard Greenwald, PhD
Dean

Scott Lacy, PhD
Associate Dean

Glenn Sauer, PhD
Associate Dean

Andrea Martinez, MA, NCC
Senior Assistant Dean

Colby Lemieux, MA
Assistant Dean
Jean Daniele
Manager, CAS Operations

**Graduate Program Administration**
Peter Bayers, PhD
Director, American Studies

Sean Horan, PhD
Director, Communication

Carol Ann Davis, MFA
Director, Creative Writing

Kathleen Tomlin, PhD
Director, Industrial/Organizational Psychology

Robert A. Hardy, ASID, IDEC, NCIDQ
Director, Interior Design

Mark Demers, PhD
Director, Mathematics

Gayle Alberda, PhD
Director, 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

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

Shannon King
*Associate Professor of History*
BA, MA, North Carolina Central University
PhD, Binghamton University (SUNY)

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
*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

Sebastian Perez
*Assistant Professor of English*
BA, MA, MPhil, PhD, Yale University

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

Rose P. Rodrigues
*Assistant Professor of Sociology and Anthropology*
BA, Southern Illinois University
PhD, New School for Social Research

Adam Rugg
*Associate Professor of Communication*
BA, University of Florida
MA, University of South Florida
PhD, University of Iowa
Kris Sealey
Professor of Philosophy
BS, Spelman College
MA, PhD, University of Memphis

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
Associate 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

Sean Horan
Professor of Communication
Director, Graduate Program in Communication
BA, Texas State University
MA, Texas State University
PhD, West Virginia University

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

Michael Pagano
Professor of Communication
BA, BS, MA, PhD, University of Oklahoma

Adam Rugg
Associate 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

Bo Ra Yook
Assistant Professor of Communication
BS, Sookmyung Women's University (Korea)
MS, Boston University
PhD, University of Miami

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

Wen Zhao
Assistant Professor of Communication
BA, Beijing International Studies University (China)
MS, Florida State University
PhD, Washington State University

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

Carol Ann Davis
Professor of English
Director, Graduate Program in Creative Writing
BA, Vassar College
MFA, University of Massachusetts, Amherst

Sonya Huber
Professor of English
BA, Carleton College
MA, MFA, Ohio State University

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

Phil Klay
Associate Professor of the Practice, MFA and English
BA, Dartmouth College
MFA, Hunter College of The City University of New York

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 Colômbia, Medellín  
BS, University of Alaska Anchorage  
PhD, Berne University

Baron Wormser  
Lecturer of Creative Writing  
BA, Johns Hopkins University  
MA, University of California, Irvine  
MLS, University of Maine

MA in Interior Design Faculty

Trudy Dujardin  
Instructor  
LEED AP ID+C  
ASID, BS, Southern CT State University

Robert A. Hardy  
Director, Interior Design & Instructor of the Practice  
ASID, New York School of Design  
NCIDQ, University of Massachusetts

Amy R. Jebrine  
Instructor  
BA, University of Pennsylvania  
MA, Purchase College  
MA, Manhattanville College

Patrick Kennedy  
Instructor  
ASID, NCIDQ, Inchbald School of Design

Bobby (Haralampos) Moisidis  
Instructor  
MSME, BSME, Fairfield University

Hollie Sutherland  
Instructor  
ASID, AAS, New York School of Interior Design  
BA, Hamilton College  
MFA, Endicot College  
LEED AP ID+C

Jane Swergold  
Instructor  
BA, ASID, University of Pennsylvania  
MA, New York University

Veronica Whitlock  
Instructor  
BA, Duke University  
BFA, ASID, New York School of Interior Design  
MA, NCIDO, Parsons

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  
Director, Graduate Program in Public Administration  
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  
BA, Duke University  
MA, PhD, University on North Carolina

Mark S. LeClair  
Professor of Economics  
BA, Colgate  
MA, Northeastern University  
PhD, Rutgers University

Thomas J. Murray, III  
Associate Professor of Economics  
BA, Stonehill College  
MA, PhD, University of Notre Dame

Michael Pagano  
Professor of Communication  
BA, MS, PhD University of Oklahoma

Affiliated Faculty

Tom Sobociński  
BA, MA, Fairfield University

Bieu Tran  
BA, University of Connecticut  
MLitt, University of St. Andrews  
MPA, John Jay College of Criminal Justice  
MBA, Isenberg School of Management, University of Massachusetts-Amherst

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

Zhanar Berikkyzy  
Assistant Professor of Mathematics
Christopher Casement  
*Assistant Professor of Mathematics*  
BA, Skidmore College  
MA, Wake Forest University  
MS, Virginia Tech  
PhD, Baylor University

Mark Demers  
*Director, Graduate Mathematics Program*  
*Professor of Mathematics*  
BA, Amherst College  
MA, PhD, New York University

Benjamin Fine  
*Professor of Mathematics*  
BS, Brooklyn College  
MA, PhD, New York University

Laura McSweeney  
*Associate Professor of Mathematics*  
BS, Bridgewater State University  
PhD, University of New Hampshire

Irene Mulvey  
*Professor of Mathematics*  
BA, Stonehill College  
PhD, Wesleyan University

Shawn Rafalski  
*Associate Professor of Mathematics*  
BS, Eastern Michigan University  
MS, PhD, University of Illinois at Chicago

Stephen Sawin  
*Professor of Mathematics*  
AB, Princeton University  
PhD, University of California at Berkeley

P. Christopher Staecker  
*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

Liyang Zhang  
*Assistant Professor of Mathematics*  
BA, Williams College  
PhD, Yale University

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**Industrial/Organizational Psychology Faculty**

Michael R. Andreychik  
*Professor of Psychology*  
BA, MS, PhD, Lehigh University

Margaret McNamaara McClure  
*Professor of Psychology*  
BS, MA, PhD, Fordham University

Kathleen Tomlin  
*Director, Industrial/Organizational Psychology Program*  
*Associate Professor of the Practice of Psychology*  
BA, Rutgers College  
MA, PhD, Princeton University

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**Board of Advisors**

A. John Mancini '86, *Chair*  
Darien, CT

Renee Appelle '03  
New York, NY

Jorge Chiluisa '89, '06, P'21, '20, '19  
Milford, CT

Dr. Ismael (Izzy) Colon '72  
Denville, NJ

Joellin Comerford '74  
Point Lookout, NY

Philip Eliasoph  
Professor of Visual and Performing Arts  
Fairfield University

Robert Feigenson  
Washington, DC

Lisa Ferraro (Martino) '85, P'22  
New Canaan, CT

Thomas A. Franko '69  
Chatham, NJ

Scott Fredrickson '82  
Westport, CT

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Scarsdale, NY

Kristine Holland '88, P'19  
West Hartford, CT

Patrick W. Kelley '76, P'12  
Norwalk, CT

Thomas Mannino '86  
Lloyd Harbor, NY

Carol McCabe '81, P'16  
West Hartford, CT

Patrick McCabe '80, P'16
West Hartford, CT

Erin Moran '05
Bronx, NY

Patricia O'Connor '89
Stamford, CT

Cynthia Stack '80
Acton, MA

Dr. Edmund (Ted) J. Sybertz '72
Vero Beach, FL

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, finance, management, and marketing analytics and strategy.

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 state-of-the-art, 85,000 square foot building with 36 classrooms, 10 new innovative labs and centers, and leading-edge technology. The building has a 300-person event hall and meeting areas for student activities and unrivaled offices for faculty and staff. The new facility, that opened in 2019, makes the School’s building and facilities among the best in the nation and reflects 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 500 (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.

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 GMAT/GRE requirements and waivers vary by program. Please direct questions to the Assistant Dean 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
Dolan develops innovative, principled, and globally-minded business leaders for a better world through transformative experiences of modern Jesuit Catholic education.

Degrees

- Master of Business Administration
  - Master of Business Administration, Hybrid
  - 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 Business Administration in Analytics, Online
- Master of Business Administration in Finance, Shanghai
- Dual Degree Master of Business Administration and Master of Science in Business Analytics
- Dual Degree Master of Business Administration and Master of Science in Nursing
- Master of Science in Accounting
  - Assurance Specialization
  - Business Analytics Specialization
  - Taxation Specialization
- Master of Science in Business Analytics
  - Accounting Specialization
  - Artificial Intelligence Specialization
  - Financial Planning and Analysis Specialization
  - Healthcare Specialization
  - Marketing Analytics Specialization
  - Quantitative Finance Specialization
- Master of Science in Finance
  - Accounting Specialization
  - Business Analytics Specialization
  - Corporate Finance Specialization
  - Master of Science in Management
  - Master of Science in Marketing Analytics and Strategy

Career Development

The Dolan Career Development Center provides professional development services that enrich graduate students’ academic experiences and inspire tomorrow’s business leaders. These opportunities allow students to learn about themselves and the business world from practitioners, as well as apply what they’re learning in the classroom.

Individualized Career Coaching
The Dolan Career Development Center’s team is available to meet with graduate students during drop-in hours or by appointment.

Interview Preparation
Mock Interviews are an invaluable opportunity to get instant feedback to improve interview skills. Throughout the academic year, students receive several opportunities to meet with center staff, recruiters, and alumni to hone their internships skills.

Internships and Co-Ops
The Dolan School of Business views practical experience as an important part of your academic program. An internship or co-op will give graduate students the opportunity to apply classroom theories to real-world situations and use on-the-job experiences to enrich your academic program while giving you a competitive edge in the job market.

Programs and Events

Graduate Professional Development Series
Our Graduate Professional Development Series was designed to provide a structured way in which students can gain the knowledge and skills that will complement their coursework to help them find success in the working world. This comprehensive program will give Dolan School of Business graduates a competitive edge as they enter a challenging job market.

Excel Workshop Series
This three level workshop series provides students with the technical skills they needed to hit the ground running in their next internship or job: Introduction to Excel, Intermediate Excel, and Advanced Excel.

Money Talks: Financial Planning for College Students and New Graduates
This two-part seminar teaches students and newly minted graduates financial life skills that are not taught in the classroom. Participants will be challenged to think how they can hit the ground running once they receive their degree and place themselves on sound financial footing.
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:

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<thead>
<tr>
<th></th>
<th>MBA</th>
<th>MSA</th>
<th>MSF</th>
<th>MSBA</th>
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</thead>
<tbody>
<tr>
<td>College Math</td>
<td>College Math</td>
<td>College Math</td>
<td>College Math</td>
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<tr>
<td>College Statistics</td>
<td>College Statistics</td>
<td>Applied Business Statistics</td>
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<tr>
<td>Microeconomics</td>
<td>Microeconomics</td>
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<tr>
<td>Macroeconomics</td>
<td>Macroeconomics</td>
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<tr>
<td>Undergraduate major in Accounting (or equivalent)</td>
<td>Financial accounting</td>
<td>Business operations</td>
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</tr>
</tbody>
</table>

Additionally, the MSMAS program requires an undergraduate Marketing course. The MSM program does not require any prerequisites.

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

1. A completed application for admission. Apply online.
2. A non-refundable $65 application fee.
4. A professional resume.
5. An official copy of transcripts of previous college or university work. An overall undergraduate GPA of 3.00 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.
   • See GMAT Waiver Policy below.
   • The MSM and MSMAS programs do not require GMAT scores

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
- Business Intelligence
- 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 and Business Intelligence, 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.
2. A non-refundable $65 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.
2. A non-refundable $65 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.

GMAT Waiver Policy
GMAT/GRE waiver requests are considered on a case-by-case basis for graduate programs which require an entrance exam. GMAT/GRE waivers must be approved by the Graduate Program Director and are not automatic for any candidate.

Master of Business Administration (MBA)
The GMAT/GRE exam is generally required for applicants to the MBA program. This requirement may be waived for MBA applicants who meet one or more of the following criteria: Two or more years of work experience and an undergraduate cumulative GPA of 3.50 (on a 4.0 scale). Candidates who already possess a master’s degree (or higher). Five or more years of work experience in a relevant field and an undergraduate GPA of at least 3.25 (on a 4.0 scale). Graduates and current seniors of undergraduate business majors in the Dolan School of Business provided their overall Fairfield GPA is at least 3.25 (on a 4.0 scale). MBA applicants seeking a GMAT waiver should request consideration by documenting the applicable criteria above to the Assistant Dean of Graduate Programs, Leanne De Los Santos, by email (ldelossantos@fairfield.edu).

Master of Science in Accounting (MSA)
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 the GMAT/GRE if they meet two benchmarks: (1) their overall Fairfield GPA is at least 3.25 (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 contact the Assistant Dean of Graduate Programs, Leanne De Los Santos, by email (ldelossantos@fairfield.edu) to learn more.

Master of Science in Business Analytics (MSBA)
The GMAT/GRE may be waived for applicants whose overall undergraduate GPA is at least 3.00, who have two or more years of work experience, or who have passed all parts of the Uniform CPA exam or a jurisdictional Bar examination or another similarly advanced professional certification or a previous graduate degree. Please contact the Assistant Dean of Graduate Programs, Leanne De Los Santos, by email (ldelossantos@fairfield.edu) to learn more.

Master of Science in Finance (MSF)
The GMAT/GRE exam is generally required for applicants to the MSF program. This requirement may be waived for MSF applicants who meet one or more of the following criteria: Graduates and current seniors of undergraduate business majors in the Dolan School of Business provided their overall Fairfield GPA is at least 3.25 (on a 4.0 scale) Graduates and current seniors of undergraduate business majors of AACSB accredited business schools provided their overall GPA is at least a 3.50 (on a 4.0 scale). Passed Level 1 of the CFA or FRM Professional certifications related to business (e.g. CPA, CIMA, CAIA, CFP, etc.) J.D., M.D., Ph.D., or a graduate degree in a related field. Two or more years of significant or relevant work experience in business or a related field. MSF applicants seeking a GMAT waiver should request consideration by documenting the applicable criteria above to the Assistant Dean of Graduate Programs, Leanne De Los Santos, by email (ldelossantos@fairfield.edu).

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. 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 email (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) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL, IELTS, or PTE Academic 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 IELTS. A PTE Academic score of 53 is recommended. Fairfield University’s ETS code is 3390. TOEFL, IELTS, or PTE Academic testing 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 the Office of Accessibility, located in the Academic Commons on the main floor of the DiMenna-Nyselius Library, and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website. 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 (ooa@fairfield.edu), or call 203-254-4000 x2615.

### Tuition, Fees, and Financial Aid

#### Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$65</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$50 per semester</td>
</tr>
<tr>
<td>Graduate Student Activity Fee</td>
<td>$65 per semester</td>
</tr>
<tr>
<td>Tuition (MS Accounting, MS Finance, MS Business Analytics)</td>
<td>$1,080 per credit</td>
</tr>
<tr>
<td>Tuition (MS Management)</td>
<td>$975 per credit</td>
</tr>
<tr>
<td>Tuition (MS Marketing Analytics and Strategy)</td>
<td>$1,035 per credit</td>
</tr>
<tr>
<td>Tuition (all other Graduate programs)</td>
<td>$1,080 per credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Graduation Fee</td>
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</tr>
<tr>
<td>Promissory Note Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Transcript</td>
<td>$10</td>
</tr>
</tbody>
</table>

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, spring, and summer terms, 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

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>60</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before fourth scheduled class</td>
<td>20</td>
</tr>
<tr>
<td>After fourth scheduled class</td>
<td>0</td>
</tr>
</tbody>
</table>

#### 6-9 Week Courses

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
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</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>20</td>
</tr>
<tr>
<td>After third scheduled class</td>
<td>0</td>
</tr>
</tbody>
</table>

#### 1-5 Week Courses

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>After second scheduled class</td>
<td>0</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>% of University Aid Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first scheduled class</td>
<td>0</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>60</td>
</tr>
<tr>
<td>Before fourth scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>After fourth scheduled class</td>
<td>100</td>
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</tbody>
</table>

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 withdrew, 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 debt 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, 2020. 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:

$$4357.00 - 2078.29 = 2278.71$$

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.

HOW TO APPLY

Step One:
• Complete a Free Application for Federal Student Aid (FAFSA) online, indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:
• Complete the required Entrance Counseling, Annual Student Loan Acknowledgement, and Master Promissory Note (MPN) online.

Step Three:
• Financial Aid administrators at Fairfield University will process your loan when your file is finalized and it has been determined that you are eligible for federal financial aid, 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 all requirements listed in Step Two.
• 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.
• Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
• A student may only receive federal financial aid for coursework that is needed for degree completion.
• 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.

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.

Consumer Information
Per the Higher Education Opportunity Act of 2008, student consumer information may be found on our website.

Veterans
Veterans may apply GI Bill 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 the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield’s Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance
In accordance with Title 38 US Code § 3679 (e), Fairfield University adopts the following additional provisions for any student using U.S. Department of Veterans Affairs Post-9/11 GI Bill® (Chapter 33) or Veteran Readiness and Employment (Chapter 31) benefits.

While payment to the University is pending from the VA, Fairfield University will not prevent the student’s enrollment, assess a late payment fee, require the student to secure alternative or additional funding, or deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the university.

In order to qualify for this provision, such students are required to provide a Chapter 33 Certificate of Eligibility (or its equivalent), or for Chapter 31, a VR&E contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use eBenefits to receive the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot receive a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.
Master of Business Administration

The MBA degree is meant to develop students with broad and strategic perspectives across multiple business functions, such as accounting, finance, economics, marketing, management, and analytics. This gives students the opportunity to concentrate, but not major in a functional business area.

Programs

- Master of Business Administration, Hybrid
- Master of Business Administration in Analytics, Online
- Master of Business Administration in Finance, Shanghai
- Dual Degree Master of Business Administration and Master of Science in Business Analytics
- Dual Degree Master of Business Administration and Master of Science in Nursing

Courses

Accounting

ACCT 5400 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. Previously AC 0400.

ACCT 6500 Accounting Information for Decision-Making 3 Credits
Prerequisite: ACCT 5400.
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. Previously AC 0500.

ACCT 6510 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. Previously AC 0510.

ACCT 6515 Property Transactions: Regulatory and Tax Issues 3 Credits
This course covers concepts that are relevant in practice for both a public and private accounting and taxation setting. Drawing on and integrating complimentary law and tax topics, the course will consider issues such as: real estate used in a trade or business or held for the production of rental income, ownership of a principal residence, and indirect ownership of real-estate interests in the form of securities under federal law, including a REIT, as well as secured transactions and bankruptcy. Crosslisted with TAXN 6515.

ACCT 6520 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. Previously AC 0520.

ACCT 6525 Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code 3 Credits
This course provides students with a foundation in the Law of Commercial Transactions. The course begins with a review of the principles of common law contracts which underpins many aspects of the Uniform Commercial Code. This course entails an advanced study of several provisions of the Uniform Commercial Code (hereinafter referred to as "UCC" or "the Code"). The sections of the Code to be studied include Article 2 Sales, Article 2A Leases of Goods, Articles 3 and 4 Negotiable Instruments and Bank Deposits and Collections, and Article 9 Secured Transactions. With an emphasis on case analyses and/or problem sets, 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 the UCC. Crosslisted with TAXN 6525. Previously MG 0512.

ACCT 6530 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. Previously AC 0530.

ACCT 6550 Topics in Accounting Systems and Data Analytics 3 Credits
This course addresses technological topics of current interest to the accounting profession. Topics such as accounting information systems, cybersecurity, enterprise resource planning systems, and business intelligence may be discussed, but the focus of the class will be development of computer skills for extraction, data visualization, and cleaning and analysis of accounting data. Previously AC 0550.

ACCT 6555 Issues in Internal Audit 3 Credits
This course covers internal audit from a broad perspective. Course topics cover three main areas: internal audit basics, risks, and metrics. During the course, students will develop critical thinking skills (particularly employing professional skepticism) and learn to effectively communicate their professional opinions. Previously AC 0555.
ACCT 6560 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. Applied Business Ethics. Previously AC 0560.

ACCT 6565 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. Previously AC 0565.

ACCT 6570 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. Previously AC 0570.

ACCT 6580 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. Previously AC 0580.

ACCT 6585 Effective Communications for Accounting Professionals 3 Credits
In this course, students will practice communicating effectively in accounting settings. Topics include considering the communication needs of accountants' diverse audiences, adapting communications to varying purposes, and writing and speaking clearly and concisely in both preparing accounting-specific documents and in presenting accounting-focused information. Crosslisted with TAXN 6585.

ACCT 6900 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. Previously AC 0585.

ACCT 6970 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. Previously AC 0590.

ACCT 6980 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 their 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. Previously AC 0591.

ACCT 6990 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. Previously AC 0598.

Analytics

DATA 5400 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. Previously QA 0400, BUAN 5400.

DATA 5405 Python Fundamentals 3 Credits
This course is an introduction to Python, with an emphasis on general programming concepts (structure, logic, data, etc.) that apply to just about any general purpose programming language. Starting with a review of fundamental programming concepts, the course uses short lessons, quizzes, and coding challenges to cover the basics of how Python is used in a professional Business Analytics setting. The course concludes with a final project designed to demonstrate proficiency. Previously BA 0405, BUAN 5405.

DATA 5410 Analytics Programming for Business 1.5 Credits
This course focuses on quantitative modeling and analyzing business problems using spreadsheet software, such as Excel and its add-ins. Topics include descriptive analytics, visualizing and exploring data, predictive modeling, regression analysis, text analytics, portfolio decision making, risk assessment and simulation. Business models relevant to finance, accounting, marketing, and operations management are set up and solved, with managerial interpretations and "what if" analyses to provide further insight into real business problems and solutions. Open to MS Management students only. Previously BA 0410, BUAN 5410.
DATA 6100 Fundamentals of Analytics  3 Credits
This is an introductory level graduate course focusing on spreadsheet modeling to analyze and solve business problems. Topics include descriptive analytics, data visualization, predictive modeling, time series analysis, and data mining. Contemporary analytical models utilized in finance, marketing, accounting, and management are set up and solved through case studies. Previously IS 0500, ISOM 6500.

DATA 6500 Business Analytics  3 Credits
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. Previously BA 0500, BUAN 6500.

DATA 6505 Python for Business Analytics  3 Credits
**Prerequisite:** DATA 5405 or placement exam.
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. Previously BA 0505, BUAN 6505.

DATA 6510 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. Previously BA 0510, BUAN 6510.

DATA 6530 Business Forecasting and Predictive Analytics  3 Credits
**Prerequisite:** DATA 5400 or placement exam.
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. Previously QA 0500, BUAN 6530.

DATA 6535 Advanced Sports Analytics  3 Credits
Sports analytics is transforming the way teams, leagues, players, coaches, referees, and fans perceive and appreciate their favorite pastimes and games, including major team sports such as baseball, basketball, football, soccer, cricket, and rugby, more individualized sports like tennis and golf, and brand-new innovations such as e-sports. In this course, students will gain experience in framing analytical questions in sports, discover and evaluate cutting-edge research and findings in sports analytics, develop hands-on skills in using and implementing sports analytics solutions, and learn how to communicate findings to a non-analytical audience in an impactful and actionable way. This course culminates in a scholarly sports analytics research paper.

DATA 6540 Business Intelligence  3 Credits
**Prerequisites:** DATA 6500, DATA 6510.
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. Previously BA 0540, BUAN 6540.

DATA 6545 Machine Learning for Predictive Analytics  3 Credits
**Prerequisites:** DATA 6505, DATA 6530.
This course provides an advanced understanding of the practices of machine learning techniques, with a special focus on business applications. To assure practical relevance, the emphasis of this course is on the applications of techniques and tools realizing machine learning interns of business analytics. The course is organized following the Cross-Industry Standard Process for Data Mining (CRISP-DM) and all learned techniques are applied in a semester-wide project. Python is introduced and illustrated through a series of tutorials and case studies. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. Previously BA 0545, BUAN 6545.

DATA 6599 Capstone: Business Analytics Applications  3 Credits
**Prerequisites:** DATA 6530, DATA 6540, DATA 6545.
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. Previously BA 0590, BUAN 6999.

Business

BUSN 6980 Business Immersion Practicum  1 or 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 their 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 open only by permission of the Director of Graduate Programs or designee. Previously BU 0501/0591.
Economics

ECON 5275 Managerial Economics 3 Credits
This course will put mathematical, finance, and statistical tools to work to solve firm-level, applied microeconomic problems. The objective of the course is to build a set of strategies that help guide managerial decision-making through case studies and problem-solving exercises. The central point is that good business decisions depend on vast amounts of information that is provided to decision-makers by skilled professionals from a wide variety of disciplines. The tools developed in this course will help students to do this work in a sophisticated way. Undergraduate equivalent: ECON 3275.

ECON 5380 Econometrics 3 Credits
Prerequisites: ECON 5275, MATH 5417.
This course provides students the analytical tools necessary to test theories of microeconomic behavior through the lens of mathematical and statistical methods. These econometric methods have practical applications for any field where there is data recording events. The course further considers useful techniques and limitations of econometric analysis as well as practical applications of methods useful for bypassing data problems in measuring quantitative economic relationships. Undergraduate equivalent: ECON 4380.

ECON 5400 Principles of Economics for Business 3 Credits
This course examines the fundamentals of economic analysis from both the micro and macro perspectives; from individual consumer behavior to the choices firms make, as well as framing the aggregate economy and indicators that measure global economic activity. The basics of supply and demand, market structures, international trade, fiscal, and monetary policy are covered. A case study approach is utilized to facilitate discussion of real world examples of economic decision making in action.

ECON 5410 Principles of Microeconomics 1.5 Credits
This course is designed to provide an introduction to the underlying concepts and theories of microeconomics. Students will learn ideas and methodologies that help them to understand how markets behave, and how they are impacted by local, national, and international events. They will explore the behavior of consumers and producers in markets for goods and services, as well as global economic structures. They will assess the outcomes of market activity, and explore alternative methods of allocating resources when markets are determined to have failed. Previously EC 0410.

ECON 5415 Statistics for Business 1.5 Credits
Statistics is defined as a branch of mathematics dealing with the collection, analysis, interpretation, and presentation of masses of numerical data. This course will teach students the fundamentals of statistical analysis with an eye towards economic and business applications. Students will also learn about the limitations of statistics, and how to properly apply principles and present analytical results. Previously EC 0415.

ECON 6410 Public Finance 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. Crosslisted with PUAD 5410.

ECON 6430 Economics of the Nonprofit Sector 3 Credits
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. Crosslisted with PUAD 5430.

