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# GRADUATE CATALOG

## A Message from the President

Dear Student,

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

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

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

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

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

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

With warmest regards,

**Mark R. Nemecek, 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, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

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

fullest sense, liberal education initiates students at a mature level into their culture, its past, its present, and its future.

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

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

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

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

## Diversity Vision Statement

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

## Readmission to the University after a Medical Withdrawal

Prior to formally requesting readmission after a medical withdrawal, students should consult with the Office of the Dean of the school to which the student wishes to be readmitted. Formal request for

readmission should be made at least three weeks before the start of the semester in which the student seeks to resume enrollment.

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

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

## Comprehensive Examinations

The following designations for grading the written comprehensive examination of work offered for the master's degree in the 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

1000-1999	Introductory Undergraduate Courses
2000-2999	Intermediate Undergraduate Courses
3000-3999	Upper-Level Undergraduate Courses
4000-4999	Advanced Undergraduate Courses

### Graduate

5000-5999	Introductory Graduate Level Courses
6000-6999	Advanced Graduate Level Courses
7000-7999	Doctoral Level Courses

## Durational Shortage Area Permit (SEHD)

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. SEHD *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:

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

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

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

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

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

## Grade Reports

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

## Incomplete

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

## Transfer of Credit and Course Waivers

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

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

### 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. Such work shall have been completed within a period of five years prior to enrollment, and the grade received for the work may not be less than B. For certification programs, as many as six credits may be transferred if they relate to the candidate's present program. For non-certification programs, as many as nine credits may be transferred if they relate to the candidate's present program. Documentation (e.g., syllabus, course description, work done) to demonstrate the equivalence or quality of the courses for which transfer credit is requested may be required. Upper-division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the faculty advisor, be used for waiving prerequisites or for meeting content requirements. A course waiver does not reduce the credit requirement of a degree program; another approved credit-bearing course must be taken to fulfill degree requirements.

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

The total number of credits earned before formal admission to a program (i.e., the total number of transfer credits plus any credits earned as a non-matriculated student) may not exceed six credits for applicants to certification programs or nine credits for applicants to non-certification programs.

## Graduation and Commencement

Diplomas are awarded in January, May, and August. Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. 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. 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: 855-886-3272

## Student Records

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



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

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove 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 Students 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 **Bellarmino 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 **PepsiCo Theatre** is home base for Theatre Fairfield, the University's performing arts club, and provides another venue for theatre and dance in an intimate setting.

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

### 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
- Lyrasis
- Metro Atlantic Athletic Conference
- NASPA: Student Affairs Administrators in Higher Education
- National Action Council for Minorities in Engineering
- National Association for Campus Activities
- National Association of College and University Attorneys
- National Association of College and University Business Officers
- National Association of Colleges and Employers
- National Association of Collegiate Directors of Athletics
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- National Collegiate Athletic Association
- National Collegiate Honors Council
- National Institute for Technology and Liberal Education
- National Intramural-Recreational Sports Association
- National League for Nursing
- Network for Vocation in Undergraduate Education
- New England Business and Economic Association
- New England Library Information Network
- Northeast Regional Computer Program

- Online Computer Library Center
- Society for College and University Planning
- The College Board
- The Forum on Education Abroad

## Compliance Statements and Notifications

### Catalog

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

## Compliance Statements and Notifications

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

## 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.<sup>1</sup> 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.<sup>2</sup> 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.

<sup>1</sup> 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.

<sup>2</sup> 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
Tuition (MA, MPA, MS)	\$875 per credit
Tuition (MFA)	\$700 per credit
Graduate Student Activity Fee	\$65 per semester
Registration Fee	\$50 per semester
Residency (MFA)	\$1,250 per semester
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.