ECON 6455 Healthcare Management 3 Credits
This course covers the management and financial aspects of healthcare provision in the United States. The transitions that are underway in the market that have influenced the manner in which healthcare is provided will be examined. The course will also discuss the rising cost of treatment and changes in the way services are provided. Students will examine the structure of management within various healthcare organizations, hospitals, networks, and small providers, and how that influences quality of care. The final part of the course will examine the financial nature of various organizational forms within the medical industry. Crosslisted with PUAD 5455.

ECON 6560 Global Financial Markets and Institutions 3 Credits
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. Crosslisted with FNCE 6560.

ECON 6602 Healthcare Economics 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 and business plan and budget development. Crosslisted with NURS 7602.

Finance

FNCE 5400 Principles of Finance 3 Credits
Prerequisites: ACCT 5400, DATA 5400.
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. Previously FI 0400.

FNCE 6500 Stakeholder Value 3 Credits
Prerequisite: FNCE 5400.
This course examines business decision-making with the aim of creating and managing value for stakeholders. 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 stakeholder value. Topics include investment and strategic financial decision-making. A business simulation facilitates the learning process. Previously FI 0500.
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>FNCE 6530</td>
<td>Corporate Finance</td>
<td>3</td>
<td>FNCE 5400.</td>
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<td>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. Previously FI 0530.</td>
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<tr>
<td>FNCE 6540</td>
<td>Investment Analysis</td>
<td>3</td>
<td>FNCE 5400.</td>
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<td>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 trade-offs essential to the valuation process. Previously FI 0540.</td>
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<tr>
<td>FNCE 6545</td>
<td>Portfolio Management</td>
<td>3</td>
<td>FNCE 6540.</td>
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<td></td>
<td>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. Previously FI 0545.</td>
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<tr>
<td>FNCE 6555</td>
<td>International Financial Management</td>
<td>3</td>
<td>FNCE 6530.</td>
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<td>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. Previously FI 0555.</td>
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<tr>
<td>FNCE 6560</td>
<td>Global Financial Markets and Institutions</td>
<td>3</td>
<td>FNCE 6530.</td>
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<td></td>
<td>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. Previously FI 0560.</td>
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<tr>
<td>FNCE 6565</td>
<td>Derivative Securities</td>
<td>3</td>
<td>FNCE 6540 (concurrency allowed).</td>
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<td></td>
<td>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. Previously FI 0565.</td>
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<tr>
<td>FNCE 6570</td>
<td>Fixed Income Securities</td>
<td>3</td>
<td>FNCE 6540.</td>
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<td>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. Previously FI 0570.</td>
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<tr>
<td>FNCE 6575</td>
<td>Capital Budgeting</td>
<td>3</td>
<td>FNCE 6530.</td>
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<td>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. Previously FI 0575.</td>
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<tr>
<td>FNCE 6580</td>
<td>Financial Risk Management</td>
<td>3</td>
<td>FNCE 6540.</td>
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<td>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. Previously FI 0580.</td>
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<tr>
<td>FNCE 6595</td>
<td>Research Methods in Finance</td>
<td>3</td>
<td>FNCE 6540.</td>
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<td>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. Previously FI 0595.</td>
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<tr>
<td>FNCE 6900</td>
<td>Contemporary Topics Seminar</td>
<td>3</td>
<td>FNCE 6530, FNCE 6540.</td>
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<td>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. Previously FI 0585.</td>
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<tr>
<td>FNCE 6990</td>
<td>Independent Research Seminar</td>
<td>3</td>
<td>FNCE 6595.</td>
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<td>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. Previously FI 0597.</td>
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**Information Systems and Operations Management**

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ISOM 5400</td>
<td>Business Operations</td>
<td>3</td>
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<td>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. Previously OM 0400.</td>
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</table>
ISOM 6520 Project Management 3 Credits
Prerequisite: ISOM 5400 or ISOM 6500.
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. Previously IS 0520.

ISOM 6550 Business Analytics and Big Data Management 3 Credits
Prerequisites: DATA 6540, DATA 6545.
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. Previously IS 0550.

ISOM 6900 Contemporary Topics Seminar 3 Credits
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 socioeconomic factors in the use of information technology. Previously IS 0585.

ISOM 6990 Independent Study 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. Previously IS 0598.

International Business
INBU 6000 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 a 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. Previously IB 0580.

Management
MGMT 5400 Organizational Behavior 3 Credits
This course examines micro-level organizational behavior theories as applied to organizational settings. Topics include motivation, leadership, 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. Previously MG 0400.

MGMT 5410 Understanding Organizations 1.5 Credits
This course examines micro level organizational behavior theories as applied to organizational settings. Topics will include motivation, leadership, interpersonal relations, group dynamics, and strategies for organizational culture and change. Previously MG 0410.

MGMT 6500 Leadership 3 Credits
Prerequisite: MGMT 5400.
Effective leadership provides a competitive advantage for an organization in the marketplace. The goal of this course is to enhance students’ ability to successfully lead in an innovative, dynamic, global, environment, building their confidence level to successfully lead in the 21st century. Building from a best practice “real-world” approach students will be given the opportunity to increase their knowledge and skill level through self-assessments, case studies, assignments, and experiential learning. An impactful set of strategies and techniques will be presented, covering situational leadership theories and practices, leading in multiple geographies and cultures, navigating team/organizational dynamics, influencing and motivating meaningful change, shaping culture, and creating vision and strategic direction. Previously MG 0500.

MGMT 6502 Law and Ethics for Critical Reasoning in Business 1.5 Credits
This course is designed to provide a solid basis in legal and ethical reasoning that can support effective decision-making about a wide range of complex business issues. Employing active learning methods, it efficiently provides students with the capacity to think independently in an informed, carefully reasoned way. Course content includes select legal topics, rules and concepts, models of legal reasoning and ethical analysis, and the relationship between the two. Previously MG 0509.

MGMT 6503 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. Previously MG 0503.

MGMT 6504 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. Previously MG 0504.
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<tbody>
<tr>
<td>MGMT 6505</td>
<td>Human Resource Strategies: An Analytics Approach</td>
<td>3</td>
<td>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. Previously MG 0505.</td>
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<tr>
<td>MGMT 6507</td>
<td>Negotiations and Dispute Resolution</td>
<td>3</td>
<td>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. Previously MG 0507.</td>
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<tr>
<td>MGMT 6508</td>
<td>Strategic Management of Technology and Innovation: The Entrepreneurial Firm</td>
<td>3</td>
<td>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 &quot;intrapreneur&quot; 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. Previously MG 0508.</td>
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<tr>
<td>MGMT 6515</td>
<td>Professional Development</td>
<td>0</td>
<td>The purpose of this course is to aid the process of professional career development at the graduate level. Students will develop professional resumes, practice interviewing skills, and develop a robust LinkedIn social media presence for networking in the job market. Previously MG 0515.</td>
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<tr>
<td>MGMT 6525</td>
<td>Performance Management</td>
<td>3</td>
<td>This course builds on the foundational evaluations and reward concepts covered in &quot;Managing People for Competitive Advantage.&quot; 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. Previously MG 0525.</td>
</tr>
<tr>
<td>MGMT 6530</td>
<td>Entrepreneurship</td>
<td>3</td>
<td>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. Previously MG 0530.</td>
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<tr>
<td>MGMT 6531</td>
<td>Social Entrepreneurship</td>
<td>3</td>
<td>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 exemplary 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. Previously MG 0531.</td>
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<tr>
<td>MGMT 6540</td>
<td>Cross-Cultural Management</td>
<td>3</td>
<td>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. Previously MG 0540.</td>
</tr>
<tr>
<td>MGMT 6545</td>
<td>Law and Human Resources Management</td>
<td>3</td>
<td>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. Previously MG 0545.</td>
</tr>
<tr>
<td>MGMT 6555</td>
<td>Labor Relations</td>
<td>3</td>
<td>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. Previously MG 0555.</td>
</tr>
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</table>
MGMT 6560 Career Planning and Development  
3 Credits

Prerequisite: MGMT 6500.

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. Previously MG 0560.

MGMT 6584 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. Previously MG 0584.

MGMT 6900 Contemporary Topics  
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. Previously MG 0580.

Marketing

MKTG 5400 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. Previously MK 0400.

MKTG 5410 Marketing in the Digital World  
1.5 Credits

This course will provide students with the understanding of the role of marketing in the modern corporation. The course integrates the fundamental concepts of marketing with the newest trends in digital and social media marketing. Emphasis will be placed on how firms execute marketing strategy utilizing the latest digital tools. Open to MS Management students only. Previously MK 0410.

MKTG 6500 Customer Value  
3 Credits

Prerequisite: MKTG 5400.

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. Previously MK 0500.

MKTG 6505A Introductory Storytelling in Marketing  
1.5 Credits

Prerequisite: MKTG 5400.

Storytelling is an essential part of marketing communication. This course will allow students to understand the power of "the story" in a marketing context in how brands can effectively communicate, persuade, and influence key audiences. Students will learn to leverage brand stories in building long-term relationships with customers. Students will acquire the basics of storytelling drawing from its inter-disciplinary nature including the models and science behind it. They will also learn about the critical elements and techniques used in storytelling. Students will work on in-class assignments using established brands to identify good story ideas along with ways to capture target audiences' attention. They will not only learn to understand and critique brand stories but also be able to craft and execute holistic brand-customer stories through various promotional mix platforms.

MKTG 6505B Advanced Storytelling in Marketing  
1.5 Credits

Prerequisite: MKTG 6505A.

Storytelling with data is an essential part of marketing communication. This course will allow students to use data for effective brand-customer storytelling within an overarching brand strategy framework. Students will learn to apply the critical elements, techniques, including story angles and hooks in effectively communicating a brand-customer story backed with data. Students will work on an in-class project that entails research design, data collection and analysis to not only create a powerful data-oriented, brand-customer story but also to implement this story on at least one promotional mix platform.

MKTG 6510 Advanced Consumer Behavior for Managers  
3 Credits

Prerequisite: MKTG 5400.

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. Previously MK 0510.

MKTG 6520 Research for Marketing Insights and Decisions  
3 Credits

Prerequisite: MKTG 5400.

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. Previously MK 0520.

MKTG 6525 Customer Experience  
3 Credits

Customer experience (CX) occurs every time a customer interacts with a company via any channel, at any time, for any purpose. Creating word-class, end-to-end customer experiences has become an innovative way to gain sustainable competitive advantage, but it requires a deep understanding of both the customers and how they interact, as well as a commitment to change business processes based on that understanding. In this course, students will learn how to create compelling customer experiences along the whole process of customer touch-points, from prospect to purchase. Topics to be covered include pre-purchase profiling and segmentation of prospects, persona development, experience mapping, and the role of technology platforms and artificial intelligence that drive advanced customer journeys. The class consists of a mix of lectures, case analyses, and a project that includes designing, planning, and executing a complete Customer Experience for a selected brand/organization.
MKTG 6535 Strategic Brand Management 3 Credits
Prerequisite: MKTG 5400.
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; Module 3: Managing Brand Equity. Previously MK 0535.

MKTG 6540 Advertising Management 3 Credits
Prerequisite: MKTG 5400.
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. Previously MK 0540.

MKTG 6560 Category Management and Shopper Insights 3 Credits
Prerequisites: MKTG 5400, MKTG 6520.
In this course, students will learn how retailers and manufacturers engage in a collaborative process to manage a product category at retail for the purpose of optimizing shopper satisfaction to increase revenues and profits. The course imparts students with hands on training on how to analyze retail POS (Point of Sales) data (syndicated scanner data). An emphasis will be given to data interpretation and implication on strategic and tactical decision making related to product assortment, shelf set, promotion, and pricing decisions for the purpose of generating store traffic, improving shopper loyalty, and ultimately increasing revenues and profitability. Students will learn how to leverage insights through a combination of case studies, workshops and by creating compelling, fact-based presentations. Previously MK 0565.

MKTG 6570 Digital Marketing and Analytics 3 Credits
Prerequisite: MKTG 5400.
The aim of this course is to provide students with a strategic understanding of the scope and dynamics of digital marketing, as well as its impact on businesses and consumers. The course also imparts tactical knowledge regarding the current, industry-relevant, digital marketing tools and practices. In addition to learning how to plan and integrate marketing objectives across multiple digital platforms (including website, search, social media, email, and mobile), students will learn how to measure their impact through analytics. The course will also discuss ethical concerns surrounding digital consumer targeting, and provide students with best-practices for formulating a successful digital brand. Previously MK 0570.

MKTG 6580 Multivariate Analysis for Consumer Insights 3 Credits
Prerequisite: MKTG 5400, MKTG 6520.
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. Previously MK 0580.

MKTG 6583 Pricing Strategies and Analytics 3 Credits
Pricing is the only element of the marketing mix that generates revenue. The other marketing instruments typically drive cost in the process of creating customer value, which is recaptured through effective pricing. This course establishes a foundation for effective pricing decisions by teaching key economic, analytical, and behavioral concepts associated with costs, customer behavior, and competition; introduces students to advanced pricing techniques that aim to create additional value, including dynamic pricing, segmented pricing, pricing structures, and promotions; and highlights practical applications of these approaches within specific industry contexts. Through a mixture of lectures, case studies, and analytical techniques, the course will prepare students to address strategic and tactical issues related to pricing.

MKTG 6590 Experimental Research 3 Credits
Prerequisites: MKTG 5400, MKTG 6520.
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. Previously MK 0590.

MKTG 6900 Contemporary Topics 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. Previously MK 0585.

MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits
Prerequisites: MKTG 6510, MKTG 6535, MKTG 6570, MKTG 6580, MKTG 6583.
In this course, students demonstrate how the knowledge and skills learned in the MS in Marketing Strategy and Analytics program can be applied to business problems. Students will demonstrate this competence by providing professional consulting advice to a local organization to solve a business problem in order to gain competitive advantage. Students undertake a major research project as a central activity in this course drawing on the expertise and research methodologies they have developed in the program. Previously MK 0599A.
Taxation

TAXN 6505 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 alternative structuring of, contemplated property transactions. Previously TX 0502.

TAXN 6510 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. Previously TX 0510.

TAXN 6515 Property Transactions: Regulatory and Tax Issues 3 Credits
This course covers concepts that are relevant in practice for both a public and private accounting and taxation setting. Drawing on and integrating complimentary law and tax topics, the course will consider issues such as: real estate used in a trade or business or held for the production of rental income, ownership of a principal residence, and indirect ownership of real-estate interests in the form of securities under federal law, including a REIT, as well as secured transactions and bankruptcy. Crosslisted with ACCT 6515.

TAXN 6520 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. Previously AC 0542.

TAXN 6525 Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code 3 Credits
This course provides students with a foundation in The Law of Commercial Transactions. The course begins with a review of the principles of common law contracts which underpins many aspects of the Uniform Commercial Code. This course entails an advanced study of several provisions of the Uniform Commercial Code (hereinafter referred to as "UCC" or "the Code"). The sections of the Code to be studied include Article 2 Sales, Article 2A Leases of Goods, Articles 3 and 4 Negotiable Instruments and Bank Deposits and Collections, and Article 9 Secured Transactions. With an emphasis on case analyses and/or problem sets, 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 the UCC. Crosslisted with ACCT 6525. Previously MG 0512.

TAXN 6530 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. Previously TX 0530.

TAXN 6540 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. Previously TX 0540.

TAXN 6550 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. Previously TX 0550.

TAXN 6558 Effective Communications for Accounting Professionals 3 Credits
In this course, students will practice communicating effectively in accounting settings. Topics include considering the communication needs of accountants' diverse audiences, adapting communications to varying purposes, and writing and speaking clearly and concisely in both preparing accounting-specific documents and in presenting accounting-focused information. Crosslisted with ACCT 6585.

TAXN 6900 Seminar: Contemorary 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. Previously TX 0585.

TAXN 6970 Tax Research 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. This course may not be repeated for credit. Previously TX 0591.

TAXN 6980 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 their 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. Previously TX 0591.

TAXN 6990 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. Previously TX 0598.

Career Development

The Dolan Career Development Center provides professional development services that enrich graduate students’ academic experiences and inspire
Master of Business Administration, Hybrid

Design Your Own MBA

At Fairfield University's Dolan School of Business, each MBA student who comes to us is unique. Each has a different academic and professional background, a different idea of how best to learn, and different career goals for the future. No two people are the same, and a Dolan MBA allows you to customize your curriculum based on your uniqueness.

Because one size does not fit all, our students are given tremendous flexibility to design their own plans of study to suit their backgrounds, learning styles, and aspirations. With fewer required courses and more electives, starting with the Spring 2021 semester, students build the curriculum they want, mixing and matching a vast selection of business courses from all areas of Fairfield Dolan. Students with non-business backgrounds require 42 credits of coursework, whereas those with business backgrounds require 36 credits to complete the MBA.

There is a wide array of courses from different levels to choose from, such as core courses, advanced courses, and concentration courses. 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 may lack coursework in marketing, accounting, finance, organizational behavior, etc. Such an economics major would need to complete at least nine credits worth of missing core courses in order to have similar fundamental competencies as a student who majored in a business discipline. It is important to remember that the core courses tend to be prerequisites for more advanced courses in that subject area.

In order to maximize one's competence and confidence as a manager, every student is required to take once course from every subject area, such as, accounting, finance, economics, management, marketing, and information systems. This will help students develop broad functional 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.

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.
Admitted MBA students may waive select Core Courses on the basis of previous coursework (with a final grade of B or higher) or with relevant work experience when combined with previous coursework. Course waivers are determined upon acceptance to the program. A total of 36 credit hours of graduate coursework are necessary for completion of the MBA program for candidates who are waived from the Core Courses.

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

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6510</td>
<td>Issues in a Regulatory Reporting Environment 1</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6970</td>
<td>Research on Contemporary Issues in Accounting 1</td>
<td></td>
</tr>
<tr>
<td>TAXN 6550</td>
<td>Tax Planning 2</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Concentration Courses**

Select three courses from the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6520</td>
<td>International Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6530</td>
<td>Accounting for Governments, Hospitals, and Universities</td>
<td></td>
</tr>
<tr>
<td>ACCT 6550</td>
<td>Topics in Accounting Systems and Data Analytics</td>
<td></td>
</tr>
<tr>
<td>ACCT 6555</td>
<td>Issues in Internal Audit</td>
<td></td>
</tr>
<tr>
<td>ACCT 6560</td>
<td>Audit Issues in a Global Environment</td>
<td></td>
</tr>
<tr>
<td>ACCT 6565</td>
<td>Forensic Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6570</td>
<td>Issues in Accounting Ethics</td>
<td></td>
</tr>
<tr>
<td>ACCT 6580</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
<tr>
<td>ACCT 6900</td>
<td>Seminar: Special Topics in Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6980</td>
<td>Practicum in Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6990</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>TAXN 6505</td>
<td>Tax of Property Transactions</td>
<td></td>
</tr>
<tr>
<td>TAXN 6510</td>
<td>Entity Taxation</td>
<td></td>
</tr>
<tr>
<td>TAXN 6520</td>
<td>International Taxation</td>
<td></td>
</tr>
<tr>
<td>TAXN 6530</td>
<td>Partnership Taxation</td>
<td></td>
</tr>
<tr>
<td>TAXN 6540</td>
<td>State and Local Taxiation</td>
<td></td>
</tr>
<tr>
<td>TAXN 6900</td>
<td>Seminar: Contemporary Topics in Taxation</td>
<td></td>
</tr>
<tr>
<td>TAXN 6970</td>
<td>Tax Research</td>
<td></td>
</tr>
<tr>
<td>TAXN 6980</td>
<td>Practicum in Taxation</td>
<td></td>
</tr>
</tbody>
</table>

**Finance Concentration**

**Required Concentration Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 6530</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6540</td>
<td>Investment Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Concentration Courses**

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 6545</td>
<td>Portfolio Management</td>
<td></td>
</tr>
<tr>
<td>FNCE 6555</td>
<td>International Financial Management 1</td>
<td></td>
</tr>
<tr>
<td>FNCE 6560</td>
<td>Global Financial Markets and Institutions</td>
<td></td>
</tr>
<tr>
<td>FNCE 6565</td>
<td>Derivative Securities</td>
<td></td>
</tr>
<tr>
<td>FNCE 6570</td>
<td>Fixed Income Securities</td>
<td></td>
</tr>
<tr>
<td>FNCE 6575</td>
<td>Capital Budgeting</td>
<td></td>
</tr>
<tr>
<td>FNCE 6580</td>
<td>Financial Risk Management</td>
<td></td>
</tr>
<tr>
<td>FNCE 6900</td>
<td>Contemporary Topics Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**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 (DATA and ISOM), and one advanced (6000-level) graduate course from any department in the School of Business.

**Free Elective**
Select one 6000-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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 6504</td>
<td>Managing People for Competitive Advantage</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Concentration Courses

Select three courses from the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 6505</td>
<td>Human Resource Strategies: An Analytics Approach</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 6507</td>
<td>Negotiations and Dispute Resolution</td>
<td>3, 4</td>
</tr>
<tr>
<td>MGMT 6508</td>
<td>Strategic Management of Technology and Innovation: The Entrepreneurial Firm</td>
<td>2, 3</td>
</tr>
<tr>
<td>MGMT 6525</td>
<td>Performance Management 2, 4</td>
<td></td>
</tr>
<tr>
<td>MGMT 6530</td>
<td>Entrepreneurial 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 6531</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 6540</td>
<td>Cross-Cultural Management 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>MGMT 6545</td>
<td>Law and Human Resources Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 6555</td>
<td>Labor Relations</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 6560</td>
<td>Career Planning and Development</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 6900</td>
<td>Contemporary Topics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 12

1 Designated research course.
2 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 MGMT 6508 Strategic Management of Technology and Innovation: The Entrepreneurial Firm and at least one other course applicable to the specialization.

Marketing Concentration

Specialization Option: Marketing Analytics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 6510</td>
<td>Advanced Consumer Behavior for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6520</td>
<td>Research for Marketing Insights and Decisions 1, 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Concentration Courses

Select two courses from the following: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 6525</td>
<td>Customer Experience 1</td>
<td>1</td>
</tr>
</tbody>
</table>

MKTG 6535 | Strategic Brand Management
MKTG 6540 | Advertising Management
MKTG 6560 | Category Management and Shopper Insights 2

MKTG 6505A | Introductory Storytelling in Marketing & MKTG 6505B and Advanced Storytelling in Marketing
MKTG 6570 | Digital Marketing and Analytics
MKTG 6580 | Multivariate Analysis for Consumer Insights 2
MKTG 6583 | Pricing Strategies and Analytics 2
MKTG 6590 | Experimental Research 2
MKTG 6900 | Contemporary Topics 2

Master of Business Administration in Analytics, Online

This specialized and fully online MBA is targeted toward students aspiring to become successful business leaders with both broad strategic perspectives and analytical capabilities to make data-oriented business decisions. This program is structured for students who want to pursue the Fairfield Dolan MBA but cannot attend courses that require physical participation on campus (e.g., in-person or hybrid modality). Students who complete this online Analytics MBA may also receive a Graduate Certificate in Business Intelligence.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6500</td>
<td>Accounting Information for Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6100</td>
<td>Fundamentals of Analytics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6500</td>
<td>Stakeholder Value</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6500</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6503</td>
<td>Legal and Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6584</td>
<td>Global Competitive Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6500</td>
<td>Customer Value</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Analytics Concentration

Select five courses from the following: 15

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 5400</td>
<td>Applied Business Statistics 1</td>
<td></td>
</tr>
<tr>
<td>DATA 5405</td>
<td>Python Fundamentals</td>
<td></td>
</tr>
<tr>
<td>DATA 6500</td>
<td>Business Analytics</td>
<td></td>
</tr>
<tr>
<td>DATA 6510</td>
<td>Databases for Business Analytics</td>
<td></td>
</tr>
<tr>
<td>DATA 6530</td>
<td>Business Forecasting and Predictive Analytics</td>
<td></td>
</tr>
<tr>
<td>DATA 6540</td>
<td>Business Intelligence</td>
<td></td>
</tr>
</tbody>
</table>
ISOM 6520  Project Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

1. Required as one of the five analytics courses unless passed via test-out exam. If tested out, any of the other courses may count towards the fifth course requirement.

**Master of Business Administration in Finance, Shanghai**

This Dolan MBA program with a concentration in Finance is offered in Shanghai, China. The program allows students in China to complete:

- MBA hybrid courses created, developed, and taught both online and on-ground exclusively and solely by Fairfield Dolan School of Business faculty at partner facilities in Shanghai.
- A final capstone course taught fully in the US, culminating in students walking in the annual graduate commencement ceremony at Fairfield University.

This is a quantitative MBA program with over 50% of the courses in Finance. The curriculum is modeled after Fairfield University’s current MBA program with a Finance concentration. It consists of 12 required lock-step courses. The course content is identical to that of the on-campus program, and the instructors are the same Fairfield University faculty who teach on the main campus.

The learning goals of the Program are:

1. Recognize and respond to ethical issues in a business setting.
2. Understand and use corporate financial statements.
3. Understand and apply well-established financial and analytical tools.
4. Understand common competitive strategies.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

**Dual Degree Master of Business Administration and Master of Science in Business Analytics**

Today’s world requires successful business leaders have both broad strategic perspectives as well as strong analytical capabilities to make sound decisions based on data. The dual degree Master of Business Administration (MBA) and Master of Science in Business Analytics (MSBA) responds to such needs and prepares our graduates for the challenges of the 21st century. The MBA degree develops students with broad and strategic perspectives across multiple business fields, such as accounting, finance, economics, marketing, management, and operations. The MSBA degree program develops students with specialized knowledge and skills for data management and analytics. Based on these well-established MBA and MSBA programs, the dual degree program further helps prepare students by leveraging on the synergy between the two separate MBA and MSBA programs.