### 10-15 Week Courses

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



Before fourth scheduled class	20
After fourth scheduled class	0

## 6-9 Week Courses

Official Withdrawal Date	Refund % of Charge
--------------------------	--------------------

7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
Before third scheduled class	20
After third scheduled class	0

## 1-5 Week Courses

Official Withdrawal Date	Refund % of Charge
--------------------------	--------------------

7 days before first scheduled class	100
6 days or less before first scheduled class	80
Before second scheduled class	40
After second scheduled class	0

Refunds take two to three weeks to process.

## University Merit or Need-Based Aid Policy for Withdrawals

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

Official Withdrawal Date	% of University Aid Earned
--------------------------	----------------------------

Before first scheduled class	0
Before second scheduled class	40
Before third scheduled class	60
Before fourth scheduled class	80
After fourth scheduled class	100

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

## Federal Return of Title IV Funds Policy

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

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of

earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

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

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

## Example

The Spring semester begins on January 16, 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 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.

### 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](mailto: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.

## Programs

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

## 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 Ladino of the University of Idaho. There are also special programs offered throughout the year including film series, concerts, and theatre performances, all designed to supplement and enhance classroom experiences.

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

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

Dr. Peter L. Bayers, Ph.D.

*Director of the MA in American Studies Program*

## Program

### Master of Arts in American Studies

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

Code	Title	Credits
AMST 5401	Critical Issues in American Studies	3
Select four courses from the following:		12
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	
Select five additional elective courses in American Studies <sup>1</sup>		15
AMST 5999	American Studies Graduate Project	3
<b>Total Credits</b>		<b>33</b>

<sup>1</sup> 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 3 Credits

This graduate seminar provides an introduction to the field of American Studies. Using key books and essays in American Studies, students will familiarize themselves with the diverse cultural and intellectual traditions that have created the American experience. Using interdisciplinary approaches, students will survey the following themes in American society and culture: race, ethnicity and immigration; expression and imagination; values and ethics; gender; institutional power and politics; and America and the world. 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 unsophisticated audience -- were frequently American reinventions of European imports, such as the circus, while others, like the Minstrel Show, were uniquely American creations. We will begin the course with an intensive look at the Minstrel Show as a key to the solidification and perpetuation of American racist stereotypes and then consider Circus, the Wild West Show, Vaudeville, Burlesque, Medicine Show, Chautauqua, and popular dramas such as Toby, Tab, and Tom shows, as manifestations of American society of the late 19th and early 20th centuries. Previously AS 0453.

**AMST 5461 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 5471 Introduction to Native American Studies 3 Credits**

This course explores a range of genres, for example autobiography, novels, short stories, film, and poems, by American Indian writers and filmmakers from the 18th through 21st centuries. We will rigorously examine how Native peoples have shaped and continue to shape their identities in and against U.S. colonialism. Writers and filmmakers may include, but are not limited to, Apress, Eastman, Za, Silko, Momaday, Welch, Eyre, Redroad. 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'Keeffe, Gorky, Pollock, Rothko, Frankenthaler, De Kooning, Motherwell. The culmination and convergence of these parallel tracks arrive with the neo-realist but equally avant-gardist Pop art movement of the 1960s. Warhol, Rosenquist, Johns, and Wessleman use hard-edge realism to convey anti-establishment parodies and camp spin-offs of high culture. The period between 1917-1967 becomes, then, the pivotal shift when traditionalism is converted into a new cultural paradigm ending modernism as a distinct period. 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 larger history of misinformation and media technologies. Finally, the course will prepare students to combat false and misleading information encountered in their own media diets. Undergraduate equivalent: 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.

**COMM 5340 Conflict Communication****3 Credits**

Conflict is a natural part of human life that has a variety of potential consequences. Although conflict can be disruptive and destructive, it can also be constructive and lead to improved adjustment and better decisions. The course is designed to offer you opportunities to enhance and improve your techniques and skills in managing conflict and moving them in a productive direction. The course examines the dynamics of human conflict across a variety of settings from personal relationships to the workplace, with special attention to the communication processes that escalate, manage, and mediate conflict. Undergraduate equivalent: COMM 3340. Previously CO 0497O.