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preparatory Courses</td>
<td></td>
</tr>
<tr>
<td>DATA 5400</td>
<td>Applied Business Statistics ¹</td>
<td>3</td>
</tr>
<tr>
<td>DATA 5405</td>
<td>Python Fundamentals ¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select at least three courses from the following: ²</td>
<td>9-18</td>
</tr>
<tr>
<td>ACCT 5400</td>
<td>Introduction to Accounting</td>
<td></td>
</tr>
<tr>
<td>ECON 5400</td>
<td>Principles of Economics for Business</td>
<td></td>
</tr>
<tr>
<td>FNCE 5400</td>
<td>Principles of Finance</td>
<td></td>
</tr>
<tr>
<td>ISOM 5400</td>
<td>Business Operations</td>
<td></td>
</tr>
<tr>
<td>MGMT 5400</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MKTG 5400</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one ACCT course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one ECON course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one FNCE course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one MKTG course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MBA Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select a concentration in one of the following areas:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management</td>
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<tr>
<td></td>
<td>Marketing</td>
<td></td>
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<tr>
<td></td>
<td>MSBA Courses</td>
<td></td>
</tr>
<tr>
<td>DATA 6500</td>
<td>Business Analytics</td>
<td>3</td>
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<tr>
<td>DATA 6505</td>
<td>Python for Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6510</td>
<td>Databases for Business Analytics</td>
<td>3</td>
</tr>
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<td>DATA 6530</td>
<td>Business Forecasting and Predictive Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6540</td>
<td>Business Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6545</td>
<td>Machine Learning for Predictive Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6999</td>
<td>Capstone: Business Analytics Applications</td>
<td>3</td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>63-72</td>
</tr>
</tbody>
</table>
The following overarching principles guide the MBA/MSBA dual degree program:

- MSBA candidates, in order to obtain the 30 credits required by that program, will use MBA concentration courses to fulfill the nine elective credits required of the MSBA degree.
- Interested candidates may earn both degrees with 60 credits, based on testing out or waiving of prerequisites via prior coursework.
- Preparatory or core courses required for the MBA and MSBA will be required.

Dual Degree Master of Business Administration and Master of Science in Nursing

Fairfield's dual degree Master of Science in Nursing and Master of Business Administration program prepares nurses with the knowledge and experience required for executive leadership positions in healthcare organizations. This dual degree program provides students with the ability to earn two master's degrees at once, giving them the ability to compete for the growing employment demand in the healthcare field.

An advanced generalist degree, the program draws upon the expertise of faculty members from the nationally-ranked Egan School of Nursing and Health Studies and Dolan School of Business. The versatile 62-credit dual degree will have students take courses across a variety of disciplines including accounting, finance, marketing, management, pathophysiology, systems leadership, information technology, healthcare economics, and more.

For more information on this program, please see the Egan School section of this catalog.

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 three courses designated for the specialization. Thus, students seeking to specialize in Assurance (Taxation) must complete a total of six courses coded as TAXN, while students seeking to specialize in Business Analytics must complete a total of three 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 three courses designated for the specialization. Thus, students seeking to specialize in Assurance (Taxation) must complete a total of six courses coded as TAXN, while students seeking to specialize in Business Analytics must complete a total of three courses designated as applicable to Business Analytics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6530</td>
<td>Accounting for Governments, Hospitals, and Universities</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6570</td>
<td>Issues in Accounting Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6580</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>TAXN 6510</td>
<td>Entity Taxation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ACCT 6550</td>
<td>Topics in Accounting Systems and Data Analytics</td>
<td></td>
</tr>
<tr>
<td>ACCT 6560</td>
<td>Audit Issues in a Global Environment</td>
<td></td>
</tr>
<tr>
<td>TAXN 6550</td>
<td>Tax Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Course</td>
<td></td>
</tr>
<tr>
<td>ACCT 6520</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6560</td>
<td>Audit Issues in a Global Environment</td>
<td></td>
</tr>
<tr>
<td>TAXN 6520</td>
<td>International Taxation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designated Research Course</td>
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</tr>
<tr>
<td>ACCT 6970</td>
<td>Research on Contemporary Issues in Accounting</td>
<td></td>
</tr>
<tr>
<td>TAXN 6970</td>
<td>Tax Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td>ACCT 6510</td>
<td>Issues in a Regulatory Reporting Environment</td>
<td>9</td>
</tr>
<tr>
<td>ACCT 6515</td>
<td>Property Transactions: Regulatory and Tax Issues</td>
<td></td>
</tr>
<tr>
<td>ACCT 6520</td>
<td>International Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6550</td>
<td>Topics in Accounting Systems and Data Analytics</td>
<td></td>
</tr>
<tr>
<td>ACCT 6555</td>
<td>Issues in Internal Audit</td>
<td></td>
</tr>
<tr>
<td>ACCT 6560</td>
<td>Audit Issues in a Global Environment</td>
<td></td>
</tr>
<tr>
<td>ACCT 6565</td>
<td>Forensic Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6585</td>
<td>Effective Communications for Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6900</td>
<td>Seminar: Special Topics in Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6970</td>
<td>Research on Contemporary Issues in Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6980</td>
<td>Practicum in Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 6990</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>
MBA and MS in Accounting or Taxation Overlap

The MBA with a concentration in Accounting (MBA-AC) or Taxation (MBA-TX), 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 or Taxation. Immediately after completion of the MBA-AC/MBA-TX, students sometimes wish to further their graduate study in Accounting or Taxation. 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 Director of Graduate Accounting Programs. Students are encouraged to seek individualized advisement well before completing the MBA-AC/MBA-TX.

Courses

Accounting

ACCT 5400 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. Previously AC 0400.

ACCT 6500 Accounting Information for Decision-Making 3 Credits
Prerequisite: ACCT 5400.
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. Previously AC 0500.

ACCT 6510 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. Previously AC 0510.

ACCT 6515 Property Transactions: Regulatory and Tax Issues 3 Credits
This course covers concepts that are relevant in practice for both a public and private accounting and taxation setting. Drawing on and integrating complimentary law and tax topics, the course will consider issues such as: real estate used in a trade or business or held for the production of rental income, ownership of a principal residence, and indirect ownership of real-estate interests in the form of securities under federal law, including a REIT, as well as secured transactions and bankruptcy. Crosslisted with TAXN 6515.

ACCT 6520 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. Previously AC 0520.
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. Previously AC 0565.

ACCT 6570 Issues in Accounting Ethics

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. Previously AC 0570.

ACCT 6580 Financial Statement Analysis

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. Previously AC 0580.

ACCT 6585 Effective Communications for Accounting Professionals

In this course, students will practice communicating effectively in accounting settings. Topics include considering the communication needs of accountants' diverse audiences, adapting communications to varying purposes, and writing and speaking clearly and concisely in both preparing accounting-specific documents and in presenting accounting-focused information. Crosslisted with TAXN 6585.

ACCT 6590 Seminar: Special Topics in Accounting

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. Previously AC 0585.

ACCT 6597 Research on Contemporary Issues in Accounting

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. Previously AC 0590.

ACCT 6598 Practicum in Accounting

This course builds on the in-class lessons covered during the student's graduate studies by providing the student with the opportunity to apply their 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. Previously AC 0591.

ACCT 6599 Independent Study

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. Previously AC 0598.
Taxation

TAXN 6505 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. Previously TX 0502.

TAXN 6510 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. Previously TX 0510.

TAXN 6515 Property Transactions: Regulatory and Tax Issues 3 Credits
This course covers concepts that are relevant in practice for both a public and private accounting and taxation setting. Drawing on and integrating complimentary law and tax topics, the course will consider issues such as: real estate used in a trade or business or held for the production of rental income, ownership of a principal residence, and indirect ownership of real-estate interests in the form of securities under federal law, including a REIT, as well as secured transactions and bankruptcy. Crosslisted with ACCT 6515.

TAXN 6520 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. Previously AC 0542.

TAXN 6525 Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code 3 Credits
This course provides students with a foundation in The Law of Commercial Transactions. The course begins with a review of the principles of common law contracts which underpins many aspects of the Uniform Commercial Code. This course entails an advanced study of several provisions of the Uniform Commercial Code (hereinafter referred to as "UCC" or "the Code"). The sections of the Code to be studied include Article 2 Sales, Article 2A Leases of Goods, Articles 3 and 4 Negotiable Instruments and Bank Deposits and Collections, and Article 9 Secured Transactions. With an emphasis on case analyses and/or problem sets, 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 the UCC. Crosslisted with ACCT 6525. Previously MG 0512.

TAXN 6530 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. Previously TX 0530.

TAXN 6540 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. Previously TX 0540.

TAXN 6550 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. Previously TX 0550.

TAXN 6555 Effective Communications for Accounting Professionals 3 Credits
In this course, students will practice communicating effectively in accounting settings. Topics include considering the communication needs of accountants’ diverse audiences, adapting communications to varying purposes, and writing and speaking clearly and concisely in both preparing accounting-specific documents and in presenting accounting-focused information. Crosslisted with ACCT 6585.

TAXN 6900 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. Previously TX 0585.

TAXN 6970 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. Previously TX 0500.

TAXN 6980 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 their 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. Previously TX 0591.

TAXN 6990 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. Previously TX 0598.

Career Development

The Dolan Career Development Center provides professional development services that enrich graduate students’ academic experiences and inspire
tomorrow's business leaders. For more information, reference the Career Development section of this catalog.

**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 is designed to be completed either in one year's time (full time) or over two years (part time). The program may be taken either asynchronously online or in-person, and students can choose either one for any course. Students may opt to use their elective courses to earn a specialization that is tailored to their career interests. Available specializations include: Artificial Intelligence, Financial Planning and Analysis, Healthcare, Marketing Analytics, Quantitative Finance, and, for those who have an undergraduate degree in Accounting or the equivalent, Accounting.

**Program**

**Requirements**

**Code** | **Title** | **Credits**
--- | --- | ---
DATA 6500 | Business Analytics ¹ | 3
DATA 6505 | Python for Business Analytics | 3
DATA 6510 | Databases for Business Analytics | 3
DATA 6530 | Business Forecasting and Predictive Analytics ¹ | 3
DATA 6540 | Business Intelligence | 3
DATA 6545 | Machine Learning for Predictive Analytics | 3
DATA 6999 | Capstone: Business Analytics Applications | 3
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 6000-level. Students may 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 6000-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 will take any three graduate Accounting or Taxation courses at the 6000-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.

**Artificial Intelligence Specialization**

To complete a specialization in Artificial Intelligence, students will take three courses involving any combination of ISOM 6550 and/or ISOM 6900 courses. ISOM 6550 may be taken, at most, once for credit for this specialization. The topics course ISOM 6900 may be taken multiple times for credit, up to three times if ISOM 6550 is not taken, or up to two times if ISOM 6550 is taken, as long as the topics offered are different. Topics courses are expected to be offered on sports analytics, deep learning, classic AI, and more.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISOM 6550</td>
<td>Business Analytics and Big Data Management</td>
<td>3</td>
</tr>
<tr>
<td>or ISOM 6900</td>
<td>Contemporary Topics Seminar</td>
<td></td>
</tr>
<tr>
<td>ISOM 6900</td>
<td>Contemporary Topics Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ISOM 6900</td>
<td>Contemporary Topics Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** | 9

**Financial Planning and Analysis Specialization**

To complete a specialization in Financial Planning and Analysis, students will complete the following courses as their required electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 6500</td>
<td>Accounting Information for Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6500</td>
<td>Stakeholder Value</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6530</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** | 9

**Healthcare Specialization**

To complete a specialization in Healthcare, students will complete the following courses as their required electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select three courses from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 7602</td>
<td>Healthcare Economics and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7605</td>
<td>Advanced Healthcare Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7613</td>
<td>Finance and Quality Management in Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7614</td>
<td>Information Technology for Healthcare Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** | 9
Marketing Analytics Specialization
To complete a specialization in Marketing Analytics, students will complete the following courses as their required electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 6520</td>
<td>Research for Marketing Insights and Decisions</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6580</td>
<td>Multivariate Analysis for Consumer Insights</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 6525</td>
<td>Customer Experience</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6560</td>
<td>Category Management and Shopper Insights</td>
<td></td>
</tr>
<tr>
<td>MKTG 6570</td>
<td>Digital Marketing and Analytics</td>
<td></td>
</tr>
<tr>
<td>MKTG 6583</td>
<td>Pricing Strategies and Analytics</td>
<td></td>
</tr>
<tr>
<td>MKTG 6590</td>
<td>Experimental Research</td>
<td></td>
</tr>
<tr>
<td>MKTG 6900</td>
<td>Contemporary Topics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 9

Note: MKTG 5400 or its equivalent is a required prerequisite for all upper-level marketing courses.

Quantitative Finance Specialization
To complete a specialization in Quantitative Finance, students will complete the following courses as their required electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 6540</td>
<td>Investment Analysis</td>
<td>3</td>
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</table>

Select two courses from the following:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 6545</td>
<td>Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6565</td>
<td>Derivative Securities</td>
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</tr>
<tr>
<td>FNCE 6570</td>
<td>Fixed Income Securities</td>
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</tr>
<tr>
<td>FNCE 6580</td>
<td>Financial Risk Management</td>
<td></td>
</tr>
<tr>
<td>FNCE 6595</td>
<td>Research Methods in Finance</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 9

Dual Degree MBA and MS in Business Analytics
Students may pursue dual degrees, earning both a Master in Business Administration and a Master of Science in Business Analytics, in less time and with fewer credits than if they were to complete both degrees separately. Please see the Dual Degree MBA/MSBA section of this catalog for details.

Courses

DATA 5400 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. Previously QA 0400, BUAN 5400.

DATA 5405 Python Fundamentals 3 Credits
This course is an introduction to Python, with an emphasis on general programming concepts (structure, logic, data, etc.) that apply to just about any general purpose programming language. Starting with a review of fundamental programming concepts, the course uses short lessons, quizzes, and coding challenges to cover the basics of how Python is used in a professional Business Analytics setting. The course concludes with a final project designed to demonstrate proficiency. Previously BA 0405, BUAN 5405.

DATA 5410 Analytics Programming for Business 1.5 Credits
This course focuses on quantitative modeling and analyzing business problems using spreadsheet software, such as Excel and its add-ins. Topics include descriptive analytics, visualizing and exploring data, predictive modeling, regression analysis, time series analysis, portfolio decisions, risk management, and simulation. Business models relevant to finance, accounting, marketing, and operations management are set up and solved, with managerial interpretations and "what if" analyses to provide further insight into real business problems and solutions. Open to MS Management students only. Previously BA 0410, BUAN 5410.

DATA 6100 Fundamentals of Analytics 3 Credits
This is an introductory level graduate course focusing on spreadsheet modeling to analyze and solve business problems. Topics include descriptive analytics, data visualization, predictive modeling, time series analysis, and data mining. Contemporary analytical models utilized in finance, marketing, accounting, and management are set up and solved through case studies. Previously IS 0500, ISOM 6500.

DATA 6500 Business Analytics 3 Credits
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. Previously BA 0500, BUAN 6500.

DATA 6505 Python for Business Analytics 3 Credits
Prerequisite: DATA 5405 or placement exam.
In this course, we introduce Python as a language and tool for collecting, pre-processing, 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, pre-processing, 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. Previously BA 0505, BUAN 6505.

DATA 6510 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. Previously BA 0510, BUAN 6510.
DATA 6530 Business Forecasting and Predictive Analytics 3 Credits
Prerequisite: DATA 5400 or placement exam.
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. Previously QA 0500, BUAN 6530.

DATA 6535 Advanced Sports Analytics 3 Credits
Sports analytics is transforming the way teams, leagues, players, coaches, referees, and fans perceive and appreciate their favorite pastimes and games, including major team sports such as baseball, basketball, football, soccer, cricket, and rugby, more individualized sports like tennis and golf, and brand-new innovations such as e-sports. In this course, students will gain experience in framing analytical questions in sports, discover and evaluate cutting-edge research and findings in sports analytics, develop hands-on skills in using and implementing sports analytics solutions, and learn how to communicate findings to a non-analytical audience in an impactful and actionable way. This course culminates in a scholarly sports analytics research paper.

DATA 6540 Business Intelligence 3 Credits
Prerequisite: DATA 6500, DATA 6510.
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 warehousing, modeling, and visualization can be used to improve managerial decision making. Previously BA 0540, BUAN 6540.

DATA 6545 Machine Learning for Predictive Analytics 3 Credits
Prerequisite: DATA 6505, DATA 6530.
This course provides an advanced understanding of the practices of machine learning techniques, with a special focus on business applications. To assure practical relevance, the emphasis of this course is on the applications of techniques and tools realizing machine learning interns of business analytics. The course is organized following the Cross-Industry Standard Process for Data Mining (CRISP-DM) and all learned techniques are applied in a semester-wide project. Python is introduced and illustrated through a series of tutorials and case studies. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. Previously BA 0545, BUAN 6545.

DATA 6999 Capstone: Business Analytics Applications 3 Credits
Prerequisites: DATA 6530, DATA 6540, DATA 6545.
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. Previously BA 0590, BUAN 6999.

Career Development

The Dolan Career Development Center provides professional development services that enrich graduate students' academic experiences and inspire tomorrow's business leaders. For more information, reference the Career Development section of this catalog.

Master of Science in Finance

The MS in Finance (MSF) provides a unique opportunity for individuals who want to enhance their career opportunities in the areas of investment management, corporate finance, or investment banking. Students may begin the program in September or January. The program consists of 10 three-credit courses (seven required and three electives). The MSF program is especially useful for those who want to pursue advanced certification, such as the CFA. MSF students may elect to pursue a specialization in either business analytics, corporate finance or (assuming a related undergraduate degree) accounting. Applicants should hold an undergraduate degree and have an adequate background in the areas of economics, financial accounting, and statistics. The GMAT/GRE requirement may be waived for MSF applicants. Please see our website for more information about requesting a GMAT/GRE waiver.

Program

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FNCE 6530</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6540</td>
<td>Investment Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6545</td>
<td>Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6560</td>
<td>Global Financial Markets and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6565</td>
<td>Derivative Securities</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6580</td>
<td>Financial Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6595</td>
<td>Research Methods in Finance</td>
<td>3</td>
</tr>
<tr>
<td>Select a specialization (detailed below) or three elective courses from the following: 2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>FNCE 6500</td>
<td>Stakeholder Value</td>
<td></td>
</tr>
<tr>
<td>FNCE 6555</td>
<td>International Financial Management</td>
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</tr>
<tr>
<td>FNCE 6570</td>
<td>Fixed Income Securities</td>
<td></td>
</tr>
<tr>
<td>FNCE 6575</td>
<td>Capital Budgeting</td>
<td></td>
</tr>
<tr>
<td>FNCE 6900</td>
<td>Contemporary Topics Seminar</td>
<td></td>
</tr>
</tbody>
</table>
Accounting Specialization

To be eligible to pursue an accounting specialization within the MSF, students must have an undergraduate degree (BS or BA) with a major in accounting or the equivalent.

To complete a specialization in Accounting, students take any three graduate Accounting or Taxation courses at the 6000 level for their required three electives. All course selections should be made in consultation with the Directors of Graduate Finance and Accounting, or designee(s).

Business Analytics Specialization

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. To complete a specialization in business analytics, students take three business analytics classes as a replacement for the three finance electives.

Corporate Finance Specialization

For those students who would like to broaden and deepen skills in corporate development/strategic planning and/or risk management, the program offers a specialization in Corporate Finance. For the specialization in corporate finance, students complete the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 6500</td>
<td>Stakeholder Value</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNCE 5400 Principles of Finance</td>
<td>3 Credits</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> ACCT 5400, DATA 5400. 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 and spreadsheets to solve financial problems. Previously FI 0400.</td>
<td></td>
</tr>
<tr>
<td>FNCE 6500 Stakeholder Value</td>
<td>3 Credits</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> FNCE 6400. This course examines business decision-making with the aim of creating and managing value for stakeholders. 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 stakeholder value. Topics include investment and strategic financial decision-making. A business simulation facilitates the learning process. Previously FI 0500.</td>
<td></td>
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<tr>
<td>FNCE 6530 Corporate Finance</td>
<td>3 Credits</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> FNCE 6400. 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. Previously FI 0530.</td>
<td></td>
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<tr>
<td>FNCE 6540 Investment Analysis</td>
<td>3 Credits</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> FNCE 6400. 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 trade-offs essential to the valuation process. Previously FI 0540.</td>
<td></td>
</tr>
<tr>
<td>FNCE 6545 Portfolio Management</td>
<td>3 Credits</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> FNCE 6400. 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. Previously FI 0545.</td>
<td></td>
</tr>
</tbody>
</table>

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.
FNCE 6555 International Financial Management 3 Credits
Prerequisite: FNCE 6530.
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. Previously FI 0555.

FNCE 6560 Global Financial Markets and Institutions 3 Credits
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. Previously FI 0560.

FNCE 6565 Derivative Securities 3 Credits
Prerequisite: FNCE 6540 (concurrency allowed).
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. Previously FI 0565.

FNCE 6570 Fixed Income Securities 3 Credits
Prerequisite: FNCE 6540.
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. Previously FI 0570.

FNCE 6575 Capital Budgeting 3 Credits
Prerequisite: FNCE 6530.
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. Previously FI 0575.

FNCE 6580 Financial Risk Management 3 Credits
Prerequisite: FNCE 6540.
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. Previously FI 0580.

FNCE 6595 Research Methods in Finance 3 Credits
Prerequisite: FNCE 6540.
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 new methods 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, applicable to finance problems. Previously FI 0595.

FNCE 6900 Contemporary Topics Seminar 3 Credits
Prerequisites: FNCE 6530, FNCE 6540.
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. Previously FI 0585.

FNCE 6990 Independent Research Seminar 3 Credits
Prerequisite: FNCE 6595.
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. Previously FI 0597.

Master of Science in Management

The Master of Science in Management (MSM) program provides recent college graduates with essential business knowledge and focused career development. Students join a collaborative cohort of individuals who represent a diverse set of undergraduate schools and majors. In particular, the MSM program is designed for recent college graduates with non-business degrees or majors. The goal is to provide students who have completed non-business degrees (everything from Art History, English, Engineering, Communication, Psychology, Economics, and more) with the skills and knowledge of business practices. Business minors as well as candidates who may have earned an undergraduate business degree some time ago are welcome to apply. The program is designed to complement students’ undergraduate degrees in order to lead to jobs and careers that utilize their passions and skills.

The MSM is a cohort program, providing students with a one-year, full-time experience as graduate students working through a prescribed curriculum. This is structured as a combination of hybrid and online technology-supported courses designed to ensure that students acquire the 21st-century skills needed to work in fast-paced and often off-site business environments.

There are several signature elements of the MSM program. One element is our sharp focus on providing key career development opportunities and activities. We are one of the only programs to offer a personalized graduate level career development course in our curriculum schedule. Also a Program advisor works directly with students as well, providing...
industry insights and key advice on how to best position themselves for career and job opportunities. Another element is our plan to complete a one week Global Immersion Experience, to be held over Spring break, in a designated Non US country, in the final semester, to build critical comprehension around sharp cultural differences and their impact on business practices. The capstone course for the MSM is one that focuses on entrepreneurship. This experience challenges students to become well-rounded leaders, with solid business perspective, as well as resourceful innovators who are globally aware and community-centric.

The program emphasizes a conceptual understanding of business strategies, implementation of practical skills, such as forecasting sales and net revenues, forming a go-to-market strategy and conducting competitive market analysis as well as developing an ethical structure necessary for business or civic leadership.

These future leaders of the 21st Century explore and hone the analytical and critical thinking skills of a liberal arts education as they stoke their passions and animate their ideas, whether creating new non-profit or for-profit enterprises, or leading within existing organizations.

### Program

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 5400</td>
<td>Introduction to Accounting</td>
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<tr>
<td>DATA 5410</td>
<td>Analytics Programming for Business</td>
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<tr>
<td>ECON 5410</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECON 5415</td>
<td>Statistics for Business</td>
<td>1.5</td>
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<tr>
<td>FNCE 5400</td>
<td>Principles of Finance</td>
<td>3</td>
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<tr>
<td>MGMT 5410</td>
<td>Understanding Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5410</td>
<td>Leadership</td>
<td>3</td>
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<tr>
<td>MGMT 6502</td>
<td>Law and Ethics for Critical Reasoning in Business</td>
<td>1.5</td>
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<tr>
<td>MGMT 6505</td>
<td>Human Resource Strategies: An Analytics Approach</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6507</td>
<td>Negotiations and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6515</td>
<td>Professional Development</td>
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<tr>
<td>MGMT 6530</td>
<td>Entrepreneurship</td>
<td>3</td>
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<tr>
<td>MGMT 6584</td>
<td>Global Competitive Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5410</td>
<td>Marketing in the Digital World</td>
<td>1.5</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>30</strong></td>
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</tbody>
</table>

#### Courses

**MGMT 5400 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. Previously MG 0400.

**MGMT 5410 Understanding Organizations**  
1.5 Credits  
This course examines micro level organizational behavior theories as applied to organizational settings. Topics will include motivation, leadership, interpersonal relations, group dynamics, and strategies for organizational culture and change. Previously MG 0410.

**MGMT 6500 Leadership**  
3 Credits  
Prerequisite: MGMT 5400. Effective leadership provides a competitive advantage for an organization in the marketplace. The goal of this course is to enhance students' ability to successfully lead in an innovative, dynamic, global environment, building their confidence level to successfully lead in the 21st century. Building from a best practice "real-world" approach students will be given the opportunity to increase their knowledge and skill level through self-assessments, case studies, assignments, and experiential learning. An impactful set of strategies and techniques will be presented, covering situational leadership theories and practices, leading in multiple geographies and cultures, navigating team/organizational dynamics, influencing and motivating meaningful change, shaping culture, and creating vision and strategic direction. Previously MG 0500.

**MGMT 6502 Law and Ethics for Critical Reasoning in Business**  
1.5 Credits  
This course is designed to provide a solid basis in legal and ethical reasoning that can support effective decision-making about a wide range of complex business issues. Employing active learning methods, it efficiently provides students with the capacity to think independently in an informed, carefully reasoned way. Course content includes select legal topics, rules and concepts, models of legal reasoning and ethical analysis, and the relationship between the two. Previously MG 0509.

**MGMT 6503 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. Previously MG 0503.

**MGMT 6504 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. Previously MG 0504.
MGMT 6505 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. Previously MG 0505.

MGMT 6507 Negotiations and Dispute Resolution 3 Credits
Prerequisite: MGMT 6500.
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. Previously MG 0507.

MGMT 6508 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. Previously MG 0508.

MGMT 6515 Professional Development 0 Credits
The purpose of this course is to aid the process of professional career development at the graduate level. Students will develop professional resumes, practice interviewing skills, and develop a robust LinkedIn social media presence for networking in the job market. Previously MG 0515.

MGMT 6525 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. Previously MG 0525.

MGMT 6530 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. Previously MG 0530.

MGMT 6531 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. Previously MG 0531.

MGMT 6540 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. Previously MG 0540.

MGMT 6545 Law and Human Resources Management 3 Credits
Prerequisite: MGMT 6503.
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. Previously MG 0545.

MGMT 6555 Labor Relations 3 Credits
Prerequisite: MGMT 6505.
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. Previously MG 0555.
MGMT 6560 Career Planning and Development 3 Credits
Prerequisite: MGMT 6500.
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. Previously MG 0560.

MGMT 6584 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. Previously MG 0584.

MGMT 6900 Contemporary Topics 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. Previously MG 0580.

The flexible online Master of Science in Marketing Analytics and Strategy program at Fairfield Dolan is designed for:

- Recent graduates looking to advance their foundation in marketing as well as their strategic and analytical skills to draw data-driven marketing insights.
- Working professionals with prior experience in marketing who want to learn more about using analytics to support strategic decision making.
- Professionals who are looking to transition careers from other fields to marketing.

### Program

#### Requirements

The program consists of 10 three-credit courses: seven required and three electives. An additional three-credit course is required if students do not meet the MKTG 5400 prerequisite. The program is designed to be completed either in one year's time (full-time) or in two years (part-time).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 6510</td>
<td>Advanced Consumer Behavior for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6520</td>
<td>Research for Marketing Insights and Decisions</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6535</td>
<td>Strategic Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6570</td>
<td>Digital Marketing and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6580</td>
<td>Multivariate Analysis for Consumer Insights</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6583</td>
<td>Pricing Strategies and Analytics</td>
<td>3</td>
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<tr>
<td>MKTG 6999A</td>
<td>Capstone Project: Marketing Analytics and Strategy</td>
<td>3</td>
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</tbody>
</table>

Select three elective courses from the following:

- DATA 5405 Python Fundamentals
- or DATA 6505 Python for Business Analytics
- MKTG 6505A Introductory Storytelling in Marketing
- & MKTG 6505B and Advanced Storytelling in Marketing
- MKTG 6525 Customer Experience
- MKTG 6540 Advertising Management
- MKTG 6560 Category Management and Shopper Insights
- or MKTG 6596 Experimental Research
- MKTG 6900 Contemporary Topics

**Total Credits** 30

### Courses

#### MKTG 5400 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. Previously MK 0400.
MKTG 5410 Marketing in the Digital World  1.5 Credits
This course will provide students with the understanding of the role of marketing in the modern corporation. The course integrates the fundamental concepts of marketing with the newest trends in digital and social media marketing. Emphasis will be placed on how firms execute marketing strategy utilizing the latest digital tools. Open to MS Management students only. Previously MK 0410.

MKTG 6500 Customer Value  3 Credits
Prerequisite: MKTG 5400.
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. Previously MK 0500.

MKTG 6505A Introductory Storytelling in Marketing  1.5 Credits
Prerequisite: MKTG 5400.
Storytelling is an essential part of marketing communication. This course will allow students to understand the power of "the story" in a marketing context in how brands can effectively communicate, persuade, and influence key audiences. Students will learn to leverage brand stories in building long-term relationships with customers. Students will acquire the basics of storytelling drawing from its inter-disciplinary nature including the models and science behind it. They will also learn about the critical elements and techniques used in storytelling. Students will work on in-class assignments using established brands to identify good story ideas along with ways to capture target audiences' attention. They will not only learn to understand and critique brand stories but also be able to craft and execute holistic brand-customer stories through various promotional mix platforms.

MKTG 6505B Advanced Storytelling in Marketing  1.5 Credits
Prerequisite: MKTG 6505A.
Storytelling with data is an essential part of marketing communication. This course will allow students to use data for effective brand-customer storytelling within an overarching brand strategy framework. Students will learn to apply the critical elements, techniques, including story angles and hooks in effectively communicating a brand-customer story backed with data. Students will work on an in-class project that entails research design, data collection and analysis to not only create a powerful data-oriented, brand-customer story but also to implement this story on at least one promotional mix platform.

MKTG 6510 Advanced Consumer Behavior for Managers  3 Credits
Prerequisite: MKTG 5400.
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. Previously MK 0510.

MKTG 6520 Research for Marketing Insights and Decisions  3 Credits
Prerequisite: MKTG 5400.
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. Previously MK 0520.

MKTG 6525 Customer Experience  3 Credits
Prerequisite: MKTG 5400.
Customer experience (CX) occurs every time a customer interacts with a company via any channel, at any time, for any purpose. Creating word-class, end-to-end customer experiences has become an innovative way to gain sustainable competitive advantage, but it requires a deep understanding of both the customers and how they interact, as well as a commitment to change business processes based on that understanding. In this course, students will learn how to create compelling customer experiences along the whole process of customer touch-points, from prospect to purchase. Topics to be covered include pre-purchase profiling and segmentation of prospects, persona development, experience mapping, and the role of technology platforms and artificial intelligence that drive advanced customer journeys. The class consists of a mix of lectures, case analyses, and a project that includes designing, planning, and executing a complete Customer Experience for a selected brand/organization.

MKTG 6535 Strategic Brand Management  3 Credits
Prerequisite: MKTG 5400.
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; Module 3: Managing Brand Equity. Previously MK 0535.

MKTG 6540 Advertising Management  3 Credits
Prerequisite: MKTG 5400.
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. Previously MK 0540.

MKTG 6560 Category Management and Shopper Insights  3 Credits
Prerequisites: MKTG 5400, MKTG 6520.
In this course, students will learn how retailers and manufacturers engage in a collaborative process to manage a product category at retail for the purpose of optimizing shopper satisfaction to increase revenues and profits. The course imparts students with hands on training on how to analyze retail POS (Point of Sales) data (syndicated scanner data). An emphasis will be given to data interpretation and implication on strategic and tactical decision making related to product assortment, shelf set, promotion, and pricing decisions for the purpose of generating store traffic, improving shopper loyalty, and ultimately increasing revenues and profitability. Students will learn how to leverage insights through a combination of case studies, workshops and by creating compelling, fact-based presentations. Previously MK 0565.
Graduate Certificate Programs

MKTG 6570 Digital Marketing and Analytics 3 Credits
Prerequisite: MKTG 5400.
The aim of this course is to provide students with a strategic understanding of the scope and dynamics of digital marketing, as well as its impact on businesses and consumers. The course also imparts tactical knowledge regarding the current, industry-relevant, digital marketing tools and practices. In addition to learning how to plan and integrate marketing objectives across multiple digital platforms (including website, search, social media, email, and mobile), students will learn how to measure their impact through analytics. The course will also discuss ethical concerns surrounding digital consumer targeting, and provide students with best-practices for formulating a successful digital brand. Previously MK 0570.

MKTG 6580 Multivariate Analysis for Consumer Insights 3 Credits
Prerequisite: MKTG 5400, MKTG 6520.
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. Previously MK 0580.

MKTG 6583 Pricing Strategies and Analytics 3 Credits
Pricing is the only element of the marketing mix that generates revenue. The other marketing instruments typically drive cost in the process of creating customer value, which is recaptured through effective pricing. This course establishes a foundation for effective pricing decisions by teaching key economic, analytical, and behavioral concepts associated with costs, customer behavior, and competition; introduces students to advanced pricing techniques that aim to create additional value, including dynamic pricing, segmented pricing, pricing structures, and promotions; and highlights practical applications of these approaches within specific industry contexts. Through a mixture of lectures, case studies, and analytical techniques, the course will prepare students to address strategic and tactical issues related to pricing.

MKTG 6590 Experimental Research 3 Credits
Prerequisites: MKTG 5400, MKTG 6520.
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. Previously MK 0590.

MKTG 6900 Contemporary Topics 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. Previously MK 0585.

MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits
Prerequisites: MKTG 6510, MKTG 6535, MKTG 6570, MKTG 6580, MKTG 6583.
In this course, students demonstrate how the knowledge and skills learned in the MS in Marketing Strategy and Analytics program can be applied to business problems. Students will demonstrate this competence by providing professional consulting advice to a local organization to solve a business problem in order to gain competitive advantage. Students undertake a major research project as a central activity in this course drawing on the expertise and research methodologies they have developed in the program. Previously MK 0599A.

Career Development

The Dolan Career Development Center provides professional development services that enrich graduate students' academic experiences and inspire tomorrow's business leaders. For more information, reference the Career Development section of this catalog.

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 have completed the Graduate Certificate in Business Intelligence and seek to augment their skills with more technical skills, tools, and languages.
- Those who are comfortable with data analysis using standard tools and are looking for ways to do more customized analysis.

The program consists of the following four courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 5405</td>
<td>Python Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6505</td>
<td>Python for Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6530</td>
<td>Business Forecasting and Predictive Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6545</td>
<td>Machine Learning for Predictive Analytics</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
Students may test out of via successful completion of an exam. If tested out of DATA 5400, any other DATA course may be substituted.

The four required courses can be completed in one year’s time by taking two courses (DATA 5405 and DATA 6505) in the fall semester and two courses (DATA 6530 and DATA 6545) in the spring semester.

Please note that many of the courses in this certificate program have courses from the Graduate Certificate in Business Intelligence program as prerequisites.

Students who have completed both the Graduate Certificate in Business Intelligence and the Graduate Certificate in Business Analytics need only take three more electives and the capstone to convert all of those certificates and coursework into a full MSBA.

**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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 5400</td>
<td>Introduction to Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 5400</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5400</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5400</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Graduate Certificate in Business Intelligence**

The Graduate Certificate in Business Intelligence is a 12-credit program designed for the following audiences:

- Those who are in need of foundational knowledge in the skills and tools of business intelligence.
- Those who are contemplating the MSBA but do not have the time/resources at the moment to undertake the degree program.
- Those who are transitioning into a new position or new responsibilities involving the analysis of data.

The program consists of the following four courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA 5400</td>
<td>Applied Business Statistics (^1)</td>
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</tr>
<tr>
<td>DATA 6500</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6510</td>
<td>Databases for Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6540</td>
<td>Business Intelligence</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

\(^1\) Capstone experience for the certificate. All other certificate courses should be taken prior to or in tandem with FNCE 6500.

**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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6500</td>
<td>Accounting Information for Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>DATA 6530</td>
<td>Business Forecasting and Predictive Analytics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6500</td>
<td>Stakeholder Value (^1)</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 6530</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

\(^1\) Capstone experience for the certificate. All other certificate courses should be taken prior to or in tandem with FNCE 6500.

**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 MS in Marketing Analytics and Strategy (MSMAS), 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 6520</td>
<td>Research for Marketing Insights and Decisions</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6580</td>
<td>Multivariate Analysis for Consumer Insights</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select two courses from the following:</strong></td>
<td><strong>6</strong></td>
<td></td>
</tr>
<tr>
<td>DATA 5405</td>
<td>Python Fundamentals</td>
<td></td>
</tr>
<tr>
<td>or DATA 650 Python for Business Analytics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG 6525</td>
<td>Customer Experience</td>
<td></td>
</tr>
<tr>
<td>MKTG 6560</td>
<td>Category Management and Shopper Insights</td>
<td></td>
</tr>
<tr>
<td>MKTG 6570</td>
<td>Digital Marketing and Analytics</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
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 an Advanced Graduate Certificate 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 Accounting 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.

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MBA, Yale University  
PhD, University of Massachusetts Boston

Vishnu Vinekar
*Associate Professor of Analytics*
BS, Manipal Institute of Technology, India  
MS, Texas A&M International University  
PhD, University of Texas at Arlington

Annie Witte
*Assistant Professor of Accounting*
BS, Bentley University  
PhD, Bentley University  
CPA, Colorado (inactive)

Ying Zhang
*Associate Professor of Finance*
BS, Jinan University, Guangzhou, China  
MS, PhD, University of Texas Arlington

**Faculty Emeriti**

Henry E. Allinger
Assistant Professor of Accounting, Emeritus

Bruce Bradford
Associate Professor of Accounting, Emeritus

James A. Buss
Professor of Economics, Emeritus

J. Michael Cavanaugh
Associate Professor of Management, Emeritus

Edward J. Deak
Professor of Economics, Emeritus

Catherine Connelly Giapponi
Associate Professor of Management, Emerita

Robert A. Kelly
Assistant Professor of Economics, Emeritus

Robert W. Kravet
Assistant Professor of Accounting, Emeritus

Suzanne D. Lyngaas
Assistant Professor of Accounting, Emerita

Roselie McDevitt
Assistant Professor of Accounting, Emerita

Laurence A. Miners
Professor of Economics, Emeritus

Patricia Poli
Associate Professor of Accounting, Emerita

Norman A. Solomon
Professor of Management, Former Dean, Emeritus

Winston Tellis
Professor of Information Systems and Operations Management, Emeritus

Cheryl Tromley
Professor of Management, Emerita

**Advisory Board**

Jennifer Abate '94
Managing Director, Financial Institutions Group  
Lazard Asset Management

Louis Albanese '76
Managing Director - Portfolio Manager  
Crestwood Advisors

Michael Archbold '82
CEO of GNC and Talbots (Retired)  
The Council for Inclusive Capitalism of the Vatican

Michael Bentivegna ’82
Vice-President, Commercial Development (Retired)  
Zoetis Inc.

Richard F. Cerrone M’76
Founding Partner & Senior Advisor  
CM Advisors

Francesco Chechile ’85
President, CC Realty Group  
Senior Advisor, Lafayette Group International

William Curley ’83
Strategic Advisor to the Managing Board  
ING Group - Amsterdam

Hugh Davis ’95
Co-President  
Dynata

Sue Davis-Gillis MBA’03
Senior Vice President  
Consumer Banking Leader  
Synchrony Financial

Thomas J. Fanning, Sr. ’78, P’06, P’10 *(Board Chair)*
Founder and Co-Managing Partner  
Heritage Strategies, LLC

Neal D. E. Griffin ’91
Senior Managing Director, Partner  
Institutional Strategy and Investment Group, Inc.
Elaine Hughes  
CEO  
EA Hughes & Co., Division of Solomon Page

Ursula Hurley ’04  
Vice-President and Treasurer  
JetBlue Airways

Adrienne A. Johnson ’91  
Managing Director, Chief Transformation Officer  
Equitable

Thomas N. Kushner ’86  
Managing Director, Institutional Investor Management  
Wells Fargo Securities

Kelly Lafnitzegger ’89  
Vice President Human Resources  
GE Power & Water

Thomas Luglio ’86  
Managing Director  
Credit Suisse Securities

Joan Makara ’74  
Vice President Global Risk Operations, Consumer Finance (Retired)  
General Electric

Lindsay Muldoon ’04  
Vice President, Sales & Marketing  
Northern Trust Hedge Fund Services LLC

Stephen Pilch ’83  
Managing Director & Chief Operating Officer  
Stockbridge Capital Group, LLC

Patricia Preston ’80  
Senior Vice President, Business Transformation  
Mastercard International

Tom Sciametta ’96  
Partner  
Ernst & Young, LLP

Steven Siwinski ’92  
Partner  
High Road Capital Partners

Colleen Tycz ’04  
Senior Vice President, Head of Retirement and Insurance Strategic Accounts  
Franklin Templeton

Kevin Walsh ’82  
Managing Director, Power and Renewable Energy (Retired)  
GE Energy Financial Services

Joseph F. Walton ’75  
Board Member (retired SVP EMC)  
Digital Times Transformation
School of Engineering
A Message from the Dean
The six graduate programs in the School of Engineering – Master of Science degrees in Cybersecurity, Data Science, Electrical and Computer Engineering, Management of Technology, Mechanical Engineering, and 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 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, 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, applied research, and in instruction and mentoring. It is also facilitated through on-going close contact and open lines of communication with the industry and business sectors that are the main beneficiaries of the School's Master degree graduates. An increasing number of our programs and courses are offered in the on-line space to better serve our various stakeholders.

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 am pleased 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.

Andres Leonardo Carrano, PhD
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, applied research, and professional advancement. The School also maintains a close working relationship with industry through its Executive 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.

Vision
The School of Engineering will be a recognized leader in modern, experiential-based engineering education and known for innovative, applied research that, together, fosters a student-centered and research-focused educational experience that prepares graduates for successful and rewarding careers in service to others.

Mission
The School of Engineering is dedicated to: (1) Providing transformative educational experiences that prepare our graduates for successful careers; (2) advancing engineering knowledge through applied research; and, (3) supporting the University's mission of whole-person development (cura personalis) by inculcating into our students the service-to-humanity character of the engineering profession.

Purpose
We believe a strong, experientially based curriculum, supported by faculty with an applied research focus leads to:

- Enhanced academic reputation.
- Increased scholarship of students and faculty.
- Students, imbued with the service-to-humanity character of the engineering profession, prepared to meet the future challenges of a rapidly evolving, technology-based society.

Values
“Our Ethics in Action”
Excellence in all we do
Engagement at every level
Innovation across all disciplines
Diversity and Inclusion in all things
Service to Humanity as a lifelong goal
Character as a foundation of Leadership

Degrees
- Master of Science in Cybersecurity
- Master of Science in Data Science
- Master of Science in Electrical and Computer Engineering
- Master of Science in Management of Technology
- Master of Science in Mechanical Engineering
- Master of Science in Software Engineering
• Graduate Certificate Programs
  • 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 data science, 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.

Cybersecurity

Admission to the program is open to information technology professionals and students from any background including business, engineering, sciences and law, who have completed a bachelor’s degree. Two bridge courses may be necessary to remedy gaps in knowledge and experience. Available in both fully online and hybrid modalities.

Data Science

Admission will be granted to applicants with a bachelor’s degree and with competencies that will allow them to pursue graduate coursework. Knowledge and/or experience in programming, mathematics, and specific domains is necessary. Gaps in knowledge and experience can be remedied by introductory computing and domain-specific bridge courses. These additional prerequisites are determined on an individual basis and communicated at the time an offer of admission is made.

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. 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 areas 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

Admission will be granted to applicants with 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: SWEG 5357 and SWEG 5407.

Application Materials

Applicants for admission in all programs must submit the following materials online for consideration:

1. A completed application for admission. Apply online.
2. A non-refundable $65 application fee.
3. Official transcripts from all previously attended colleges or universities sent to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent to gradadmis@fairfield.edu.
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. 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 proof.
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) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL, IELTS, or PTE Academic 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 IELTS. A PTE Academic score of 53 is recommended. Fairfield University’s ETS code is 3390. TOEFL, IELTS, or PTE Academic testing 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.

1 The School of Education and Human Development requires 84 on the internet based test, with a minimum score of 21 in reading and 23 in writing.
2 For the IELTS, the School of Education and Human Development requires a score of 7.5 or higher for admission.

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 the Office of Accessibility, located in the Academic Commons on the main floor of the DiMenna-Nyselius Library, and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website. 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 (ooa@fairfield.edu), or call 203-254-4000 x2615.

Tuition, Fees, and Financial Aid

Tuition and Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$65</td>
</tr>
<tr>
<td>Tuition</td>
<td>$925 per credit</td>
</tr>
</tbody>
</table>

Graduate Student Activity Fee $65 per semester
Registration Fee $50 per semester
Lab Fee $100 per lab course
Promissory Note Fee $40
Returned Check Fee $35
Graduation Fee $200
Transcript $10

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, spring, and summer terms, 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.
Federal Title IV financial aid programs must be recalculated in these situations. You must begin enrollment in the payment period or term. Federal Return of Title IV Funds Policy

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 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, 2020. 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 x 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.

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.

HOW TO APPLY
Step One:

• Complete a Free Application for Federal Student Aid (FAFSA) online, indicating your attendance at Fairfield University (Title IV code 001385).

Step Two:

• Complete the required Entrance Counseling, Annual Student Loan Acknowledgement, and Master Promissory Note (MPN) online.

Step Three:

• Financial Aid administrators at Fairfield University will process your loan when your file is finalized and it has been determined that you are eligible for federal financial aid, 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 all requirements listed in Step Two.

• 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.

• Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.

• A student may only receive federal financial aid for coursework that is needed for degree completion.

• 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.

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.

Consumer Information

Per the Higher Education Opportunity Act of 2008, student consumer information may be found on our website.

Veterans

Veterans may apply GI Bill 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 the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance

In accordance with Title 38 US Code § 3679 (e), Fairfield University adopts the following additional provisions for any student using U.S.
Department of Veterans Affairs Post-9/11 GI Bill® (Chapter 33) or Veteran Readiness and Employment (Chapter 31) benefits.

While payment to the University is pending from the VA, Fairfield University will not prevent the student’s enrollment, assess a late payment fee, require the student to secure alternative or additional funding, or deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the university.

In order to qualify for this provision, such students are required to provide a Chapter 33 Certificate of Eligibility (or its equivalent), or for Chapter 31, a VR&E contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use eBenefits to receive the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot receive a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.
Master of Science in Cybersecurity

To earn a Master of Science in Cybersecurity, students complete the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEG 5530</td>
<td>Introduction to Information Security</td>
<td>3</td>
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<tr>
<td>SWEG 6404</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6530</td>
<td>Applications and Data Security</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6599</td>
<td>Ethical Hacking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Courses**
Select two courses in one of the following concentration areas:

**Management Concentration**
- SWEG 5417 Security Management
- SWEG 5440 Vulnerability Management
- SWEG 6448 Server Management

**Technical Concentration**
- SWEG 5349 Cloud Computing
- SWEG 5420 Systems Security
- SWEG 5335 Digital Forensics

**Elective Courses**
Select two elective courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEG 5301</td>
<td>Software Engineering Methods</td>
<td>6</td>
</tr>
<tr>
<td>SWEG 5302</td>
<td>Software Design Methods</td>
<td></td>
</tr>
<tr>
<td>SWEG 5322</td>
<td>Visual Analytics</td>
<td></td>
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<tr>
<td>SWEG 5355</td>
<td>Artificial Intelligence</td>
<td></td>
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<tr>
<td>SWEG 5360</td>
<td>Machine Learning</td>
<td></td>
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<tr>
<td>SWEG 5521</td>
<td>Information Visualization</td>
<td></td>
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<tr>
<td>SWEG 6461</td>
<td>Pattern Recognition</td>
<td></td>
</tr>
<tr>
<td>SWEG 6518</td>
<td>Data Mining and Business Intelligence</td>
<td></td>
</tr>
<tr>
<td>SWEG 6596</td>
<td>Network Routing and Switching</td>
<td></td>
</tr>
</tbody>
</table>

**Capstone Sequence**
- SWEG 6961 Capstone Professional Project I 3
- SWEG 6962 Capstone Professional Project II 3

**Total Credits** 30

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Master of Science in Data Science

The School of Engineering offers a master’s degree in data science (MSDS). 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.” As an interdisciplinary program, the Master of Science in Data Science (MSDS) 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 MSDS 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 MSDS 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 MSDS 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 MSDS 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 MSDS 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 CPSC 1101 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 MSDS 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 domain-specific bridge courses offered in the MSDS program:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1171</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 1101</td>
<td>Introduction to Computing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1010</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>Introduction to Sociology</td>
<td>3</td>
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</tbody>
</table>

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

MSDS 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, bioinformatics, social analytics, behavioral analytics, or health analytics. Additional individual areas of interest may be discussed with the advisor. 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 MSDS program.

To earn the Master of Science in Data Science, students complete the following:

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

Prerequisites and Foundation Competencies

Students that do not have sufficient background in a programming language will be required to complete a bridge course, SWEG 5407 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 option or with a non-thesis option. Students take one required course along with 12 credits of electives in ECE for the thesis option and 18 credits of ECE electives for the non-thesis option. Students take approved Engineering, Math, or Business graduate courses for the remaining credits. 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 expeditious manner while meeting the student's professional needs.

Thesis Option

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<tr>
<th>Code</th>
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<th>Credits</th>
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<tr>
<td>ECEG 5415</td>
<td>Engineering Applications of Numerical Methods</td>
<td>3</td>
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</table>
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

EECG 5303 Industrial Automation  3 Credits
This course will give students an understanding of industrial automation concepts in the areas of process control, manufacturing, material handling, and others. Topics covered include sequential control, ladder logic, PLC systems and programming; industrial sensors; feedback control systems, PID and advanced control algorithms; distributed control systems, industrial networking, including network types and standards. Practical implementation of typical systems is discussed. The course will consist of lectures, case studies, and lab exercises. Advanced Topics are assigned. Undergraduate equivalent: ENGR 4303. Previously ECE 0403.

EECG 5309 Biosensors  3 Credits
This course will provide an overview of biosensors, including their use in pharmaceutical research, diagnostic testing, and policing the environment. Topics include the fabrication, characterization, testing, and simulation of biosensors. The phenomenon of transducers, biosensor structure, sensor performance, and simulations utilizing molecular simulation software will also be covered.

EECG 5311 Biomaterials  3 Credits
This course will cover the introductory level of understanding on the different types of biomaterials used in biomedical industry, their design and synthesis. Examples include implants, stents, catheters, smart polymer gels, bone grafts, and tissue scaffolds. Modern biology in biomedical engineering such as but not limited to protein adsorption, immuno-isolation, and regenerative medicine will be covered. Ethical issues in biomedical engineering will also be discussed. Current innovative research on nano-biotechnology that extends to 3D bio-matrix, advanced diagnostics, dental composites, sealants, and adhesives. Undergraduate equivalent: BIEG 4311.

EECG 5314 Introduction to Molecular Modeling  3 Credits
This course will cover methodological and practical aspects of the application of system analysis and computational tools to biological and biomedical problems. It will cover computational modeling of biological macromolecules such as proteins, DNA, and synthetic self-assembling materials such as polymers, crystals, colloids, and amphiphiles. The course provides the resources to use Visual Molecular Dynamics (VMD) and Nanoscale Molecular Dynamics (NAMD) to solve computational problems related to protein interactions in case of diseases and protein folding. Undergraduate equivalent: BIEG 4314.
ECEG 5315 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. Undergraduate equivalent: ELEG 4315. Previously ECE 0451.

ECEG 5323 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. Previously ECE 0423.

ECEG 5325 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. Undergraduate equivalent: CPEG 4325. Previously ECE 0440.

ECEG 5331 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. Undergraduate equivalents: BIEG 3331, CPEG 3331. Previously ECE 0431.

ECEG 5332 Biomedical Imaging 3 Credits
Prerequisite: ECEG 5331.
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. Undergraduate equivalents: BIEG 4332, CPEG 4332. Previously ECE 0432.

ECEG 5333 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. Undergraduate equivalents: BIEG 4333, CPEG 4333. Previously ECE 0433.

ECEG 5335 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. Undergraduate equivalent: ELEG 4335. Previously ECE 0435.