**COMM 5341 End of Life Communication****3 Credits**

This course focuses on the only reality for every human being: death. However, in spite of its certainty, American culture tends to minimize or ignore discussions of death and provides little insight into effective communication strategies for healthcare providers, family members, friends, and lovers. The complexities of this unique communication will be assessed vis-à-vis an applied approach that includes a service-learning opportunity at a 51-bed hospice. In addition, the course will include self-reflection, autoethnography, an exploration of scholarly research in palliative communication, and scholarly interaction between students in the classroom and the hospice setting. Undergraduate equivalent: COMM 4341. Previously CO 0497D.

**COMM 5342 Technoculture and Information Society****3 Credits**

This course explores phenomena, trends, and theories related to emerging information and communication technologies (ICTs), as well as relationships among those technologies, 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****3 Credits**

This course will explore the dialectical tensions between the need for safe and effective products/services and the expectations for corporations to generate profits and dividends for their stakeholders. This course will use an applied ethics lens to examine the organizational, marketing, advertising, and corporate communication to clients, consumers, vendors, and investors. The content and ethical implications of marketing communication (from a variety of organizational perspectives: healthcare, economics, cultural, etc.) on expected and unintended outcomes will also be discussed and analyzed. Undergraduate equivalent: COMM 4343. Previously CO 0497K.

**COMM 5344 Interracial Communication****3 Credits**

This course explores current trends in literature on the topics of race relations, communication styles and patterns, communication theory, and the social construction of race along with its influence on how individuals from different races communicate. Throughout the course, up-to-date issues that surface locally and nationally in the media that illustrate the relevance of improved interracial communication will be addressed through class discussion and linked to course assignments. Using case studies to explore interracial exchanges in close relationships, at the workplace, and reflected in social media, students will link theory with practical applications in an effort to better understand interracial communication. Undergraduate equivalent: COMM 3344. Previously CO 0497P.

**COMM 5345 Relational Communication****3 Credits**

Close relationships can bring us a great deal of joy, happiness, and love, but unfortunately they can also be sources of frustration, pain, and conflict. This course is designed to help us understand the critical role of communication in developing, maintaining, and terminating close relationships with romantic partners, friends, and family members. The course examines the most current research and theory on a variety of topics that are central to understanding and maintaining close relationships, with a focus on attraction, attachment, conflict, power, emotion, transgression, reconciliation, and termination. Undergraduate equivalent: COMM 3345. Previously CO 0497N.

**COMM 5347 Communication in Healthcare Organizations****3 Credits**

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****3 Credits**

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****3 Credits**

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****3 Credits**

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 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 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 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
- Work/Life Intersections
- Workplace Relationships
- Written Communication

## 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 legaced 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.

Code	Title	Credits
COMM 5400	Communication Philosophies, Theories, and Research Traditions	3
COMM 5401	Communication Research Design and Methodologies	3
COMM 5402	Ethics and Communication	3
COMM 6961 or COMM 6971	Project Proposal Thesis Proposal	3
COMM 6962 or COMM 6972	Independent Project Thesis Research	3
Select 7 additional graduate courses <sup>1</sup>		21
<b>Total Credits</b>		<b>36</b>

- <sup>1</sup> 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

Code	Title	Credits
COMM 5400	Communication Philosophies, Theories, and Research Traditions	3
COMM 5401	Communication Research Design and Methodologies	3
COMM 5402	Ethics and Communication	3
Select 9 additional graduate courses <sup>1</sup>		27
<b>Total Credits</b>		<b>36</b>

- <sup>1</sup> 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 fulfil 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

Code	Title	Credits
Select four courses from the following:		12
COMM 5326	Palliative Care Communication in the United States and Ireland	
COMM 5402	Ethics and Communication	
COMM 5501	Interpersonal Communication	
COMM 5522	Communication and Organizational Leadership	
COMM 5547	Healthcare Organizational Communication	
COMM 5548	Health Communication	
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, play- 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 semesters. 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** 6 Credits  
**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****6 Credits****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****6 Credits****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 0450.