ECEG 5346 Computer Systems Architecture 3 Credits
An introduction 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. Undergraduate equivalent: CPEG 3346. Previously ECE 0441.

ECEG 5348 Embedded Microcontrollers 3 Credits
Corequisite: ECEG 5348L.
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. Undergraduate equivalent: ELEG 3348. Previously ECE 0448.

ECEG 5348L Embedded Microcontrollers Lab 1 Credit
Fee: $100 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. Undergraduate equivalent: ELEG 3348L. Previously ECE 0448L.

ECEG 5355 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. Undergraduate equivalent: ELEG 4355. Previously ECE 0455.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ECEG 5361</td>
<td>Green Power Generation</td>
<td>3</td>
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<tr>
<td>ECEG 5377</td>
<td>Power Security and Reliability</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5378</td>
<td>Electromagnetic Compatibility</td>
<td>3</td>
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<tr>
<td>ECEG 5379</td>
<td>Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5385</td>
<td>Power Generation and Distribution</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5386</td>
<td>Fault Analysis in Power Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5405</td>
<td>Electronic Materials</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5406</td>
<td>Advanced Digital Design</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5411</td>
<td>Digital Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5415</td>
<td>Engineering Applications of Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECEG 5420</td>
<td>Readings in Electrical and Computer Engineering</td>
<td>3</td>
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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. Undergraduate equivalent: ELEG 4361. Previously ECE 0461.

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. Undergraduate equivalent: ELEG 4377. Previously ECE 0477.

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. Undergraduate equivalent: ELEG 4378. Previously ECE 0478.

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. Undergraduate equivalent: ELEG 4379. Previously ECE 0479.

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. Undergraduate equivalent: ELEG 4385. Previously 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. Undergraduate equivalent: ELEG 4386. Previously ECE 0496.

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 electronic, 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. Previously ECE 0405.

This course examines computer architecture implemented using a hardware description 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. Previously ECE 0406.

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. Previously ECE 0411.

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. Undergraduate equivalent: ENGR 4415. Crosslisted with MEEG 5415. Previously ECE 0415.

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. Previously ECE 0420.
ECEG 5457 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. Previously ECE 0457.

ECEG 5460 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. Previously ECE 0460.

ECEG 5470 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. Previously ECE 0470.

ECEG 5480 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. Previously ECE 0480.

ECEG 5505 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. Previously ECE 0505.

ECEG 5508 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. Previously ECE 0508.

ECEG 5510L Product Design Lab 1 Credit
Fee: $100 Engineering Lab Fee
Prerequisite: ECEG 5405.
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 (fans and air flow), and heat flow across a bonding interface such as solder or epoxy. Previously ECE 0510L.

ECEG 5520L System Design Lab 1 Credit
Fee: $100 Engineering Lab Fee
Corequisite: ECEG 5355.
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, non-linear servos, and computer analysis of nonlinear systems. Previously ECE 0520L.

ECEG 5590 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. Previously ECE 0483.

ECEG 6971 Thesis I 3 Credits
Prerequisite: ECEG 5420.
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. Previously ECE 0550.

ECEG 6972 Thesis II 3 Credits
Prerequisite: ECEG 6971.
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. Previously ECE 0551.

**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 reflect 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 expected to have an adequate background in probability and statistics, computer programming using at least one higher order language, and financial accounting.

Program

For the Master of Science in Management of Technology, students complete the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6500</td>
<td>Accounting Information for Decision-Making B</td>
<td>3</td>
</tr>
<tr>
<td>or FNCE 5400</td>
<td>Principles of Finance</td>
<td></td>
</tr>
<tr>
<td>or ACCT 5400</td>
<td>Introduction to Accounting</td>
<td></td>
</tr>
<tr>
<td>MGMT 6508</td>
<td>Strategic Management of Technology and Innovation: The Entrepreneurial Firm B</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6584</td>
<td>Global Competitive Strategy B</td>
<td>3</td>
</tr>
<tr>
<td>or MGTN 6505</td>
<td>Introduction to Systems Engineering</td>
<td></td>
</tr>
<tr>
<td>MGTN 5415</td>
<td>Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 5460</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 5470</td>
<td>Leadership in Technical Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 6961</td>
<td>Capstone I: Project Definition and Planning</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 6962</td>
<td>Capstone II: Project Execution and Results</td>
<td>3</td>
</tr>
<tr>
<td>Select four elective courses 1</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>36</td>
</tr>
</tbody>
</table>

Of particular note among the required courses is the MGTN 6961 and MGTN 6962 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.

Note: A maximum of five courses from the MBA curriculum in the Dolan School of Business may be applied to the MSMOT degree.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGMT 6540</td>
<td>Cross-Cultural Management</td>
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</tr>
<tr>
<td>MGMT 6584</td>
<td>Global Competitive Strategy B</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 5420</td>
<td>Design for Economy and Reliability</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 5450</td>
<td>Planning, Research, and Development</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 5465</td>
<td>Agile Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 5485</td>
<td>Management of Intellectual Property</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5400</td>
<td>Marketing Management B</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6500</td>
<td>Customer Value B</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 6540</td>
<td>Advertising Management B</td>
<td>3</td>
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Management of Information Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWEG 5301</td>
<td>Software Engineering Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 5357</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 5407</td>
<td>Java for Programmers</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 5427</td>
<td>Operating Systems and Programming</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 5530</td>
<td>Introduction to Information Security</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6404</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6448</td>
<td>Server Management</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6505</td>
<td>Advanced Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6508</td>
<td>Data Warehouse Systems</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6512</td>
<td>Web Development II with ASP.NET</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6518</td>
<td>Data Mining and Business Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6530</td>
<td>Applications and Data Security</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 6596</td>
<td>Network Routing and Switching</td>
<td>3</td>
</tr>
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</table>

Mechanical Engineering

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEEG 5322</td>
<td>Advanced Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 5327</td>
<td>Fracture Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MEEG 5330</td>
<td>Mechanics of Composite Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

Systems Engineering Concepts and Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGTN 6505</td>
<td>Introduction to Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MGTN 6525</td>
<td>Principles of Quality Management</td>
<td>3</td>
</tr>
</tbody>
</table>

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

MGTN 5405 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. Previously MOT 0405.

MGTN 5407 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. Previously MOT 0407.

MGTN 5415 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. Previously MOT 0415.

MGTN 5420 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. Previously MOT 0420.

MGTN 5450 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. Previously MOT 0450.

MGTN 5460 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. Previously MOT 0460.

MGTN 5465 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. Previously MOT 0465.
MGTN 5470 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. Previously MOT 0470.

MGTN 5485 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. Previously MOT 0485.

MGTN 6505 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. Previously MOT 0500.

MGTN 6510 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 life cycle. Previously MOT 0510.

MGTN 6525 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. Previously MOT 0525.

MGTN 6961 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., Gannt 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. Previously MOT 0591.

MGTN 6962 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. Previously MOT 0592.

MGTN 6990 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. Previously MOT 0515.

Master of Science in Mechanical Engineering

The Master of Science in Mechanical Engineering program (MSME) is designed as a 30-credit 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 elective courses based on their career and technical interests in the following broad domains:

- Thermal Systems: This domain includes instruction in renewable energy, energy conversion, computational fluid dynamics, turbomachinery, combustion, electronics cooling, heat and mass transfer.
- Mechanical Systems: This domain includes courses in applications of theory of elasticity, stability of structures, robotics, mechatronics,
advanced dynamics, composite materials, fracture mechanics, advanced product design, and manufacturing and micro and nano manufacturing.

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, such as ANSYS, FLUENT, MATLAB, MASTERCAM, and LabView. Sequences of electives, with an optional master's 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 Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MEEG 5415</td>
<td>Engineering Applications of Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core Concentration Courses</td>
<td>21</td>
</tr>
<tr>
<td>MEEG 5323</td>
<td>Thermal Management of Microdevices</td>
<td></td>
</tr>
<tr>
<td>MEEG 5346</td>
<td>Energy Conversion</td>
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<tr>
<td>MEEG 5353</td>
<td>Computational Fluid Dynamics</td>
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<tr>
<td>MEEG 5354</td>
<td>Heat and Mass Transfer</td>
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<tr>
<td>MEEG 5356</td>
<td>Renewable Wind Energy</td>
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<tr>
<td>MEEG 5362</td>
<td>Turbomachinery</td>
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<tr>
<td>MEEG 5364</td>
<td>Combustion</td>
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<tr>
<td>MEEG 5301</td>
<td>Feedback and Control Systems</td>
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<tr>
<td>MEEG 5305</td>
<td>Design of Mechatronics Systems</td>
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<td>MEEG 5310L</td>
<td>Product Manufacturing Lab</td>
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<td>Advanced Product Design and Manufacturing</td>
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<tr>
<td>MEEG 5319</td>
<td>Applications of Finite Element Analysis</td>
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<tr>
<td>MEEG 5321</td>
<td>Theory and Applications of Robot Kinematics</td>
<td></td>
</tr>
<tr>
<td>MEEG 5322</td>
<td>Advanced Dynamics</td>
<td></td>
</tr>
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<td>MEEG 5324</td>
<td>Micro and Nano Manufacturing</td>
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<td>MEEG 5327</td>
<td>Fracture Mechanics</td>
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<td>MEEG 5330</td>
<td>Mechanics of Composite Materials</td>
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<td>MEEG 5372</td>
<td>Applications of Theory of Elasticity</td>
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<td>MEEG 5376</td>
<td>Stability of Structures</td>
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<td>MEEG 5410</td>
<td>Vibration Analysis</td>
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<td>MEEG 6971</td>
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<tr>
<td>MEEG 6972</td>
<td>Thesis II</td>
<td>3</td>
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</tbody>
</table>

Total Credits: 30

1. Students following the non-thesis option will select two additional courses for a total of 27 elective credits.
2. Students will select an academic advisor and secure approval of the program director.
Courses

MEEG 5301 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 hands-on lab (hardware-based) exploration of PID control systems. Undergraduate equivalent: ENGR 4301. Previously ME 0400.

MEEG 5303 Industrial Automation 3 Credits
This course will give students an understanding of industrial automation concepts in the areas of process control, manufacturing, material handling, and others. Topics covered include sequential control, ladder logic, PLC systems and programming; industrial sensors; feedback control systems, PID and advanced control algorithms; distributed control systems, industrial networking, including network types and standards. Practical implementation of typical systems is discussed. The course will consist of lectures, case studies, and lab exercises. Advanced topics are assigned. Undergraduate equivalent: ENGR 4303. Previously ME 0403.

MEEG 5305 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. Undergraduate equivalent: ENGR 4305. Previously ME 0405.

MEEG 5310L 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. Undergraduate equivalent: MEEG 4310L. Previously ME 0410L.

MEEG 5312 Advanced Product Design and Manufacturing 3 Credits
Corequisite: MEEG 5310L.
The course presents design principles, design for manufacturing, and assembly (DFMA) methodologies. The concepts of computer aided design (CAD), computer aided manufacturing (CAM), and computer aided engineering (CAE) are covered. CAD/CAM/CAE systems and mass production techniques are taught with up-to-date information on programming (G-code, M-code) of CNC lathe and CNC mills and rapid prototyping, solid modeling systems. Management of an effective product design from a business perspective are introduced to reducing material, tolling, setup, and waste costs. An integration in a factory automation environment is also explored. The course also covers components of geometric dimensioning and tolerancing and CAD/CAM postprocessor development manufacturing systems. The course consists of lectures, group discussions, case studies, a term project, computer simulation, and machine tools laboratory. Students will work on a class research project.

MEEG 5319 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. Undergraduate equivalent: MEEG 4319. Previously ME 0470.

MEEG 5321 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. Undergraduate equivalent: MEEG 4321. Previously ME 0411.

MEEG 5322 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. Undergraduate equivalent: MEEG 4322. Previously ME 0412.

MEEG 5323 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. Undergraduate equivalent: MEEG 4323. Previously ME 0423.
MEEG 5324 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. Undergraduate equivalent: MEEG 4324. Previously ME 0424.

MEEG 5327 Fracture Mechanics  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. Undergraduate equivalent: MEEG 4327. Previously ME 0427.

MEEG 5330 Mechanics of Composite Materials  3 Credits
Engineered composite materials are finding increased use in many high-technology applications such as aerospace, electronics, sporting goods, and structural components as robust durable systems. This course is designed to provide a comprehensive understanding of classification, processing, properties, selection, design, and failure of polymer, metal, and ceramic based composite materials. Micro-mechanical and macro-mechanical analysis capabilities will be used to assess composite structures. Stiffness and strength evaluation, software simulation, and optimization are used in a laminated composite design application. Students select a related research topic, identify a technical paper to review, and give a class presentation. Undergraduate equivalent: MEEG 4330. Previously ME 0444.

MEEG 5346 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. Undergraduate equivalent: MEEG 4346. Previously ME 0451.

MEEG 5353 Computational Fluid Dynamics  3 Credits
This course is an introduction to computational methods used for the solutions of advanced fluid dynamics problems. Emphasis is placed 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. Undergraduate equivalent: MEEG 4353. Previously ME 0428.

MEEG 5354 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. Undergraduate equivalent: MEEG 4354. Previously ME 0452.

MEEG 5356 Renewable Wind Energy  3 Credits
This course will give students a comprehensive introduction to wind energy systems, a practical means of extracting green and renewable energy. Topics covered include a historical perspective of wind turbines, aerodynamics of wind turbines, Mechanics and dynamics, material and components, aeroelasticity and control systems, statistical wind modeling, wind energy system economics, and environmental considerations such as noise and aesthetics. Students will work on a class research project. Undergraduate equivalent: MEEG 4356.

MEEG 5358 Heating, Ventilation, and Air Conditioning Systems Design  3 Credits
Heat loss and heat gain calculations for commercial and industrial buildings using Trane Engineering software. Students will learn how to layout and design HVAC systems per given building architectural plans, using computer software, codes, standards, and owner’s requirements. Students will select appropriate HVAC equipment, size duct and piping systems, and conduct economic analysis. Energy estimating methods will be studied and an analysis of an actual building conducted. Current federal, state, and local codes and ASHRAE standards will be examined. Students will work on a class research project. Undergraduate equivalent: MEEG 4358.

MEEG 5362 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. Undergraduate equivalent: MEEG 4362. Previously ME 0453.
MEEG 5364 Combustion 3 Credits
An introduction to combustion, this course covers the study of combustion science based on the background of thermodynamics, fluid mechanics, and heat transfer. Basic principles of combustion, including thermochemical equilibrium, flame temperature, energy of reaction, chemical kinetics, and flame structure are discussed. This course also introduces some important chemical mechanisms and combustion modifications for pollutant control. Undergraduate equivalent: MEEG 4364. Previously ME 0464.

MEEG 5372 Applications of Theory of Elasticity 3 Credits
This course covers theory of elasticity (stress, strain, and generalized Hooke's law), strain energy methods (Castiglione'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 complete a group project on an advanced topic covered in class and write a research report. Undergraduate equivalent: MEEG 4372. Previously ME 0472.

MEEG 5376 Stability of Structures 3 Credits
This course will give students a comprehensive introduction to the fundamentals and principles in the stability analysis of structures. The course provides a strong foundation for understanding the stability criteria and their application in everyday practice. The topics include a comprehensive overview of different stability analysis methods and their applications in columns, beam-columns, torsional stability, plate elements, and cylindrical shells. Students will work on class project/research. Undergraduate equivalent: MEEG 4376.

MEEG 5410 Vibration Analysis 3 Credits

MEEG 5415 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. Undergraduate equivalent: ENGR 4415. Crosslisted with ECEG 5415. Previously ME 0415.

MEEG 5990 Independent Study 3 Credits
Students conduct a well-planned program of individual study under the supervision of a faculty member. Previously ME 0495.

MEEG 6971 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. Previously ME 0550.

MEEG 6972 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. Previously ME 0551.

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

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWEG 5357</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 5407</td>
<td>Java for Programmers</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWEG 5301</td>
<td>Software Engineering Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 5302</td>
<td>Software Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWEG 5320</td>
<td>Software Testing and Maintenance</td>
<td>3</td>
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</table>

Capstone or Thesis Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWEG 6961</td>
<td>Capstone Professional Project I¹</td>
<td>3</td>
</tr>
<tr>
<td>or SWEG 6971</td>
<td>Thesis I</td>
<td></td>
</tr>
<tr>
<td>SWEG 6962</td>
<td>Capstone Professional Project II¹</td>
<td>3</td>
</tr>
<tr>
<td>or SWEG 6972</td>
<td>Thesis II</td>
<td></td>
</tr>
</tbody>
</table>

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. 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.

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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.
Courses

SWEG 5301 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. Undergraduate equivalent: SWEG 3301. Previously SW 0400.

SWEG 5302 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. Undergraduate equivalent: SWEG 3302. Previously SW 0401.

SWEG 5304 Web Development I 3 Credits
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 sheets, the client side document object model, and making web pages dynamic on the client side. Undergraduate equivalent: SWEG 3304. Previously SW 0404.

SWEG 5305 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. Undergraduate equivalent: CPSC 4305. Previously SW 0416.

SWEG 5312 Agile Software Engineering 3 Credits
Prerequisite: SWEG 5301.
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. Undergraduate equivalent: SWEG 4312. Previously SW 0412.

SWEG 5315 Computational Biology 3 Credits
This course is designed to benefit computational and experimental biologists to understand the principles of analyzing biological data, building models and testing hypotheses using computer science paradigms. Students will learn how to build computational tools that are used to analyze DNA content, identify protein binding patterns, compare sequences, and discover variation within genomes. Undergraduate equivalent: CPSC 4315. Previously SW 0415.

SWEG 5317 Computational Statistics for Biomedical Sciences 3 Credits
This course will provide a practical introduction to analysis of biological and biomedical data. Basic statistical and machine learning techniques will be covered, including descriptive statistics, linear regression, non-linear regression, classification/prediction, and biomedical data visualization. Emphasis will be on how to choose appropriate data analysis models and how to assess statistical significance. This course will benefit data scientists to apply data science techniques to analyze biomedical data or clinical data. In addition, this course is also designed to benefit computational and experimental biologists to understand the principles of analyzing biological data, building models and testing hypotheses using computer science paradigms. To visualize data and carry out data analysis, students will learn R or Python, and other programming languages for statistical computing and graphics. The class will be a combination of lecture and computer lab. Undergraduate equivalent: CPSC 4317. Previously SW 0417.

SWEG 5320 Software Testing and Maintenance 3 Credits
Prerequisite: SWEG 5301.
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. Undergraduate equivalent: SWEG 4320. Previously SW 0420.

SWEG 5321 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. Undergraduate equivalent: SWEG 4321. Previously SW 0421.

SWEG 5322 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. Undergraduate equivalent: CPSC 4322. Previously SW 0422.

SWEG 5333 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. Undergraduate equivalent: CPSC 3333. Previously SW 0433.
SWEG 5335 Digital Forensics 3 Credits
In this course students will be given the basic notions and theory of digital forensics. For file systems and operating systems, the class covers investigative techniques and legal and technical considerations that the examiner should make. They will learn concepts, challenges, and tools in applying digital forensics examinations. The course includes, but not limited to, topics in the suggested curriculum of CDFE certification. The course will use lectures, reading assignments, and interactive lab exercises to reinforce the concepts that are introduced. Undergraduate equivalent: CPSC 4335.

SWEG 5349 Cloud Computing 3 Credits
This course will introduce the foundations of cloud computing, and familiarize students with the core concepts needed to build, deploy and manage applications in a cloud. Besides the theoretical underpinnings, emphasis will be put on practical experience of using cloud resources and services. Concepts like microservices and containers will be discussed in depth, as well as best practices for building successful cloud native applications and implications for development and operational processes. The course will be a combination of lectures and hands-on experience of a public cloud. Undergraduate equivalent: CPSC 3349. Previously SW 0449.

SWEG 5355 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. Undergraduate equivalent: CPSC 4355. Previously SW 0455.

SWEG 5357 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, and 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. Undergraduate equivalent: CPSC 4357. Previously SW 0402.

SWEG 5360 Machine Learning 3 Credits
This course will provide a practical introduction to machine learning applications such as face recognition, clinical diagnosis, speech recognition, natural language processing, or image classification. Topics such as regression, classification, neural networks, deep learning, and ensemble methods will be discussed. Emphasis will be on how to choose appropriate machine learning and deep learning models and how to evaluate their performance. The class will be a combination of lecture and computer lab. Undergraduate equivalent: CPSC 4360.

SWEG 5407 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. Previously SW 0407.

SWEG 5417 Security Management 3 Credits
This course will introduce the foundations of security program management and familiarize students with the core concepts needed to build, deploy, and manage security controls and policy to protect against today's cyber threats and regulations. Besides the theoretical underpinnings, emphasis will be put on practical experience of using security governance resources. Concepts like security policy/standards, governance, risk management, and program management will be key to ensuring effective security program management. The course will be a combination of lectures and hands-on collaborative working experience in building a security program.

SWEG 5420 Systems Security 3 Credits
This course will introduce the core concepts of detective and preventative security and the venues that threat agents use to compromise and breach systems. Students will learn how to evaluate their environment for potential attacker entry points physical, virtual, and electronic, and come up with solutions to deploy to prevent intrusions. Emphasis will be placed on theoretical occurrences, but will also include practical experience of using prevention applications. Additionally, research on methodologies used by attackers will be required from outside resources (internet) which will be shared with the class as a whole. The course provides a current status of what is prevalent in the evolving cybersecurity domain.

SWEG 5427 Operating Systems and Programming 3 Credits
This course introduces the internal operations of modern operating systems. Students will learn how to program on non-Windows OS platforms. The topics cover a brief history of operating systems, the major components of modern operating systems, and the object-oriented methodology on UNIX-like platforms. Various UNIX tools will be used in the course and students will study examples using object-oriented programs as well as large system integration by object-oriented methodology. Previously SW 0427.

SWEG 5440 Vulnerability Management 3 Credits
This course will introduce the foundations of vulnerability program management and familiarize students with the core concepts needed to build, deploy, and manage vulnerability management controls that help identify risk and help prioritize remediation and determine risk to protect against today’s cyber threats. Besides the theoretical underpinnings, emphasis will be put on practical vulnerability management experience. Concepts like vulnerability discovery, reporting and assessing risk, threat modeling, and security testing are key to managing a vulnerability management program's risk posture. The course will be a combination of lectures and hands-on a collaborative working experience in building a vulnerability management program.

SWEG 5521 Information Visualization 3 Credits
Topics covered include graphics programming, information visualization general principles, visualization techniques for one-dimensional, two-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. Undergraduate equivalent: CPSC 4521. Previously SW 0521.
SWEG 5525 Human Computer Interaction 3 Credits
This course introduces students to the foundations of Human Computer Interaction and how it applies in software engineering and research settings. Students will learn how to design user interfaces based on the capabilities of computer technology and the needs of human factors. They will design user interfaces and learn how to implement a prototype from a list of informal requirements. It will also introduce students to issues related to human subject research as well as ethical implications of human computer interaction.

SWEG 5530 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 within the software engineering 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. Previously SW 0530.

SWEG 5900 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. Previously SW 0482.

SWEG 5990 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. Enrollment by permission only. Previously SW 0483.

SWEG 6404 Network Security 3 Credits
This course is intended for individuals who need an understanding of the client-server environment, with any emphasis on network security. The OSI Model, network concepts and network architecture are discussed. The components that make up a network, including cabling, wiring hubs, file servers, bridges, switches, routers, network interface cards, network operating systems, and network software and hardware configurations are discussed. Network architectural concepts, wide area networks, remote access, and segmentation are discussed. Operating systems will be discussed and demonstrated. Featured is the seven-layer OSI model, the foundation of today's communication protocols. Students will work with various security protocols and configure routers and switches with security methods. Previously SW 0404.

SWEG 6409 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 component included. Previously SW 0409.

SWEG 6410 Enterprise Java
Prerequisite: SWEG 6409.
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 component included. Previously SW 0410.

SWEG 6448 Server Management 3 Credits
This is a course designed to provide the student with the tools necessary to manage Windows servers. The topics include user management, installation and configuration of web servers, mail servers, FTP servers, LDAP and backup, and other routine systems and network administration. Previously SW 0448.

SWEG 6461 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. Previously SW 0461.

SWEG 6499 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 graph algorithms. Algorithm efficiency and performance is a focus as the student gains experiences through problems and programming projects. Previously SW 0499.

SWEG 6505 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. The format consists of lecture and lab components. Previously SW 0505.

SWEG 6508 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. Previously SW 0508.
**SWEG 6512 Web Development II with ASP.NET**  
3 Credits  
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 will be able to describe the issues involved in creating an enterprise web site, creating and publishing a web site, creating interactive content for a website, adding server scripting to a web page using ASP.NET, implementing security in a website, and reading and writing information to a database from ASP.NET. Previously SW 0512.

**SWEG 6516 PHP and MySQL**  
3 Credits  
Prerequisite: SWEG 5304.  
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 will be able to design and implement scalable data-driven web applications. Previously SW 0516.

**SWEG 6518 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. Students will first examine the principles and practices of gathering and retrieving large volumes of data for analysis and synthesis. Next, students 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, students will also discuss knowledge management, how organizations manage and use the knowledge that they acquire, and presentation of data. Previously SW 0518.

**SWEG 6530 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. Previously SW 0531.

**SWEG 6596 Network Routing and Switching**  
3 Credits  
This course presents concepts and develops skills needed in designing, implementing, and troubleshooting local and wide area networks. Students design and configure LAN and WAN using routers and switches, learn the components of wireless networks, and how to configure and troubleshoot a network and optimize its performance. The course also provides numerous lab opportunities to configure and troubleshoot networks with Cisco routers and switches. Previously SW 0596.

**SWEG 6599 Ethical Hacking**  
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. Previously SW 0599.

**SWEG 6961 Capstone Professional Project I**  
3 Credits  
Prerequisite: MATH 5417 or SWEG 5301 or SWEG 5322 or SWEG 5530 or SWEG 6518.  
In this two-semester capstone sequence, 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. Previously SW 0550.

**SWEG 6962 Capstone Professional Project II**  
3 Credits  
Prerequisite: SWEG 6961.  
In this two-semester capstone sequence, 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. Previously SW 0551.

**SWEG 6971 Thesis I**  
3 Credits  
Prerequisites: SWEG 5302; at least 18 credits of software engineering courses.  
In this two-semester sequence of thesis courses, students will work on an individual research project that they should formulate as a problem, solve 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. Previously SW 0560.