**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 mid-term 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

Code	Title	Credits
ENGL 5441	Fiction	24
or ENGL 5442	Non-Fiction	
or ENGL 5443	Poetry	
or ENGL 5444	Stage and Screen	
ENGL 5991	Independent Study: Fiction	36
or ENGL 5992	Independent Study: Non-Fiction	
or ENGL 5993	Independent Study: Poetry	
or ENGL 5994	Independent Study: Stage and Screen	
Total Credits		60

<sup>1</sup> Each course is repeated for four or five semesters.

# Certificate in Creative Writing

The Creative Writing program now offers a year-long, intensive certificate program titled "The Prologue." As an introduction to the MFA, the Prologue is a 12-credit post-baccalaureate program that provides creative writers of all levels with two semesters of rigorous, graduate-level one-on-one mentorship to help them jump-start or finish a book-length project. Students receive individualized guidance from experienced faculty members and authors who provide in-depth feedback to help develop and edit works in progress.

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

## Requirements

Code	Title	Credits
ENGL 5991	Independent Study: Fiction <sup>1</sup>	12
or ENGL 5992	Independent Study: Non-Fiction	
or ENGL 5993	Independent Study: Poetry	
or ENGL 5994	Independent Study: Stage and Screen	
Total Credits		12

<sup>1</sup> The selected course is repeated for two semesters, six credits per semester.

# Industrial/Organizational Psychology

Industrial/organizational psychology is the branch of psychology that applies psychological theories and principles to organizations, promoting efficiency, productivity, equity, and employee wellbeing. Many graduates of the I/O Psychology MA program work in organizational settings after graduation, while others use their time in the program to strengthen their academic backgrounds in psychology before pursuing further graduate studies at other institutions.

Graduates of the program assume positions in for-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.

## Admission to the Industrial/Organizational Psychology Program

An interview with one or more faculty members is required for admission to the Industrial/Organizational Psychology program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a candidate. After admission, each candidate is required to meet with a faculty advisor to outline a planned program of study. Prior to registering for courses each semester, candidates are encouraged to meet with their advisor. Students may be required to take one or more English writing courses if their writing skills do not meet graduate level standards.

The Industrial/Organizational Psychology program offers two programs of study in industrial/organizational psychology: a traditional MA

program and a 5-year integrated Bachelor's/Master's degree program. Requirements for the programs include:

- Industrial/Organizational Psychology: Requires the completion of 39 credits of approved courses. 36 of these credits must be in psychology.
- 5-Year Integrated Bachelor's/Master's degree in Industrial/Organizational Psychology: Requires the completion of 9 credits at the undergraduate level and 30 credits at the graduate level.

Note: Students who need to take 9 credits every semester for financial aid or visa reasons may need to take additional credits beyond the minimum required for the degree.

## Ethics

Candidates in the Industrial/Organizational Psychology program are expected to act in accordance with the American Psychological Association's ethical principles. Candidates who behave unethically may be dismissed from the program. The ethical principles are available online. In addition, the Disposition Statement (Academic Honesty Policy), as presented in the Academic Policies section of this catalog, is applicable to this program.

## Comprehensive Examination

Successful completion of the master's comprehensive examination is required of all candidates.

The comprehensive examination in psychology requires candidates to demonstrate mastery of relevant concepts in psychology, the ability to apply that knowledge to real-world scenarios, and the ability to communicate effectively both verbally and in writing.

Candidates are eligible to take the master's comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. Candidates have a maximum of two opportunities to pass the examination.

## 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 0545.

**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.

**PSYC 6850 Field Work in Applied Psychology** **3 Credits**

**Prerequisites:** Completion of 21 credits in psychology, including PSYC 5110, PSYC 5230, PSYC 5240, PSYC 5810, PSYC 5820, PSYC 6260; B or better cumulative GPA.