**SWEG 6972 Thesis II**  
3 Credits  
Prerequisite: SWEG 6971.  
In this two-semester sequence of thesis courses, students will work on an individual research project that they should formulate as a problem, solve 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. Previously SW 0561.

**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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWEG 5349</td>
<td>Cloud Computing</td>
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<tr>
<td>SWEG 5530</td>
<td>Introduction to Information Security</td>
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<tr>
<td>SWEG 6404</td>
<td>Network Security</td>
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<tr>
<td>SWEG 6530</td>
<td>Applications and Data Security</td>
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</tr>
<tr>
<td>SWEG 6599</td>
<td>Ethical Hacking</td>
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Total Credits: 12

### Data Science and Big Data Technologies Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWEG 5321</td>
<td>Software Project Management</td>
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<tr>
<td>SWEG 5322</td>
<td>Visual Analytics</td>
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<tr>
<td>SWEG 5349</td>
<td>Cloud Computing</td>
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<tr>
<td>SWEG 5360</td>
<td>Machine Learning</td>
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<tr>
<td>SWEG 5530</td>
<td>Introduction to Information Security</td>
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<tr>
<td>SWEG 6461</td>
<td>Pattern Recognition</td>
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<tr>
<td>SWEG 6505</td>
<td>Advanced Database Concepts</td>
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<tr>
<td>SWEG 6508</td>
<td>Data Warehouse Systems</td>
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<tr>
<td>SWEG 6518</td>
<td>Data Mining and Business Intelligence</td>
<td></td>
</tr>
<tr>
<td>SWEG 6530</td>
<td>Applications and Data Security</td>
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Total Credits: 12

### Network Technology Certificate

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWEG 6404</td>
<td>Network Security</td>
<td></td>
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<tr>
<td>SWEG 6448</td>
<td>Server Management</td>
<td></td>
</tr>
<tr>
<td>SWEG 6596</td>
<td>Network Routing and Switching</td>
<td></td>
</tr>
<tr>
<td>SWEG 6599</td>
<td>Ethical Hacking</td>
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</tbody>
</table>

Total Credits: 12

**Note:** The sequence of courses SWEG 6404 and SWEG 6596 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SWEG 5304</td>
<td>Web Development I</td>
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<tr>
<td>SWEG 5305</td>
<td>Mobile Application Development</td>
<td></td>
</tr>
<tr>
<td>SWEG 5349</td>
<td>Cloud Computing</td>
<td></td>
</tr>
<tr>
<td>SWEG 5530</td>
<td>Introduction to Information Security</td>
<td></td>
</tr>
<tr>
<td>SWEG 6410</td>
<td>Enterprise Java</td>
<td></td>
</tr>
<tr>
<td>SWEG 6512</td>
<td>Web Development II with ASPNET</td>
<td></td>
</tr>
<tr>
<td>SWEG 6516</td>
<td>PHP and MySQL</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 12

### School Directory

**Administration**

Andres Leonardo Carrano, PhD  
Dean

Harvey Hoffman, EdD  
Associate Dean

Elif Kongar, PhD  
Associate Dean for Graduate Studies and Research

Jessica Teri, MS  
Assistant Dean

Amy Baratta  
Operations Assistant

Sandra Miller  
Operations Assistant

**Department Chairs and Program Directors**

Uma Balaji, PhD  
Electrical and Biomedical Engineering

Shahrokh Etemad, PhD  
Mechanical Engineering

Adrian Rusu, PhD  
Computer Science and Engineering

Harvey Hoffman, EdD  
Management of Technology

**Graduate Faculty**

Uma Balaji  
Chair and Associate Professor of Electrical and Biomedical Engineering  
PhD, University of Victoria, British Columbia

Danushka Bandara  
Assistant Professor of Computer Science and Engineering  
PhD, Syracuse University

Djedjiga Belfadel  
Associate Professor of Electrical and Biomedical Engineering  
PhD, University of Connecticut

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Dean and Professor of Mechanical Engineering  
PhD, North Carolina State University

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Chair and Professor of Mechanical Engineering  
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Visiting Assistant Professor of Mechanical Engineering  
PhD, Ryerson University, Canada

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EdD, Fordham University

Elif Kongar
Associate Dean for Graduate Studies and Research
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PhD, Australian National University

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PhD, Northeastern University

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PhD, University of Technology, Sydney

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PhD, Yale University

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MS, Polytechnic University

Pradeep Govil
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MS, Carnegie Mellon University

Bama Govindaraja
Computer Science and Engineering
MS, Fairfield University

Ruvinda Gunawardana
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PhD, Rice University

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PhD, University of Bridgeport

Andrew Judge
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PhD, Worcester Polytechnic Institute

Joseph McFadden
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MS, University of Bridgeport

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BS, Eastern Connecticut State University

Adrian van der Kroef
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MS, Fairfield University

Kevin Violette
Management of Technology
MS, Fairfield University

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Joseph P. Wilson
BA, Maryland Institute College of Art

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Professor of Physics, emeritus

Evangelos Hadjimichael
Professor of Physics and Engineering, emeritus

Jerry Sergent
Professor of Electrical Engineering, emeritus

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Associate Attorney

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Credit Suisse

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ASML

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Avangrid

**Ronald M. Salvatore**  
Founder and Chairman  
Accurate Lock and Hardware

**Robert Sobolewski**  
Chairman of the Board - SOE Advisory  
President and CEO of Bob Sobolewski Consulting

**Patrick Toole**  
Episcopal Delegate of Administration & Secretary of the Curia  
Diocese of Bridgeport
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's Marion Peckham Egan School of Nursing and Health Studies (the Egan School). 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 Egan School 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. 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. Our educational programs are prepared to meet this challenge as graduate students in nursing, healthcare administration and nutrition are educated together. Our faculty are recognized around the world for their expertise in addressing the broad issues that impact global health. These faculty are empowered 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 Egan School offers forward-thinking graduate programs leading to a Doctor of Nursing Practice (DNP), Doctorate of Clinical Nutrition (DCN), Master of Science in Nursing (MSN), Master of Healthcare Administration (MHCA), and MSN/MBA. Our goal is to use a team approach 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 inter-professional teams to enhance quality and safety of patients and families throughout environments of care.

Our ability to provide these exceptional graduate programs is accomplished through our strong partnerships with over 100 healthcare agencies, including private practice, acute care hospitals, schools, community agencies, clinics, and long-term care facilities. Throughout these environments of care, students are provided with educational experiences to increase knowledge, skills and understanding of the issues that impact society. The result is the graduation of competent and compassionate healthcare leaders who will change healthcare today and for many years in the future.

Meredith Wallace Kazer, PhD, CNL, APRN, AGPCNP-BC, FAAN
Dean and Professor, Marion Peckham Egan School of Nursing and Health Studies

Overview

The Master of Science in Nursing and Doctor of Nursing Practice programs at the Egan School are accredited by the Commission on Collegiate Nursing Education. The DNP program in Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The DNP program in Nurse Midwifery is accredited by the Accreditation Commission for Midwifery Education (ACME). The DCN program in Clinical Nutrition has been granted candidacy for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

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 across social and healthcare environments. These students are actively engaged with faculty in practice, policy, scholarship, and service. As a modern Jesuit institution, a central focus of our care is to improve health outcomes with particular attention given to the needs of under-served or vulnerable populations.

Purpose Statement

To inspire students to become leaders across social and healthcare environments who improve health outcomes for all, inclusive of under-served or vulnerable populations.

Vision Statement

Our vision is to inspire professional leaders who demonstrate excellence across environments of care. Building on a tradition of caring, our commitment is to provide evidence-based, culturally sensitive inter-professional nursing and health studies education that promotes social justice and facilitates reflection and life-long learning.

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 AMCB. Nurse Practitioner, Nurse Midwifery, 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, Nurse Midwives, and Nurse Anesthetists are required to have an APRN license in Connecticut to have prescriptive privileges and receive third-party reimbursement. The DCN program prepares students to take the Commission on Dietetic Registration (CDR) credentialing examination to become a Registered Dietitian Nutritionist.

Eligibility Requirements

The curricula leading to degrees in nursing and clinical nutrition 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 Egan School to assess and determine whether a student meets these skills and functions. Eligibility Requirements for participation and completion in the nursing and nutrition programs 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 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 care, in both routine and emergency situations.

- 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 or clinical nutrition.
- 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 standard 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 that all admitted students must satisfactorily complete a criminal background check and drug screening prior to starting the program, need to repeat it prior to participating in the clinical component of the curriculum, and may be required more than once to repeat it 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 have no obligation to refund a deposit or any 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. All documentation is submitted directly to CastleBranch, 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 (AHA) or American Red Cross certified only) is required. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program. In addition, students in the Nurse Anesthesia program must also provide documentation on ACLS (AHA only) and PALS (AHA only) certification.
- Student Nurse Practitioner Liability Insurance for all BSN-DNP and MSN students in the Family and Psychiatric Nurse Practitioner tracks or Student Nurse Midwife Liability Insurance for students in the BSN-DNP Midwifery track.
• Professional APRN Liability Insurance (for Advanced Practice MSN-DNP students).
• OSHA certification. Fairfield University Egan School 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 Clinical Nutrition
• Doctor of Nursing Practice
  • 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 Healthcare Administration
• Master of Science in Nursing
  • Dual Degree MSN/MBA
  • Masters Entry to Practice Nursing
  • Nursing Leadership
    • Clinical Systems Track
    • Integrated Healthcare Track
  • Family Nurse Practitioner
  • Psychiatric Nurse Practitioner

• Master of Science in Nursing
• Master of Science in Nursing
Admission
Doctor of Clinical Nutrition

Admission Policy
Admission to the program is open to students who have completed a bachelor's degree with a 3.00 GPA or better in any discipline with required prerequisite courses or students who earned a degree in nutrition/dietetics and have received a verification statement. Registered Dietitian Nutritionists with or without a master's degree may apply for the DCN degree. Credit for prior learning and experience will be evaluated. Students who have not completed prerequisite courses prior to submitting their application will be considered for program admission as long as all prerequisite courses are completed with a grade of "C" or higher prior to the onset of the DCN courses.

Prerequisite Courses
• 1 semester of general chemistry and lab
• 1 semester of organic chemistry and lab
• 1 semester of biochemistry
• 1 semester of microbiology
• 2 semesters of anatomy and physiology
• Introduction to Nutrition (Although this course is not required, it is strongly recommended.)

Admission Procedures
Applications are reviewed by the Graduate Admission Committee. Students seeking admission must complete and submit the following online by the deadline August 1:

1. A completed application. Apply online.
2. A non-refundable $65 application fee.
3. A professional resume.
4. A personal statement: A one page professional statement must include what inspired you to choose nutrition as a career, what personal and/or professional experiences you have that would make you a strong applicant, your short and long term career goals, and how the DCN program at Fairfield University will help you in achieving these goals.
5. Official transcripts from all previously attended colleges and universities sent to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent by email (gradadmis@fairfield.edu). All foreign transcripts must be evaluated by an approved evaluating service which can be found on our website.
6. Two professional letters of recommendation, completed online, one from a faculty member and one from a manager or supervisor, accompanied by the University online recommendation forms.

Submit transcripts to:
Office of Graduate Admission
Fairfield University
1073 North Benson Road
Fairfield, CT 06824-5195
Phone: 203-254-4184
Email (gradadmis@fairfield.edu)
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 hours completed in previous MSN program (for MSN-DNP or EDNP applicants only).
10. For the midwifery program, a minimum of one year's work experience as an RN (preferably in women's health) is required.

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. Anatomy and Physiology meets the Biology requirement.
• Minimum undergraduate GPA of 3.20 with a science GPA of 3.20.
• 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 is required; ER does not fulfill this criterion. The one year of critical care experience must be current.
• Current ACLS, BCLS, and 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 required.
• 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.
2. A non-refundable $65 application fee.
3. A professional resume or CV.
4. Official transcripts from all previously attended colleges or universities sent to the Office of Graduate Admission. All foreign transcripts must be evaluated by an approved evaluating service which can be found on our website. Electronic transcripts are preferred and should be sent by email (gradadmis@fairfield.edu).
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. ACLS, BCLS, and PALS certification.
9. CCRN certification.

For additional information, contact:
Office of Graduate Admission
Fairfield University
1873 North Benson Road
Fairfield, CT 06824-5195
Phone: 203-254-4184
or visit the University website.

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 3.00 overall and in the nursing major. All applicants must have a current RN license. Once accepted/fully matriculated, all Nurse Practitioner/领导力的个体必须提供一个MSN-DNP申请人的Clinical Experience, including one from your current supervisor or professor, who can assess one's current clinical expertise and academic potential, accompanied by the University online recommendation forms.

Admission Procedures

Application Deadlines
Family Nurse Practitioner July 1
Psychiatric Nurse Practitioner July 1
Nursing Leadership July 1

Students seeking admission must complete and submit the following online:

1. A completed application. Apply online.
2. A non-refundable $65 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 previously attended colleges or universities sent to the Office of Graduate Admission. All foreign transcripts must be evaluated by an approved evaluating service which can be found on our website. Electronic transcripts are preferred and should be sent to: gradadmis@fairfield.edu.
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.
MSN/MBA Dual Degree

Admission Requirements
Applicants for a master's degree must hold a bachelor's degree from a regionally accredited college or university (or the international equivalent) and be a Registered Nurse.

Admission Process
Applications to the graduate program are accepted on a rolling basis and require the following:

1. A completed application. Apply online.
2. A non-refundable $65 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 and outcomes.
   - State professional goals for the next 5-10 years and explain how this degree will help you reach your goals.
5. Official transcripts from all universities and colleges attended. Electronic transcripts are preferred and should be sent by email (gradadmis@fairfield.edu). All foreign transcripts must be evaluated by an approved evaluating service.
6. Two letters of recommendation.
7. Copy of current RN License to practice in the State of Connecticut.
8. All international students whose native language is not English must demonstrate proficiency in the English language by taking either the TOEFL or IELTS exam. A TOEFL composite score of 80 or an IELTS score of 6.5 is strongly recommended.

Master of Science in Healthcare Administration (MHCA)

Admission Policy
Admission to the program is open to students who have completed a bachelor's degree in any discipline. A quality grade point average of 3.0 or higher is preferred.

Admission Procedures
Students seeking admission must complete and submit the following by the deadline April 1:

1. A completed application. Apply online.
2. A non-refundable $65 application fee.
3. A professional resume.
4. A personal statement:
   - Discuss your professional goals for the next 5-10 years.
   - Explain why the Healthcare Administration program may help you achieve these goals.
   - Include, if applicable, experiences you have had that have helped form you professional goals.
5. Official transcripts from all previously attended colleges or universities sent to the Office of Graduate Admission. All foreign transcripts must be evaluated by an approved evaluating service which can be found on our website. Electronic transcripts are preferred and should be sent by email (gradadmis@fairfield.edu).

Accelerated Master's Entry to Practice Nursing

Admission Policy
Fairfield University’s Accelerated Master’s Entry to Practice Nursing (MEPN) program provides a unique opportunity for those with a non-nursing bachelor’s degree to pursue a Master of Science in Nursing (MSN) degree in an accelerated format. The MEPN is the first such program in the state of Connecticut to prepare advanced generalists for registered nursing practice and leadership.

The program is designed to draw upon your prior education and experience, allowing you to earn a master’s degree in two years. The MEPN program will equip students with valuable knowledge and skills to lead change, promote health, and elevate care in a variety of settings.

At the completion of this program, students will be eligible to sit for the National Council Licensure Exam (NCLEX) to become a registered nurse.

The MEPN program is a 76 credit/800 clinical hour program to be completed full-time over 24 months.

Admission Requirements
Admission to the program will be competitively offered to students who hold a baccalaureate degree in any discipline from an accredited four–year college or university with a minimum GPA of 3.30 or better. Applicants must have completed the required pre-requisite courses prior to admission.

Prerequisite Courses
- Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab
- Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab
- General Chemistry for Health Science and General Chemistry for Health Science Lab
- Developmental Psychology
- Elements of Microbiology & Elements of Microbiology Lab
- Statistics

Admission Procedures
Students seeking admission must submit:

- A Completed application (Apply Now).
- A non-refundable $65 application fee paid by credit card online. Fee is waived for current Fairfield students.
- A Professional Resume. Applicants are required to submit a current resume that includes employment and education history.
- A Personal Statement
- Official transcripts from all colleges and universities attended demonstrating a cumulative GPA of at least 3.30. All foreign transcripts must be evaluated by an approved approved evaluating service.
- Two recommendation forms and letters, one of which must be, preferably, from a current employer or supervisor. Recommendations
are completed online. At the time of application candidates will need to provide the email addresses and names of their two recommenders.

**Admission Policies for Admitted DNP and MSN Students**

**Background Check, Drug screening, and Licensing**

All graduate students in Egan School 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 Spring 2021:

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:
   - NURS 2270 Health Assessment
   - NURS 3310 Foundations of Research for Evidence Based Practice
   - NURS 4330 Population Health

2. Student must take NURS 3310 Foundations of Research for Evidence Based Practice at Fairfield University.

3. If a student wants to take a bridge course outside of the Egan School, 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.

**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/notice.

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.

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 email (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) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL, IELTS, or PTE Academic 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.\(^1\)

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.\(^2\) Scores must be sent directly from IELTS. A PTE Academic score of 53 is recommended. Fairfield University’s ETS code is 3390. TOEFL, IELTS, or PTE Academic testing 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.

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1. The School of Education and Human Development requires 84 on the internet based test, with a minimum score of 21 in reading and 23 in writing.
2. For the IELTS, the School of Education and Human Development requires a score of 7.5 or higher for admission.

**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 the Office of
Accessibility, located in the Academic Commons on the main floor of the DiMenna-Nyselius Library, and complete the online registration process for accommodations. Instructions for how to complete the online registration process for accommodations are located on our website. 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 (oaa@fairfield.edu), or call 203-254-4000 x2615.

Tuition, Fees, and Financial Aid

Tuition and Fees

| Application Fee (non-refundable) | $65 |
| Registration Fee                  | $50 per semester |
| Graduate Student Activity Fee     | $65 per semester |
| Tuition (MSN)                     | $900 per credit |
| Tuition (Dual Degree MSN/MBA)     | $900 per credit |
| Tuition (Master of Healthcare Administration) | $1,040 per credit |
| Tuition (Doctor of Clinical Nutrition) | $1,055 per credit |
| Tuition (DNP Anesthesia)          | $1,080 per credit |
| Tuition (All other DNP programs)  | $1,030 per credit |
| Health Assessment Clinical Exam Fee (NURS 7604 - Required for FNP Students) | Approximately $400 |
| Clinical Placement Fee (DNP: Family, Psychiatric, Midwifery; MSN: Family, Psychiatric) | $150 per semester Fall and Spring |
| Graduation Fee                    | $200 |
| Promissory Note Fee              | $40 |
| Returned Check Fee               | $35 |
| Transcript                        | $10 |

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, spring, and summer terms, 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

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
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<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>60</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before fourth scheduled class</td>
<td>20</td>
</tr>
<tr>
<td>After fourth scheduled class</td>
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</table>

6-9 Week Courses

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
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</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>20</td>
</tr>
<tr>
<td>After third scheduled class</td>
<td>0</td>
</tr>
</tbody>
</table>

1-5 Week Courses

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund % of Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days before first scheduled class</td>
<td>100</td>
</tr>
<tr>
<td>6 days or less before first scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>After second scheduled class</td>
<td>0</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>% of University Aid Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first scheduled class</td>
<td>0</td>
</tr>
<tr>
<td>Before second scheduled class</td>
<td>40</td>
</tr>
<tr>
<td>Before third scheduled class</td>
<td>60</td>
</tr>
<tr>
<td>Before fourth scheduled class</td>
<td>80</td>
</tr>
<tr>
<td>After fourth scheduled class</td>
<td>100</td>
</tr>
</tbody>
</table>

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, 2020. 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:

$4,357.00 - $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 x 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.

**Traineeships**

**Advanced Education Nursing**
A limited number of Advanced Education Nursing Traineeships, made possible through federal legislation, are available through the Egan School for Nurse Practitioner and Nurse Midwifery 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 Egan School graduate 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 Egan School. 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 Egan School graduate 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 graduation or withdrawal before loan payments begin. For information on current interest rates and loan origination fees, please visit the Federal Student Aid website.

**HOW TO APPLY**

**Step One:**
- Complete a Free Application for Federal Student Aid (FAFSA) online, indicating your attendance at Fairfield University (Title IV code 001385).

**Step Two:**
- Complete the required Entrance Counseling, Annual Student Loan Acknowledgement, and Master Promissory Note (MPN) online.

**Step Three:**
- Financial Aid administrators at Fairfield University will process your loan when your file is finalized and it has been determined that you are eligible for federal financial aid, 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 all requirements listed in Step Two.
- 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.
- Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
- A student may only receive federal financial aid for coursework that is needed for degree completion.
- 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.

**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.

**Consumer Information**
Per the Higher Education Opportunity Act of 2008, student consumer information may be found on our website.

**Veterans**
Veterans may apply GI Bill 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 the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. Veterans may apply GI Bill 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 the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

**VA Pending Payment Compliance**
In accordance with Title 38 US Code § 3679 (e), Fairfield University adopts the following additional provisions for any student using U.S. Department of Veterans Affairs Post-9/11 GI Bill® (Chapter 33) or Veteran Readiness and Employment (Chapter 31) benefits.

While payment to the University is pending from the VA, Fairfield University will not prevent the student's enrollment, assess a late payment fee, require the student to secure alternative or additional funding, or deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the university.

In order to qualify for this provision, such students are required to provide a Chapter 33 Certificate of Eligibility (or its equivalent), or for Chapter 31, a VR&E contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use eBenefits to receive the equivalent of a Chapter 33 Certificate of Eligibility.
Chapter 31 students cannot receive a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.
Doctor of Clinical Nutrition

Program Overview

The Doctorate in Clinical Nutrition (DCN) program in the Egan School at Fairfield University is an advanced practice doctoral degree with an emphasis on leadership, evidence-based practice, and research. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) granted the DCN Nutrition program candidacy for accreditation in May 2019 under the newly released Future Education Model Standards for programs in nutrition and dietetics. The Future Education Model (FEM) DCN program at Fairfield University is an on-campus program that prepares students to take the Commission on Dietetic Registration (CDR) credentialing examination to become a Registered Dietitian Nutritionist. The FEM DCN program is a three-year full time or four-year part time program that incorporates didactic and supervised experiential learning throughout the curriculum.

The Egan School also has a pathway to the DCN degree for Registered Dietitian Nutritionists (RDNs). The Post-RDN DCN program is a 50 credit on-campus program that is designed for Registered Dietitian Nutritionists who are looking to advance their clinical knowledge and leadership skills while working in an inter-professional setting. This program provides graduates with advanced skills in clinical nutrition and leadership to prepare them for the more advanced careers within the healthcare field.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 7601</td>
<td>Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7605</td>
<td>Advanced Healthcare Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 7608</td>
<td>Research Methods for Evidenced-Based Practice</td>
<td>3</td>
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<tr>
<td>NURS 7611</td>
<td>Population Health</td>
<td>3</td>
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<tr>
<td>NURS 7612</td>
<td>Research Translation for Clinical Practice</td>
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Plan of Study

Curriculum grids for Post-RDN and graduates of DPD are available by request from the Program Director.

Doctorate in Clinical Nutrition: Full Time

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### Doctorate in Clinical Nutrition: Part Time

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### Courses

**NURT 7005 Foundations of Nutrition Through the Lifecycle**  3 Credits
This course will begin with an introduction to the fundamentals of human nutrition including a broad overview of carbohydrates, lipids, proteins, vitamins and minerals. Analysis and application of the physiological, biological and biochemical basis for differences in nutritional requirements throughout the stages of the lifecycle including pregnancy, infancy, childhood, adolescence, adulthood, and older adulthood will be discussed.

**NUTR 7010 Food Science**  4 Credits
This course introduces the principles of food science and food safety. Students will understand government and regulatory regulations, and the changes that occur in vitamins, minerals, antioxidants, and other food components during food preparation. The lab portion will teach culinary techniques and introduce a variety of recipes, emphasizing information learned in lecture. Students will learn general principles of choosing, storing, and preparing different categories of food.

**NUTR 7015 Nutrition Assessment and Diagnosis**  3 Credits
Prerequisite: NUTR 7005.
This course provides an introduction to the standardized language for the Nutrition Care Process in various disease states and conditions. It will include interviewing, anthropometrics, laboratory data, nutrition diagnosis, intervention and monitoring and evaluation. It will include an introduction to the nutrition focused physical assessment.
This course provides a comprehensive review of program planning, policies, resources, and nutrition issues specific to community nutrition. Additionally, the resources available to providing and implementing nutrition programs for various populations and how to assess those interventions will be addressed.

**NUTR 7025 Nutritional Biochemistry** 3 Credits

This course emphasizes the metabolism and biochemistry of carbohydrates, protein, and fat (energy containing nutrients). The course covers chemical structures, digestion, absorption, distribution, and metabolism of the nutrients, including information on the metabolic pathways.

**NUTR 7030 Nutrition Pharmacology** 3 Credits

This course focuses on the principles of pharmacology, with a focus on the impact of food and nutrients on the action and effectiveness of medications and complementary and alternative medicine. The course covers basic pharmacology principles, drug classifications, and the role of medications to treat disease and improve quality of life.

**NUTR 7035 Advanced Nutrition Counseling** 3 Credits

**Prerequisite:** NUTR 7015.

This course provides students with the knowledge and skills needed to communicate with individuals, groups, and the public. Students will practice and evaluate communication skills in counseling individuals.

**NUTR 7040 Nutrition Metabolism** 3 Credits

**Prerequisite:** NUTR 7025.

This course has the student come to an understanding of the physiological and metabolic processes involved in processing nutrients. This ranges from gaining understanding of the organs involved in digestion, to the biochemical processes that transform nutrients to be utilized by cells. Furthermore the course demonstrates the regulation of nutrient processing and aberrations of the process in metabolic diseases.

**NUTR 7045 Food Systems Management** 3 Credits

**Corequisite:** NUTR 7952.

**Prerequisite:** NUTR 7010.

This course will focus on food safety and regulations as well as human resource management, institutional menu development, budgeting, finance, and food service equipment, layout, and design.