Advanced candidates matriculated in the industrial/organizational/personnel track undertake approved, supervised fieldwork in an area related to their professional interests and program content. Course requirements include a site supervisor and a faculty supervisor for each candidate, and a fieldwork placement that involves at least 13 full days of on-site experience. Enrollment by permission only. Previously PY 0578.

**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.

**Faculty**

**Professor**

Andreychik  
McClure, *chair*

**Associate Professor of the Practice**

Tomlin, *director*

**Master of Arts in Industrial/  
Organizational Psychology**

**Requirements**

Code	Title	Credits
PSYC 5110	Introduction to Industrial and Organizational Psychology	3
PSYC 5230	Psychology of Personality <sup>1</sup>	3
PSYC 5240	Organizational Development	3
PSYC 5810	Behavioral Statistics <sup>1</sup>	3
PSYC 5820	Research in Psychology	3
PSYC 6230	Program Evaluation	3
PSYC 6240	Consulting Theory and Practice	3
PSYC 6260	Development and Training Programs	3
PSYC 6510	Fundamentals of Survey Design	3
PSYC 6520	Performance Coaching	3
PSYC 6530	Effective Interviewing	3
PSYC 6850	Field Work in Applied Psychology	3
PSYC 6999	Comprehensive Exam in Applied Psychology	0
Select one of the following:		3
COMM 5340	Conflict Communication	
COMM 5400	Communication Philosophies, Theories, and Research Traditions	
COMM 5410	Perspectives and Theories in Organizational Communication	
COMM 5502	Small Group and Team Communication	
COMM 5522	Communication and Organizational Leadership	
MGMT 5400	Organizational Behavior	
MGMT 6500	Leadership	
MGMT 6503	Legal and Ethical Environment of Business	
MGMT 6540	Cross-Cultural Management	

<sup>1</sup> Students who earn less than a B in these courses may be required to retake the course to earn credit towards their degree.

## 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.

### Requirements

Code	Title	Credits
<b>Undergraduate Prerequisites</b>		
PSYC 2810	Statistics for the Behavioral Sciences	4
PSYC 2820	Research Methods in Psychology	4
PSYC 5110	Introduction to Industrial and Organizational Psychology	3
<b>Graduate Credits</b>		

PSYC 5230	Psychology of Personality	3
PSYC 5240	Organizational Development	3
PSYC 6230	Program Evaluation	3
PSYC 6240	Consulting Theory and Practice	3
PSYC 6510	Fundamentals of Survey Design	3
PSYC 6520	Performance Coaching	3
PSYC 6530	Effective Interviewing	3
PSYC 6260	Development and Training Programs	3
PSYC 6850	Field Work in Applied Psychology	3
Select one of the following:		3
COMM 5340	Conflict Communication	
COMM 5400	Communication Philosophies, Theories, and Research Traditions	
COMM 5410	Perspectives and Theories in Organizational Communication	
COMM 5502	Small Group and Team Communication	
COMM 5522	Communication and Organizational Leadership	
MGMT 5400	Organizational Behavior	
MGMT 6500	Leadership	
MGMT 6503	Legal and Ethical Environment of Business	
MGMT 6540	Cross-Cultural Management	
PSYC 6999	Comprehensive Exam in Applied Psychology	0
<b>Total Credits</b>		<b>41</b>

## Interior Design

### Message from the Director

As interior designers and those interested in interior design, we all have the same basic desire to create beautiful spaces that make people feel comfortable. We are especially attuned to the many subtle details that surround us.

Being an interior designer is more than a profession; it is a way of life. We never stop observing and we notice all the details and find inspiration from them wherever we go.

Fairfield University's Master of Arts in Interior Design is designed to encourage that passion. To develop the creativity and understanding of good basic design is important. Imparting knowledge of construction and public safety requirements is needed as well. To this end, all aspects of interior design are covered to prepare you for a successful career. The development of an impressive body of work will be the key to gain the confidence to present oneself as a true professional ready to enter the field.

If you have always been interested in design but have not pursued it 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 processed 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.

**IDSN 6520 Perspective Techniques****3 Credits****Prerequisite:** IDSN 5405.

Existing design projects are turned into three-dimensional interior perspectives, which are invaluable in communicating ideas to the client. Completed drawings will become part of the student portfolio. Previously IN 0520.

**IDSN 6521 Business of Interior Design****1 Credit**

This course consists of a series of six sessions, each conducted by a different practicing interior designer. The guest instructors will share their experiences in developing a business and dealing with the many practical issues related to the interior design profession. Previously IN 0521.

**IDSN 6999 Capstone and Studio****3 Credits****Prerequisites:** IDSN 6514, IDSN 6519.

With guidance from a faculty instructor, students undertake a major research project focused on well-established or newly-emerging interior design concepts. Following thesis methodology, students research and then write a defense of their position to lay the foundation for an extensive, more complex commercial, institutional, or residential space. All phases of a professional project are explored: research, programming, analysis of existing conditions, design criteria, concept development, detailed schematic presentation drawings, models, materials, and selected details. The course culminates in a formal presentation and critique by a jury of professionals. Previously IN 0525.

## Faculty

Instructors in this program are adjunct faculty in the College of Arts and Sciences and are highly regarded in their area of expertise in the field of interior design. They are dedicated with a deep commitment to teaching and enriching the lives of our students.

## Instructors of the Practice

Hardy, *director*

## Lecturers

Dujardin  
Jebrine  
Kennedy  
Moisiadis  
Sutherland  
Swergold  
Whitlock

## Master of Arts in Interior Design

The Master of Arts in Interior Design program welcomes those with a bachelor's degree in any field who wish to pursue a rewarding career in the field of interior design. 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.

## Requirements

To earn a Master of Arts degree in interior design, students must complete the following:

Code	Title	Credits
IDSN 5405	Drawing and Presentation	3
IDSN 5407	Color Design	3
IDSN 5409	Basic Computer-Aided Design (CAD)	3
IDSN 5410	Interior Design I	3
IDSN 5411	Textiles for Interiors	3
IDSN 5413	History of Furniture I	3
IDSN 5414	History of Furniture II	3
IDSN 5417	History of Architecture and Interior Design	3
IDSN 5421	Sustainable Design	2
IDSN 5422	Rendering	3
IDSN 6509	3-D Architectural Computer-Aided Design (CAD)	3



IDSN 6511	Interior Design II	3
IDSN 6512	Interior Design III	3
IDSN 6513	Interior Design IV	3
IDSN 6514	Commercial Design	3
IDSN 6515	Lighting for Interiors	3
IDSN 6516	Kitchen and Bath Design	3
IDSN 6518	Interior Design V	3
IDSN 6519	Interior Design VI	3
IDSN 6520	Perspective Techniques	3
IDSN 6521	Business of Interior Design	1
IDSN 6999	Capstone and Studio <sup>1</sup>	3
<b>Total Credits</b>		<b>63</b>

<sup>1</sup> 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.

## 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

Code	Title	Credits
IDSN 5405	Drawing and Presentation	3
IDSN 5407	Color Design	3
IDSN 5409	Basic Computer-Aided Design (CAD)	3
IDSN 5410	Interior Design I	3
IDSN 5411	Textiles for Interiors	3
IDSN 5413	History of Furniture I	3
IDSN 5414	History of Furniture II	3
IDSN 5422	Rendering	3
IDSN 6511	Interior Design II	3
IDSN 6512	Interior Design III	3
IDSN 6513	Interior Design IV	3
IDSN 6515	Lighting for Interiors	3
IDSN 6520	Perspective Techniques	3
IDSN 6521	Business of Interior Design	1
Select one elective course from the following:		2-3
IDSN 5417	History of Architecture and Interior Design	
IDSN 5421	Sustainable Design	

IDSN 6509	3-D Architectural Computer-Aided Design (CAD)	
IDSN 6514	Commercial Design	
IDSN 6516	Kitchen and Bath Design	
<b>Total Credits</b>		<b>42-43</b>