**NUTR 7050 Nutrition for Prevention and Treatment of Chronic Disease** 3 Credits

**Corequisite:** NUTR 7953.

**Prerequisite:** NUTR 7015.

This course addresses chronic disease states and the dietary modifications necessary to meet the needs of the body during pathological conditions. Includes oral, as well as other enteral and parenteral feeding routes. Application of the nutrition care process to assess, diagnosis, plan interventions, monitor, and evaluate patient outcomes.

**NUTR 7055 Nutrition and Global Health** 3 Credits

This course provides information on the major health challenges faced globally. In addition, determinants of health and disease, emerging health priorities, impact of poverty, health systems, and global initiatives for disease prevention and health promotion will be explored.

**NUTR 7060 Advanced Clinical Nutrition** 3 Credits

**Prerequisites:** NUTR 7050, NUTR 7953.

This course addresses the dietary modifications necessary to meet the needs of the body during pathological conditions while identifying complex metabolic and physiological interrelationships. In addition, advanced nutritional concepts in healthcare will be addressed. Application of the nutrition care process will be used in assessing, diagnosing, planning interventions, monitoring, and evaluating patient outcomes.

**NUTR 7951 Community Nutrition Practicum** 1 Credit

**Corequisite:** NUTR 7020.

Supervised experiential learning applying knowledge obtained in the Community Nutrition course. Practicum will include a participation in the daily activities in a community setting, acting in a staff relief position in a community nutrition setting, and completing culminating Program Planning and Evaluation Project in a community setting.

**NUTR 7952 Food Systems Practicum** 2 Credits

**Corequisite:** NUTR 7045.

Supervised experiential learning applying knowledge obtained in the Food Systems Management course. Practicum will include a culminating project demonstrating planning, marketing, healthy menu development, teaching, budgetary needs, cost control, quality assurance, and evaluation.

**NUTR 7953 Nutrition Practicum**

**Corequisite:** NUTR 7050.

Supervised experiential learning applying prior knowledge in a clinical setting. Practicum will include working with patients with various disease states. Students will work under the supervision of Registered Dietitians providing Medical Nutrition Therapy for various disease states using the Nutrition Care Process.

**NUTR 7954 Advanced Practice Residency** 3 Credits

**Corequisite:** NUTR 7060.

Supervised experiential learning applying prior knowledge in a clinical setting. Practicum will include working with patients with various disease states. Students will work under the supervision of Registered Dietitians providing Medical Nutrition Therapy for advanced disease states and critical care. This will include two weeks of staff relief on a patient care unit.

**NUTR 7961 DCN Project Seminar I** 1 Credit

**Prerequisites:** NURS 7608, NURS 7614.

The focus of this doctoral-level project seminar is to write a research proposal, collect data, and obtain an IRB for the final research project.

**NUTR 7962 DCN Project Seminar II** 1 Credit

**Prerequisite:** NUTR 7961.

The focus of this doctoral-level project seminar is to complete the final research paper and disseminate research data at a professional poster session.

**NUTR 7990 Independent Study** 1-3 Credits

Through individually designed projects or activities, students work closely with a faculty member to study a specific area in depth. Enrollment by permission only.

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### 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 Egan School 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 Egan School 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 Program Director.

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.

Courses

NURS 5110 Introduction to Professional Nursing 3 Credits

This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The process of clinical reasoning as an approach to the planning and delivery of nursing care to individuals, families, groups and communities is introduced. Discussion of nursing’s history and accomplishments serves as the cornerstone for professional behaviors, including: scholarship, communication, collaboration, personal responsibility, accountability, integration of evidence based practice and peer- and self-evaluation. 42 theory hours. Undergraduate equivalent: NURS 1110.
NURS 5272 Geriatric Nursing 4 Credits
This course focuses on evidence-based nursing care of older adults living in long-term care settings. Normal physiological changes of aging and related assessment skills will be incorporated and evaluated using standardized assessment tools. Management of common geriatric care problems will be emphasized. Particular focus will be placed on the ethical and spiritual concerns of vulnerable older adult populations. Students will reflect upon how the nursing role merges with life goals, philosophy, and meaning to develop professional behaviors consistent with these aspects of life. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 2272.

NURS 5305 Mental Health Nursing 4 Credits
The focus of this course is the nursing care of individuals with psychiatric disorders. A holistic approach based on theories of human behavior and personality as well as neurobiological, developmental, trauma-informed, and recovery-oriented models are used to plan and implement care in a variety of settings. Factors that may contribute to an individual developing a psychiatric disorder are discussed and ethical, legal, and cultural issues are considered when planning care. The development of a therapeutic nurse-patient relationship and use of communication techniques to promote healing are emphasized. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 3305.

NURS 5307 Fundamentals of Nursing Care 4 Credits
In this course, evidence based practice is used as a guide for students to learn how to provide safe and effective patient care across the lifespan. In the laboratory setting, students perform basic to advanced psychomotor skills related to nursing care. Students also learn to effectively use an electronic health record to document clinical findings and care. 28 theory hours, 56 lab hours. Undergraduate equivalent: NURS 3307.

NURS 5307L Fundamentals of Nursing Care Lab 0 Credits

NURS 5312 Medical Surgical Nursing I 5 Credits
This course introduces the student to illnesses common in the adult population. The nursing process, theory, and evidence-based practice, are incorporated with clinical practice. An emphasis is placed on clinical reasoning and prioritizing patient care. Throughout the course, informatics is integrated as part of the documentation process for clinical experiences. 42 theory hours, 84 clinical hours. Undergraduate equivalent: NURS 3312.

NURS 5314 Maternal and Newborn Nursing 4 Credits
This course is designed to provide students with the opportunity to assist the patient and family to cope with changes in reproductive and gynecological needs. The childbearing cycle including: pregnancy, childbirth, postpartum, lactation, care of the healthy newborn and perinatal complications, and theoretical models will be explored. Cultural, ethical and legal aspects of reproductive health across the lifespan will be examined. Emphasis is on development of clinical reasoning and evidence based practice skills related to the nursing care of women and childbearing families. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 3314.

NURS 5323 Pediatric Nursing 4 Credits
This course utilizes a family centered care approach to provide an understanding of the unique anatomical, physiologic, and developmental differences among neonates, infants, children, adolescents, and young adults. Social and cultural influences on children and their families are discussed in addition to assessment, genetics, health promotion, injury prevention, acute and chronic illness, and palliative and end-of-life care. Students are challenged to implement effective communication techniques, clinical reasoning skills, and evidenced based practices when planning holistic and safe care for children and their families in a wide variety of clinical settings. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 4323.

NURS 5325 Medical Surgical Nursing II 5 Credits
This course continues the study of nursing care for patients with illnesses common in the adult population. The theoretical framework of the nursing process is used to demonstrate effectiveness in planning and providing holistic evidence-based nursing care for diverse individuals and populations. Professional communication and interprofessional collaboration will be utilized in the delivery of patient-centered care. 42 theory hours, 84 clinical hours. Undergraduate equivalent: NURS 4325.

NURS 5330 Population Health 4 Credits
This course focuses on the care of people in their homes, in communities, and around the world. Principals of disease prevention, risk reduction, and health promotion are applied to diverse populations in the USA and worldwide. Students synthesize prior experience and learning with public health theory to provide collaborative, quality care across the lifespan. Using an ecological model, students engage in evidence based care for individuals, families, groups, communities and populations. Global issues related to the impact of social policies on healthcare and health equity, and needs of vulnerable populations are also examined. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 4330.

NURS 5332 Transition to Professional Nursing 4 Credits
This elective course addresses provision of holistic, evidence based care to patients and families in a variety of health care settings. Students have the opportunity to work as a member of the health care team with an individual agency preceptor across the course. The focus is on fostering student growth in clinical reasoning, clinical reasoning and leadership development to promote autonomous professional nursing practice within the clinical setting. Students develop a Capstone Project based on an identified learning need, for the patient, the patient’s family, or for the nursing staff. 168 clinical hours. Undergraduate equivalent: NURS 4332.

NURS 5360 Critical Care Nursing 3 Credits
This elective course is an introduction to critical care nursing. The focus is placed on nursing diagnoses and evidence based practice in the care of the critically ill patient. Common issues such as ethical dilemmas, psychosocial challenges, and symptom management are discussed. Relevant nursing implications for the care of critically ill patients are addressed. Students also gain skills in advanced critical care, hemodynamic monitoring, and ventilator management. 42 theory hours. Undergraduate equivalent: NURS 4360.
NURS 6521 Healthcare Leadership Roles for Systems Improvement 3 Credits
This course provides evidence-based knowledge and skills to maximize the development of one’s leadership role in evolving and challenging health care systems. Healthcare leadership roles will be explored from the perspectives of the interprofessional team members. 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 health care improvement, and to examine strategies that will develop future 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. Previously NS 0521.

NURS 6523 Quality Outcomes Management I 5 Credits
Prerequisites: NURS 6521, NURS 7601, NURS 7604, NURS 7605, NURS 7608, NURS 7614, NURS 7640, NURS 7641.
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; 150 clinical hours. Previously NS 0523.

NURS 6524 Quality Outcomes Management II 5 Credits
Prerequisite: NURS 6523.
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. Previously NS 0524.

NURS 6951 Master’s Leadership Practicum 4 Credits
Prerequisites: NURS 6521, NURS 7601, NURS 7604, NURS 7605, NURS 7608, NURS 7614, NURS 7640, NURS 7641.
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. 200 clinical hours. Previously NS 0525.

NURS 6990 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. Previously NS 0598.

NURS 7601 Epidemiology and Biostatistics 3 Credits
This course presents epidemiological 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. Previously NS 0601.

NURS 7602 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 and business plan and budget development. 42 theory hours. Previously NS 0602.

NURS 7604 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. Previously NS 0604.
NURS 7605 Advanced Healthcare Policy 3 Credits
The focus of this course is on contemporary health policy, its development and implementation, and ways that healthcare leaders can influence it. Students will evaluate the impact of health policy on nurses, dietitians, consumers, communities, healthcare delivery systems, and the nursing profession as a whole. Resource allocation, along with the socioeconomic, political, legal, and ethical factors that influence health policy will be examined. 42 theory hours. Previously NS 0605.

NURS 7608 Research Methods for Evidenced-Based Practice 3 Credits
This course prepares the graduate healthcare provider student to identify practice problems and critique current research for relevance and application to practice. An overview of theory is presented as a vehicle for understanding healthcare research. Basic concepts of qualitative and quantitative research methods will be examined in order to plan and evaluate a practice change. Using an evidence-based approach, students identify a clinical problem to address a specific population or setting, consider ethical issues, and develop a healthcare improvement proposal for implementation. Students use reflection in the evaluation of healthcare system research. 42 theory hours. Previously NS 0608.

NURS 7609 Role Reflective Practice for MSN-DNP Students 1 Credit
This online module course introduces reflective practice, portfolio development, and health policy for the Doctorate 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. Previously NS 0609.

NURS 7610 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. Previously NS 0610.

NURS 7611 Population Health 3 Credits
This course presents the foundational skills required for healthcare provider 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 2020/2030, and other national initiatives 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 programs, trends, and standards. Previously NS 0611.

NURS 7612 Research Translation for Clinical Practice 3 Credits
Prerequisites: NURS 7601, NURS 7608.
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 Scholarship and the philosophy of reflective practice, bridging the gap between research and practice, and outcome assessment in healthcare. The evaluation of instruments to measure quantitative 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. Previously NS 0612.

NURS 7613 Finance and Quality Management in Healthcare Organizations 3 Credits
This course emphasizes finance and quality management in today’s complex healthcare system from a historical perspective. Using quality improvement models, students analyze the impact of human factors, processes, and structures on healthcare quality and safety outcomes. Principles of organizational culture, risk management, and economics are considered in planning for translating existing evidence into systems-wide improvement initiatives. Effective strategies are evaluated for managing the ethical dilemmas inherent in patient care and healthcare organizations. 42 theory hours. Previously NS 0613.

NURS 7614 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 healthcare systems, provide leadership within healthcare 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 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. Previously NS 0614.

NURS 7615 Leadership and Interprofessional Collaboration 3 Credits
The intent of this course is to facilitate the development of collaborative leadership skills for healthcare providers 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 interprofessional teams to improve outcomes for patients, families, staff, and healthcare systems. 42 theory hours. Previously NS 0615.
NURS 7620 Advanced Concepts in Pathophysiology 3 Credits
This course focuses on the physiological processes central to biophysical and psycho-pathologic 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. Skills in the analysis of nutritional components of disease prevention and management will be included.

NURS 7640 Advanced Physiology and Pathophysiology 4 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. 56 theory hours. Previously NS 0640.

NURS 7641 Advanced Pharmacology 3 Credits
Prerequisite: NURS 7620 or NURS 7640 or NURS 7669.
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. Previously NS 0641.

NURS 7642 Adult Health I 3 Credits
Prerequisites: NURS 7604, NURS 7641.
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 pharmacological and non-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. 42 theory hours. Previously NS 0642.

NURS 7643 Adult Health II 4 Credits
Prerequisite: NURS 7642.
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 pharmacological and non-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. Previously NS 0643.

NURS 7645 Care of Children and Families 3 Credits
Corequisite: NURS 7952.
Prerequisite: NURS 7643.
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. Previously NS 0645.

NURS 7647 Care of At-Risk Populations 3 Credits
Corequisite: NURS 7953.
Prerequisites: NURS 7645.
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. Previously NS 0647.
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. Previously NS 0650.

**NURS 7651 Mental Health Nursing of Children and Adolescents** 2 Credits

Prerequisite: NURS 7650 (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. Previously NS 0665.

**NURS 7652 Mental Health Nursing of Individuals Across the Lifespan** 3 Credits

Corequisite: NURS 7659.

Prerequisites: NURS 6521 or NURS 7609 or NURS 7610; NURS 7604, NURS 7641, NURS 7650.

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. Previously NS 0652.

**NURS 7659 Foundational Clinical Skills for Advanced Psychiatric Nursing Practice** 3 Credits

Corequisite: NURS 7652.

Prerequisite: NURS 7650.

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.

**NURS 7661 Mental Health Nursing of Groups and Families Across the Lifespan** 2 Credits

Corequisite: NURS 7955.

Prerequisite: NURS 7652.

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. Previously NS 0661.

**NURS 7663 Primary Mental Health Nursing of At-Risk Populations Across the Lifespan** 2 Credits

Corequisite: NURS 7956.

Prerequisite: NURS 7661.

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. Previously NS 0663.

**NURS 7667 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. Previously NS 0667.

**NURS 7668 Palliative Care Across the Lifespan** 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. Previously NS 0668.

**NURS 7669 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. Previously NS 0669.
NURS 7670 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 neuro-endocrine response to stress. Tests of respiratory and cardiovascular function are reviewed and their analysis discussed. 42 theory hours. Previously NS 0670.

NURS 7687 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 culminates in the completion of a scholarly DNP Project, disseminated in both the form of a conference-style poster and a publication-ready manuscript. Previously NS 0687.

NURS 7687F DNP Immersion 1 Credit
See NURS 7687.

NURS 7697 DNP Seminar I 1 Credit
This seminar provides the foundation for development of 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 quality improvement project, a practice change project, a program evaluation, a policy development/improvement project, or another project with a focus on patient outcomes and practice improvement. 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 for implementation and outcome assessment. Students will continue to work with their DNP Advisor in developing the project. In addition, students will identify potential Immersion experiences that focus on achieving program outcomes. Previously NS 0697.

NURS 7699 DNP Seminar II 1 Credit
Prerequisite: NURS 7697.
This seminar 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. Previously NS 0699.

NURS 7951 Practicum in Adult Health I 4 Credits
Prerequisite: NURS 7643.
Students apply theoretical learning about genetic implications, exacerbations, complications, and remission 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. Previously NS 0644.

NURS 7952 Clinical Conference Across the Lifespan: FNP Practicum I 4 Credits
Corequisite: NURS 7645.
Prerequisite: NURS 7951.
Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for patients across the lifespan from diverse backgrounds under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional health care team. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, shared decision making, management, evaluation and prevention of illness within the interprofessional team. 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. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. Previously NS 0646.
NURS 7953 Clinical Conference Across the Lifespan: FNP Practicum II
Corequisite: NURS 7647.
Prerequisite: NURS 7952.
Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for patients across the lifespan from diverse backgrounds under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional health care team. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, shared decision making, management, evaluation, and prevention of illness within the interprofessional team. 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. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. Previously NS 0648.

NURS 7954 Practicum I: PMHNP
Prerequisite: NURS 7652 (concurrency allowed).
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. Previously NS 0666A.

NURS 7955 Practicum II: PMHNP
Corequisite: NURS 7661.
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. Previously NS 0666B.

NURS 7956 Practicum III: PMHNP
Corequisite: NURS 7663.
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. Previously NS 0666C.

NURS 7990 Independent Study
1-4 Credits
Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission only. Previously NS 0698.

NSAN 7671 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. Previously NSAN 0673.
NSAN 7672 Pharmacologic Strategies in Anesthesia Practice 3 Credits
Prerequisites: NURS 7604, NURS 7670, NSAN 7671.
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. Previously NSAN 0671.

NSAN 7673 Principles of Nurse Anesthesia Practice I 2 Credits
Prerequisites: NURS 7604, NURS 7670, NSAN 7671.
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 the anesthesia work station, delivery systems, patient monitoring modalities, patient positioning, fluid homeostasis and principles of basic & advanced airway management. Students analyze current best practices as they apply to the development of the anesthesia plan of care. Previously NSAN 0686.

NSAN 7674 Principles of Nurse Anesthesia Practice II 3 Credits
Corequisite: NSAN 7672.
Prerequisite: NSAN 7673.
This course provides an in-depth discussion of the anesthetic management of patients undergoing an array of surgical procedures across the perianesthesia continuum. Emphasis is placed on the preoperative assessment, patient preparation, perioperative management and postoperative care of patients undergoing intra-abdominal, orthopedic, and thoracic procedures. Students analyze current best practices in the development of the anesthetic plan of care. Previously NSAN 0687.

NSAN 7675 Clinical Orientation and Specialty Rotations 1 Credit
Prerequisite: NSAN 7672.
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, including issues surrounding wellness and chemical dependency, will also be explored. Previously NSAN 0675.

NSAN 7676 Regional Anesthesia and Pain Management in Clinical Practice 2 Credits
Prerequisite: NSAN 7672.
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. Previously NSAN 0678.

NSAN 7677 Principles of Nurse Anesthesia Practice III 3 Credits
Prerequisite: NSAN 7674.
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 cardiac, neurosurgical, and head and neck procedures, and the associated disease states, as well as obstetric and pediatric anesthetic considerations. Students will analyze current best practices in the development of the anesthetic plan of care. Previously NSAN 0688.

NSAN 7678 Clinical Correlation Conference 2 Credits
Corequisite: NSAN 7955.
Prerequisite: NSAN 7954.
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. Previously NSAN 0683.

NSAN 7679 Principles of Nurse Anesthesia Practice IV 2 Credits
Prerequisite: NSAN 7677.
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 administration of anesthesia in non-operating room locations including endoscopy, interventional cardiology, and interventional radiology. Anesthetic management of anesthesia for plastics, trauma, burns, and organ transplantation will also be presented. Students will analyze current best practices in the development of the anesthetic plan of care.

NSAN 7951 Clinical Practicum I 1 Credit
Prerequisites: NSAN 7675, NSAN 7676.
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. Previously NSAN 0676.

NSAN 7952 Clinical Practicum II 1 Credit
Prerequisite: NSAN 7951.
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. Previously NSAN 0677.
NSAN 7953 Clinical Practicum III 2 Credits  
Prerequisite: NSAN 7952.
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. Previously NSAN 0680.

NSAN 7954 Clinical Practicum IV 2 Credits  
Prerequisites: NSAN 7953.
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. Previously NSAN 0682.

NSAN 7955 Clinical Practicum V 2 Credits  
Prerequisite: NSAN 7954.
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. Previously NSAN 0685.

NSMW 7620 Antepartum Care 3 Credits  
Corequisite: NSMW 7951.
Prerequisites: NURS 7604, NURS 7640 (concurrency allowed).
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. Previously NSMW 0620.

NSMW 7622 Women's Primary Care and Gynecological Health I 3 Credits  
Corequisites: NURS 7601, NURS 7608, NURS 7697.
Prerequisites: NURS 7604, NURS 7610, NURS 7640, NSMW 7620, NSMW 7951.
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. Previously NSMW 0622.
NSMW 7623 Women’s Primary Care and Gynecological Health II 3 Credits  
**Corequisite:** NSMW 7952.  
**Prerequisites:** NSMW 7623, NSMW 7952.  
This course is a continuation of NSMW 7622 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 7622, 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. Previously NSMW 0623.

NSMW 7625 Intrapartum Care 3 Credits  
**Corequisite:** NSMW 7953.  
**Prerequisites:** NSMW 7623, NSMW 7952.  
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. Previously NSMW 0625.

NSMW 7627 Advanced Midwifery Management: At-Risk Childbirth 3 Credits  
**Corequisite:** NSMW 7954.  
**Prerequisites:** NSMW 7625, NSMW 7953.  
Building on NSMW 7625, 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. Previously NSMW 0627.

NSMW 7951 Antepartum Clinical 2 Credits  
**Corequisite:** NSMW 7620.  
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. Previously NSMW 0621.

NSMW 7952 Women’s Primary Care and Gynecological Health Clinical 3 Credits  
**Corequisite:** NSMW 7623.  
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 preconceptual, 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. Previously NSMW 0624.

NSMW 7953 Intrapartum Clinical 2 Credits  
**Corequisite:** NSMW 7625.  
Intrapartum clinical serves as the student midwife’s first experience managing intrapartum clients in the hospital or birth center setting 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 7625 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. Previously NSMW 0626.
NSMW 7954 Advanced Midwifery Clinical  
**Corequisite:** NSMW 7627.
Building on the prior clinical course NSMW 7953, 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. Previously NSMW 0628.

NSMW 7955 Integration to Nurse-Midwifery Practice  
**Prerequisites:** NSMW 7627, NSMW 7954.
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 births 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 settings, including optional global health settings 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. Previously NSMW 0629.

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 end of life. 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 73 credits of coursework and completion of a DNP Project.

### Requirements

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<td>Research Methods for Evidenced-Based Practice</td>
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<td>Advanced Nursing Roles and Reflective Practice</td>
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**DNP Core Courses**

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**Advanced Practice Core Courses**

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**Family Nurse Practitioner Courses**

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**Total Credits**

73

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)

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## BSN to DNP: Family Nurse Practitioner Track (Part Time)

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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 providing anesthesia services to patients of all acuities across the lifespan. Students gain clinical experience in the provision of all forms of anesthesia, including regional (neuraxial and peripheral blocks) anesthesia, general anesthesia, and monitored anesthesia care under CRNA and M.D. faculty supervision. Students gain experience in all surgical subspecialties, including cardiac, thoracic, vascular, trauma, major burn, pediatrics, and high-risk obstetrical cases. Upon graduation, students are eligible to sit for the certification examination administered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). 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 77 credits and a completion of a DNP Project.

Nurse Anesthesia Student Progression Requirements

- Students are required to maintain an overall grade point average of 3.00. If the GPA falls below 3.00 in any semester, the student is placed on probation for the following semester and has one semester to bring their GPA above 3.00. If the overall grade point average is again below 3.00 or the GPA falls below 3.00 a second time, the student will be dismissed from the program.
- A student is allowed to earn one B- in any NURS (DNP core nursing) course. A second grade of B- in any NURS 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.

Fairfield University and Bridgeport Hospital Nurse Anesthesia Program

Students in the Nurse Anesthesia Track are subject to all Fairfield University, Bridgeport Hospital, and all other off-site clinical policies and procedures. Bridgeport Hospital and any off-site clinical sites have the right to remove a student from an assignment after the site has determined 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 outlined in the Fairfield University Graduate Catalog.

Requirements

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Total Credits: 77

1 A total of 2,000 clinical hours, 600 cases, and 250 immersion hours are required for the DNP in Nurse Anesthesia.
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1. A total of 2,000 clinical hours, 600 cases, and 250 immersion hours are required for the DNP in Nurse Anesthesia.

### 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. In addition to didactic midwifery focused courses, students take courses throughout the program focused on 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. 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.

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### Plan of Study

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<td>Research Methods for Evidenced-Based Practice</td>
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<tr>
<td>NURS 7641</td>
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<td>3</td>
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<tr>
<td>NURS 7697</td>
<td>DNP Seminar I</td>
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### 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 throughout the lifespan, and are from diverse ethnic and

§ A total of 1000 practicum/immersion hours is required for the DNP.

1 A total of 1000 practicum/immersion hours are required for the DNP. One credit of immersion equals 50 hours.
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 77 credits of coursework and completion of a DNP Project.

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<td>Information Technology for Healthcare Improvement</td>
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Total Credits: 77

A total of 1000 practicum/immersion hours is required for the DNP PMHNP.
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<td>NURS 7661</td>
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**BSN to DNP: Psychiatric Nurse Practitioner Track (Part Time)**

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**Total Credits**

---

**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 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**

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<tr>
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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.

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**Plan of Study**

**Advanced Practice MSN to DNP**

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**Second Year**

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Second Year

Fall
NURS 7608 Research Methods for Evidenced-Based Practice 3
NURS 7661 Mental Health Nursing of Groups and Families Across the Lifespan 2
NURS 7955 Practicum II: PMHNP 4

Credits 9

Spring
NURS 7601 Epidemiology and Biostatistics 3
NURS 7663 Primary Mental Health Nursing of At-Risk Populations Across the Lifespan 2
NURS 7956 Practicum III: PMHNP 4

Credits 9

Summer
NURS 7602 Healthcare Economics and Marketing 3
NURS 7612 Research Translation for Clinical Practice 3
NURS 7687 DNP Immersion 1 2

Credits 8

Third Year

Fall
NURS 7614 Information Technology for Healthcare Improvement 3
NURS 7687 DNP Immersion 3
NURS 7699 DNP Seminar II 1

Credits 7

Spring
NURS 7615 Leadership and Interprofessional Collaboration 3
NURS 7687 DNP Immersion 3

Credits 6

Total Credits 61

1 A total of 1,000 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.

Plan of Study

Course Title Credits
First Year
Fall
NURS 7608 Research Methods for Evidenced-Based Practice 3
NURS 7609 Role Reflective Practice for MSN-DNP Students 1
NURS 7687 DNP Immersion 1 2

Credits 6

Spring
NURS 7601 Epidemiology and Biostatistics 3
NURS 7687 DNP Immersion 2
NURS 7697 DNP Seminar I 1

Credits 6

Summer
NURS 7602 Healthcare Economics and Marketing 3
NURS 7687 DNP Immersion 3

Credits 6

Second Year

Fall
NURS 7611 Population Health 3
NURS 7687 DNP Immersion 3

Credits 6

Spring
NURS 7615 Leadership and Interprofessional Collaboration 3
NURS 7687 DNP Immersion 3

Credits 6

Summer
NURS 7612 Research Translation for Clinical Practice 3

Requirements

Code Title Credits
Foundation Core Courses
NURS 7601 Epidemiology and Biostatistics 3
NURS 7608 Research Methods for Evidenced-Based Practice 3

DNP Core Courses
NURS 7602 Healthcare Economics and Marketing 3
NURS 7611 Population Health 3
NURS 7612 Research Translation for Clinical Practice 3
NURS 7614 Information Technology for Healthcare Improvement 3
NURS 7615 Leadership and Interprofessional Collaboration 3
NURS 7687 DNP Immersion 1 8-20
NURS 7697 DNP Seminar I 1
NURS 7699 DNP Seminar II 1

Executive DNP Courses
NURS 7605 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.
Master of Science in Healthcare Administration

The Master of Science in Healthcare Administration (MHCA) provides students the knowledge and experience to pursue a wide range of healthcare-related careers. The versatile program complements various fields of study from nursing to science to business. As an interdisciplinary course of study, the program draws upon the expertise of full-time faculty members from the Marion Peckham Egan School of Nursing and Health Studies and Charles F. Dolan School of Business. The MHCA program allows students flexibility with a hybrid format of course work and both full-time or part-time enrollment options. In addition, this program is offered in both an on-campus and fully-online format. The on-campus cohort starts in the summer semester. The fully online cohorts can start in the summer, fall, or spring semester start.

Plan of Study

Please note that the below plan of study is a sample of the on-campus summer semester cohort start. There are also plan of study grids available from the Program Director for fully online in a summer, fall, or spring semester start.

Full Time

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Summer</td>
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<tr>
<td>ACCT 5400</td>
<td>Introduction to Accounting</td>
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<tr>
<td>HCAD 6100</td>
<td>Introduction to the United States Healthcare System</td>
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<td>NURS 7605</td>
<td>Advanced Healthcare Policy</td>
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<tr>
<td>Fall</td>
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<tr>
<td>FNCE 5400</td>
<td>Principles of Finance</td>
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<td>MGMT 6503</td>
<td>Legal and Ethical Environment of Business</td>
<td>3</td>
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<tr>
<td>MGMT 6504</td>
<td>Managing People for Competitive Advantage</td>
<td>3</td>
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<tr>
<td>MGMT 6525</td>
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<td>Spring</td>
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<tr>
<td>HCAD 6200</td>
<td>Healthcare Reimbursement and Organizational Performance</td>
<td>3</td>
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<tr>
<td>HCAD 6951</td>
<td>Healthcare Administration Practicum</td>
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<td>HCAD 6999</td>
<td>Healthcare Administration Capstone</td>
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<td>Healthcare Leadership Roles for Systems Improvement</td>
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<td>Research Methods for Evidenced-Based Practice</td>
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<td>Healthcare Economics and Marketing</td>
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<td>Information Technology for Healthcare Improvement</td>
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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
### Courses

**HCAD 6100 Introduction to the United States Healthcare System**  
2 Credits  
This course provides an overview of the evolving structure of the US healthcare delivery system. Since the US healthcare system has been periodically changed in diverse aspects over the decades, its dynamic mechanism should be understood. Particularly the healthcare system encompasses organizations, management, finance, policy, and technology. This course introduces students to the complexity of healthcare, challenges of leadership, the key stakeholders, and the current state of healthcare in the US. As the introductory course for the MHA program, this hybrid course will allow student to acclimate to the program through multiple learning modalities and activities. Collaboration and team building, critical success factors in healthcare, will be a focus of the on-site portion of the course. The cohort will be introduced to many key aspects of healthcare administration as well as acclimating to the rich learning environment of Fairfield University.

**HCAD 6200 Healthcare Reimbursement and Organizational Performance**  
3 Credits

This course is focused on the complex topic of healthcare reimbursement as the primary income sources for healthcare organizations. Additionally, the course will explore the dynamic concepts of payer sources with the emphasis on reimbursement through government, commercial and private payers. Healthcare administrators and leaders in must possess a firm grasp of sources of revenue and the rapidly changing environment. Decision-making related to organizational goals will be explored in the context of revenue. The course supports students to understand how to apply financial decision-making, strategic, and operational decisions.

**HCAD 6951 Healthcare Administration Practicum**  
3 Credits  
Prerequisite: HCAD 6100.  
In this practicum, students will be placed in a healthcare practice environment for a 150-hour experiential learning opportunity. Paired with community partners, students will observe and participate in learning how the theoretical concepts of healthcare leadership are implemented in practice. Students will focus on the competencies of the program such as organizational behavior, management, human resources, project management, financial strategies, information technology, and performance management as appropriate to the clinical site. Students may be placed with one practice partner or divide time in multiple areas to achieve the objectives of the practicum. Students with current or recent experience in healthcare leadership may apply to have this course waived in consultation with the Program Director and approval of the Associate Dean.

**HCAD 6999 Healthcare Administration Capstone**  
4 Credits  
Prerequisite: HCAD 6100.  
The Healthcare Administration Capstone is an integrative learning experience drawing on all the disciplines and subject matter presented in the MHA program. It requires the student to work independently as a member of a team to complete a comprehensive and relevant business plan for the healthcare-related organization. The capstone will consist of 200 hours of clinical time in a healthcare organization as well as clinical conference sessions with a faculty advisor.

### Master of Science in Nursing

The Egan School admits students into the MSN program in four tracks: Nursing Leadership, Family Nurse Practitioner, Psychiatric Nurse Practitioner, and Master's Entry to Practice Nursing programs. Two of the tracks lead to a master of science in nursing degree and fulfill academic requirements toward certification as a psychiatric or family nurse.
A graduate of the Egan School 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.

Program Outcomes

A graduate of the Egan School MSN program will be able to:

- Influence the quality of healthcare delivery through local, regional, and national policies.
- Lead inter-professional teams by initiating and maintaining effective working relationships using mutually respectful communication and collaboration.
- Provide advanced nursing care, management and evaluation of healthcare delivery systems using research, evidence-based protocols, care models, and scholarly debate.
- 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.
- Demonstrate continuous self-growth through reflection and active participation in professional activities.
- Influence the quality of healthcare delivery through local, regional, and national policies.

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 Egan School 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 Egan School are exceptionally qualified by academic and clinical preparation. Many faculty also currently practice in their advanced specialty.

Courses

NURS 5110 Introduction to Professional Nursing 3 Credits
This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The process of clinical reasoning as an approach to the planning and delivery of nursing care to individuals, families, groups and communities is introduced. Discussion of nursing's history and accomplishments serves as the cornerstone for professional behaviors, including scholarship, communication, collaboration, personal responsibility, accountability, integration of evidence based practice and peer- and self-evaluation. 42 theory hours. Undergraduate equivalent: NURS 1110.

NURS 5272 Geriatric Nursing 4 Credits
This course focuses on evidence-based nursing care of older adults living in long-term care settings. Normal physiological changes of aging and related assessment skills will be incorporated and evaluated using standardized assessment tools. Management of common geriatric care problems will be emphasized. Particular focus will be placed on the ethical and spiritual concerns of vulnerable older adult populations. Students will reflect upon how the nursing role merges with life goals, philosophy, and meaning to develop professional behaviors consistent with these aspects of life. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 2272.

NURS 5305 Mental Health Nursing 4 Credits
The focus of this course is the nursing care of individuals with psychiatric disorders. A holistic approach based on theories of human behavior and personality as well as neurobiological, developmental, trauma-informed, and recovery-oriented models are used to plan and implement care in a variety of settings. Factors that may contribute to an individual developing a psychiatric disorder are discussed and ethical, legal, and cultural issues are considered when planning care. The development of a therapeutic nurse-patient relationship and use of communication techniques to promote healing are emphasized. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 3305.

NURS 5307 Fundamentals of Nursing Care 4 Credits
In this course, evidence based practice is used as a guide for students to learn how to provide safe and effective patient care across the lifespan. In the laboratory setting, students perform basic to advanced psychomotor skills related to nursing care. Students also learn to effectively use an electronic health record to document clinical findings and care. 28 theory hours, 56 lab hours. Undergraduate equivalent: NURS 3307.

NURS 5307L Fundamentals of Nursing Care Lab 0 Credits
NURS 5312 Medical Surgical Nursing I 5 Credits
This course introduces the student to illnesses common in the adult population. The nursing process, theory, and evidence-based practice, are incorporated with clinical practice. An emphasis is placed on clinical reasoning and prioritizing patient care. Throughout the course, informatics is integrated as part of the documentation process for clinical experiences. 42 theory hours, 84 clinical hours. Undergraduate equivalent: NURS 3312.
NURS 5314 Maternal and Newborn Nursing 4 Credits
This course is designed to provide students with the opportunity to assist the patient and family to cope with changes in reproductive and gynecological needs. The childbearing cycle including: pregnancy, childbirth, postpartum, lactation, care of the healthy newborn and perinatal complications, and theoretical models will be explored. Cultural, ethical and legal aspects of reproductive health across the lifespan will be examined. Emphasis is on development of clinical reasoning and evidence based practice skills related to the nursing care of women and childbearing families. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 3314.

NURS 5323 Pediatric Nursing 4 Credits
This course utilizes a family centered care approach to provide an understanding of the unique anatomical, physiologic, and developmental differences among neonates, infants, children, adolescents, and young adults. Social and cultural influences on children and their families are discussed in addition to assessment, genetics, health promotion, injury prevention, acute and chronic illness, and palliative and end-of-life care. Students are challenged to implement effective communication techniques, clinical reasoning skills, and evidenced based practices when planning holistic and safe care for children and their families in a wide variety of clinical settings. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 4323.

NURS 5325 Medical Surgical Nursing II 5 Credits
This course continues the study of nursing care for patients with illnesses common in the adult population. The theoretical framework of the nursing process is used to demonstrate effectiveness in planning and providing holistic evidence-based nursing care for diverse individuals and populations. Professional communication and interprofessional collaboration will be utilized in the delivery of patient-centered care. 42 theory hours, 84 clinical hours. Undergraduate equivalent: NURS 4325.

NURS 5330 Population Health 4 Credits
This course focuses on the care of people in their homes, in communities, and around the world. Principals of disease prevention, risk reduction, and health promotion are applied to diverse populations in the USA and worldwide. Students synthesize prior experience and learning with public health theory to provide collaborative, quality care across the lifespan. Using an ecological model, students engage in evidence based care for individuals, families, groups, communities and populations. Global issues related to the impact of social policies on healthcare and health equity, and needs of vulnerable populations are also examined. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 4330.

NURS 5332 Transition to Professional Nursing 4 Credits
This capstone course addresses provision of holistic, evidence based care to patients and families in a variety of health care settings. Students have the opportunity to work as a member of the health care team with an individual agency preceptor across the course. The focus is on fostering student growth in clinical reasoning, clinical reasoning and leadership development to promote autonomous professional nursing practice within the clinical setting. Students develop a Capstone Project based on an identified learning need, for the patient, the patient’s family, or for the nursing staff. 168 clinical hours. Undergraduate equivalent: NURS 4332.

NURS 5360 Critical Care Nursing 3 Credits
This elective course is an introduction to critical care nursing. The focus is placed on nursing diagnoses and evidence based practice in the care of the critically ill patient. Common issues such as ethical dilemmas, psychosocial challenges, and symptom management are discussed. Relevant nursing implications for the care of critically ill patients are addressed. Students also gain skills in advanced critical care, hemodynamic monitoring, and ventilator management. 42 theory hours. Undergraduate equivalent: NURS 4360.

NURS 6521 Healthcare Leadership Roles for Systems Improvement 3 Credits
This course provides evidence-based knowledge and skills to maximize the development of one's leadership role in evolving and challenging health care systems. Healthcare leadership roles will be explored from the perspectives of the interprofessional team members. 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 future 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. Previously NS 0521.

NURS 6523 Quality Outcomes Management I 5 Credits
Prerequisites: NURS 6521, NURS 7601, NURS 7604, NURS 7605, NURS 7608, NURS 7614, NURS 7640, NURS 7641.
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; 150 clinical hours. Previously NS 0523.

NURS 6524 Quality Outcomes Management II 5 Credits
Prerequisite: NURS 6523.
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 initiatives. 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. Previously NS 0524.
NURS 6951 Master’s Leadership Practicum 4 Credits
Prerequisites: NURS 6521, NURS 7601, NURS 7604, NURS 7605, NURS 7608, NURS 7614, NURS 7640, NURS 7641.
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. 200 clinical hours. Previously NS 0525.

NURS 6990 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. Previously NS 0598.

NURS 7601 Epidemiology and Biostatistics 3 Credits
This course presents epidemiological 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. Previously NS 0601.

NURS 7602 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 and business plan and budget development. 42 theory hours. Previously NS 0602.

NURS 7604 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. Previously NS 0604.

NURS 7605 Advanced Healthcare Policy 3 Credits
The focus of this course is on contemporary health policy, its development and implementation, and ways that healthcare leaders can influence it. Students will evaluate the impact of health policy on nurses, dietitians, consumers, communities, healthcare delivery systems, and the nursing profession as a whole. Resource allocation, along with the socioeconomic, political, legal, and ethical factors that influence health policy will be examined. 42 theory hours. Previously NS 0605.

NURS 7608 Research Methods for Evidenced-Based Practice 3 Credits
This course prepares the graduate healthcare provider student to identify practice problems and critique current research for relevance and application to practice. An overview of theory is presented as a vehicle for understanding healthcare research. Basic concepts of qualitative and quantitative research methods will be examined in order to plan and evaluate a practice change. Using an evidence-based approach, students identify a clinical problem to address a specific population or setting, consider ethical issues, and develop a healthcare improvement proposal for implementation. Students use reflection in the evaluation of healthcare system research. 42 theory hours. Previously NS 0608.

NURS 7609 Role Reflective Practice for MSN-DNP Students 1 Credit
This online module course introduces reflective practice, portfolio development, and health policy for the Doctorate 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. Previously NS 0609.

NURS 7610 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. Previously NS 0610.

NURS 7611 Population Health 3 Credits
This course presents the foundational skills required for healthcare provider 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 2020/2030, and other national initiatives 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 programs, trends, and standards. Previously NS 0611.
NURS 7612 Research Translation for Clinical Practice  3 Credits

Prerequisites: NURS 7601, NURS 7608.
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 Scholarship and the philosophy of reflective practice, bridging the gap between research and practice, and outcome assessment in healthcare. The evaluation of instruments to measure quantitative 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. Previously NS 0612.

NURS 7613 Finance and Quality Management in Healthcare Organizations  3 Credits

This course emphasizes finance and quality management in today’s complex healthcare system from a historical perspective. Using quality improvement models, students analyze the impact of human factors, processes, and structures on healthcare quality and safety outcomes. Principles of organizational culture, risk management, and economics are considered in planning for translating existing evidence into system-wide improvement initiatives. Effective strategies are evaluated for managing the ethical dilemmas inherent in patient care and healthcare organizations. 42 theory hours. Previously NS 0613.

NURS 7614 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 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. Previously NS 0614.

NURS 7615 Leadership and Interprofessional Collaboration  3 Credits

The intent of this course is to facilitate the development of collaborative leadership skills for healthcare providers 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 interprofessional teams to improve outcomes for patients, families, staff, and healthcare systems. 42 theory hours. Previously NS 0615.

NURS 7620 Advanced Concepts in Pathophysiology  3 Credits

This course focuses on the physiological processes central to biophysical and psycho-pathologic 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. Skills in the analysis of nutritional components of disease prevention and management will be included.

NURS 7640 Advanced Physiology and Pathophysiology  4 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. 56 theory hours. Previously NS 0640.

NURS 7641 Advanced Pharmacology  3 Credits

Prerequisite: NURS 7620 or NURS 7640 or NURS 7669.
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. Previously NS 0641.

NURS 7642 Adult Health I  3 Credits

Prerequisites: NURS 7604, NURS 7641.
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 pharmacological and non-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. Previously NS 0642.
NURS 7643 Adult Health II
Prerequisite: NURS 7642.
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 pharmacological and non-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. Previously NS 0643.

NURS 7645 Care of Children and Families
Corequisite: NURS 7952.
Prerequisite: NURS 7643.
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. Previously NS 0645.

NURS 7647 Care of At-Risk Populations
Corequisite: NURS 7643.
Prerequisites: NURS 7645.
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. Previously NS 0647.

NURS 7650 Psychopathology
Prerequisite: NURS 7642.
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. Previously NS 0650.

NURS 7651 Mental Health Nursing of Children and Adolescents
Prerequisite: NURS 7650 (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. Previously NS 0665.

NURS 7652 Mental Health Nursing of Individuals Across the Lifespan
Corequisite: NURS 7659.
Prerequisites: NURS 6521 or NURS 7609 or NURS 7610; NURS 7604, NURS 7641, NURS 7650.
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. Previously NS 0652.

NURS 7659 Foundational Clinical Skills for Advanced Psychiatric Nursing Practice
Corequisite: NURS 7652.
Prerequisite: NURS 7650.
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 ethn-cultural considerations as they relate to group dynamics and assessment and diagnosis of psychiatric disorders will be discussed.
NURS 7661 Mental Health Nursing of Groups and Families Across the Lifespan 2 Credits
Corequisite: NURS 7955.
Prerequisite: NURS 7652. 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. Previously NS 0661.

NURS 7663 Primary Mental Health Nursing of At-Risk Populations Across the Lifespan 2 Credits
Corequisite: NURS 7956.
Prerequisite: NURS 7661. 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. Previously NS 0663.

NURS 7667 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. Previously NS 0667.

NURS 7668 Palliative Care Across the Lifespan 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. Previously NS 0668.

NURS 7669 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. Previously NS 0669.

NURS 7670 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 neuro-endocrine response to stress. Tests of respiratory and cardiovascular function are reviewed and their analysis discussed. 42 theory hours. Previously NS 0670.

NURS 7687 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 culminates in the completion of a scholarly DNP Project, disseminated in both the form of a conference-style poster and a publication-ready manuscript. Previously NS 0687.

NURS 7687F DNP Immersion 1 Credit
See NURS 7687.

NURS 7697 DNP Seminar I 1 Credit
This seminar provides the foundation for development of 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 quality improvement project, a practice change project, a program evaluation, a policy development/improvement project, or another project with a focus on patient outcomes and practice improvement. 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 for implementation and outcome assessment. Students will continue to work with their DNP Advisor in developing the project. In addition, students will identify potential Immersion experiences that focus on achieving program outcomes. Previously NS 0697.

NURS 7699 DNP Seminar II 1 Credit
Prerequisite: NURS 7697.
This seminar 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. Previously NS 0699.
NURS 7951 Practicum in Adult Health I 4 Credits
Prerequisite: NURS 7643.
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. Previously NS 0644.

NURS 7952 Clinical Conference Across the Lifespan: FNP Practicum I 4 Credits
Corequisite: NURS 7645.
Prerequisite: NURS 7951.
Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for patients across the lifespan from diverse backgrounds under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional health care team. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, shared decision making, management, evaluation, and prevention of illness within the interprofessional team. 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. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. Previously NS 0646.

NURS 7953 Clinical Conference Across the Lifespan: FNP Practicum II 4 Credits
Corequisite: NURS 7647.
Prerequisite: NURS 7952.
Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for patients across the lifespan from diverse backgrounds under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional health care team. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, shared decision making, management, evaluation, and prevention of illness within the interprofessional team. 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. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. Previously NS 0648.

NURS 7954 Practicum I: PMHNP 4 Credits
Prerequisite: NURS 7652 (concurrency allowed).
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. Previously NS 0666A.
NURS 7955 Practicum II: PMHNP  
**Corequisite:** NURS 7661.
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 reflexive 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. Previously NURS 0666B.

NURS 7956 Practicum III: PMHNP  
**Corequisite:** NURS 7663.
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 reflexive 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. Previously NS 0666C.

NURS 7990 Independent Study  
**1-4 Credits**
Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission only. Previously NS 0698.

**Dual Degree Master of Science in Nursing and Master of Business Administration**

Fairfield's dual degree Master of Science in Nursing and Master of Business Administration program prepares nurses with the knowledge and experience required for executive leadership positions in healthcare organizations. This dual degree provides students with the ability to earn two master's degrees at once, giving them the ability to compete for the growing employment demand in the healthcare field.

An advanced generalist degree, the program draws upon the expertise of faculty members from the nationally ranked Egan School of Nursing and Health Studies and Dolan School of Business. The versatile 62-credit dual degree includes courses from a variety of disciplines, including accounting, finance, marketing, management, pathophysiology, systems leadership, information technology, healthcare economics, and more.

### Requirements

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<td>Epidemiology and Biostatistics</td>
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<tr>
<td>NURS 7602</td>
<td>Healthcare Economics and Marketing</td>
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**MBA Courses**

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<td>DATA 5400</td>
<td>Applied Business Statistics</td>
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<td>FNCE 5400</td>
<td>Principles of Finance</td>
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<td>Stakeholder Value</td>
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<td>ISOM 5400</td>
<td>Business Operations</td>
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<td>MGMT 6503</td>
<td>Legal and Ethical Environment of Business</td>
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<td>MGMT 6504</td>
<td>Managing People for Competitive Advantage</td>
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<td>MKTG 5400</td>
<td>Marketing Management</td>
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<td>MKTG 6500</td>
<td>Customer Value</td>
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**Total Credits**  
62

### Plan of Study

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<td>NURS 7604</td>
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NURS 7608  Research Methods for Evidenced-Based Practice  3

Credits  7

Second Year
Summer
DATA 5400  Applied Business Statistics  3
NURS 7641  Advanced Pharmacology  3

Credits  6

Fall
FNCE 5400  Principles of Finance  3
MGMT 6503  Legal and Ethical Environment of Business  3

Credits  6

Spring
ACCT 6500  Accounting Information for Decision-Making  3
NURS 7601  Epidemiology and Biostatistics  3

Credits  6

Third Year
Summer
ISOM 5400  Business Operations  3
NURS 7602  Healthcare Economics and Marketing  3
NURS 7614  Information Technology for Healthcare Improvement  3

Credits  9

Fall
MGMT 6504  Managing People for Competitive Advantage  3
MKTG 6500  Customer Value  3

Credits  6

Winter
FNCE 6500  Stakeholder Value  3

Credits  3

Spring
NURS 6951  Master’s Leadership Practicum  4

Credits  4

Total Credits  76

Admission to the program will be competitively offered to students who hold a baccalaureate degree in any discipline from an accredited four–year college or university with a minimum GPA of 3.3 or better. Applicants must have completed the required prerequisite courses prior to admission.

The MEPN program is a 76 credit/800 clinical hour program to be completed full-time over 24 months.

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**Requirements**

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<td>Mental Health Nursing</td>
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<td>Maternal and Newborn Nursing</td>
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<td>NURS 7668</td>
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Total Credits  76

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**Plan of Study**

**First Year**

**Summer**
NURS 5110  Introduction to Professional Nursing  3
NURS 5307  Fundamentals of Nursing Care  4
NURS 7604  Advanced Health Assessment  4
NURS 7620  Advanced Concepts in Pathophysiology  3

Credits  14

**Fall**
NURS 5305  Mental Health Nursing  4
NURS 5312  Medical Surgical Nursing I  5
NURS 6521  Healthcare Leadership Roles for Systems Improvement  3

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Master of Science in Nursing: Entry into the Practice of Nursing

Fairfield University’s Accelerated Master’s Entry to Practice Nursing (MEPN) program provides a unique opportunity for those with a non-nursing bachelor’s degree to pursue a Master of Science in Nursing (MSN) degree in an accelerated format. The MEPN is the first such program in the state of Connecticut to prepare advanced generalists for registered nursing practice and leadership.

The program is designed to draw upon your prior education and experience, allowing you to earn a master’s degree in two years. The MEPN program will equip students with valuable knowledge and skills to lead change, promote health, and elevate care in a variety of settings. At the completion of this program, students will be eligible to sit for the National Council Licensure Exam (NCLEX) to become a registered nurse.
**Master of Science in Nursing: Family Nurse Practitioner Track**

The MSN Family Nurse Practitioner program prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to end of life. 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 complete 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.

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### First Year

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### Second Year

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### Third Year

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NURS 7641 Advanced Pharmacology 3

**Credits** 15

**Spring**

NURS 5272 Geriatric Nursing 4
NURS 5323 Pediatric Nursing 4
NURS 5325 Medical Surgical Nursing II 5
NURS 7608 Research Methods for Evidenced-Based Practice 3

**Credits** 16

**Second Year**

**Summer**

NURS 5314 Maternal and Newborn Nursing 4
NURS 5330 Population Health 4
NURS 7601 Epidemiology and Biostatistics 3

**Credits** 11

**Fall**

NURS 7605 Advanced Healthcare Policy 3
NURS 7614 Information Technology for Healthcare Improvement 3
NURS 7668 Palliative Care Across the Lifespan 3

**Credits** 9

**Spring**

NURS 5332 Transition to Professional Nursing 4
NURS 5360 Critical Care Nursing 3
NURS 6951 Master’s Leadership Practicum 4

**Credits** 11

**Total Credits** 51

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**Plan of Study**

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**Total Credits** 76
**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 elective coursework outside the Egan School. To better align students with the interdisciplinary healthcare environment, students can choose from the rich variety of courses in any of the graduate schools at Fairfield for the elective coursework.

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**Elective**

Select one graduate-level elective (Arts and Sciences, Business, Education, Engineering)

**Total Credits**

51

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**Master of Science in Nursing: Nursing Leadership, Integrated Healthcare Track**

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**Elective**

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**Total Credits**

38
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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.

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To fulfill a concentration in Informatics Nursing, students will complete the following courses as their required electives:

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# Plan of Study

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# School Directory

## Administration

Meredith Kazer, PhD, APRN, FAAN  
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Healthcare Administration
MSN/MBA

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Nurse Midwifery

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Nurse Anesthesia

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Simulation

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Psychiatric Nurse Practitioner

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DNP, Sacred Heart

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