## 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

Code	Title	Credits
IDSN 5405	Drawing and Presentation	3
IDSN 5407	Color Design	3
IDSN 5410	Interior Design I	3
IDSN 5413	History of Furniture I	3
IDSN 5414	History of Furniture II	3
IDSN 6511	Interior Design II	3
IDSN 6512	Interior Design III	3
IDSN 6520	Perspective Techniques	3
IDSN 6521	Business of Interior Design	1
Select two elective courses from the following:		5-6
IDSN 5409	Basic Computer-Aided Design (CAD)	
IDSN 5411	Textiles for Interiors	
IDSN 5417	History of Architecture and Interior Design	
IDSN 5421	Sustainable Design	
IDSN 5422	Rendering	
IDSN 6509	3-D Architectural Computer-Aided Design (CAD)	
IDSN 6513	Interior Design IV	
IDSN 6516	Kitchen and Bath Design	
<b>Total Credits</b>		<b>30-31</b>

# 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

### **MATH 5401 Introduction to Applied Mathematics**

**3 Credits**

This course provides an introduction to essential techniques in the study of ordinary differential equations, including separation of variables, characteristic equations for linear equations, variation of parameters and Laplace transforms. The course also includes an introduction to fundamentals of applied linear algebra, including solutions of systems of linear equations, vector spaces, matrices, determinants, eigenvalues and eigenvectors. Students should have a solid undergraduate background through multivariable calculus. Previously MA 0401.

### **MATH 5417 Applied Statistics I**

**3 Credits**

This course introduces students to the techniques in applied statistical methods as used in the physical sciences, social sciences and business. Topics include probability (reliability, discrete and continuous distributions); descriptive and exploratory statistics using analytic and graphical tools; basic statistical testing (sampling techniques, theory of estimation and standard hypothesis testing); regression analysis (normal linear model, multivariate regression, and model building as time permits); correlation techniques; analysis of variance and factorial designs if time permits; proportion tests, chi-squared analysis and other discrete data techniques as time permits. Included is the use of computer software, such as R, SPSS, and Minitab. Students should have a solid undergraduate background through multivariable calculus. Previously MA 0417.

### **MATH 5418 Applied Statistics II**

**3 Credits**

**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.

### **MATH 5435 Linear Algebra**

**3 Credits**

This graduate-level treatment of linear algebra includes general vector spaces; basis and dimension; linear transformations; linear operators and the relationship to matrices; inner product spaces and orthonormalization, least squares approximations, Hilbert spaces; diagonalization and other canonical forms for matrices; eigenvalues, eigenvectors, and applications to ordinary differential equations; and Hermitian, unitary, and positive definite matrices. The course also incorporates a discussion of the historical development of linear algebra, the relationship of linear algebra to analysis, and a coordinated introduction to a symbolic algebra program such as Maple or Mathematica. Students should have a solid background in undergraduate linear algebra or applied matrix theory, which is well-covered by MATH 5401. Previously MA 0435.

### **MATH 5436 Abstract Algebra**

**3 Credits**

This graduate level treatment of abstract algebra with a focus on ring theory includes the integers, the division algorithm divisibility criteria, primes and unique factorization; equivalence relations and congruence classes, modular arithmetic; rings, basic properties of rings, ideals, ring homeomorphisms; ring of polynomials, divisibility algorithm, irreducible elements and unique factorization properties, roots and irreducibility; quotient 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.

**MATH 5451 Probability Theory****3 Credits**

This graduate-level treatment of the theory of probability includes a brief review of probability spaces and finite counting techniques, random variables and distribution functions, density, mass functions, and expectation. The course also examines the standard random variables; multivariate distributions; functions and sums of random variables; limit theorems - weak and strong law of large numbers and the central limit theorem. The course also discusses the historical development of probability. Students should have a solid background in undergraduate mathematics through multivariable calculus, and some familiarity with theory and proof in mathematics. Previously MA 0451.

**MATH 5452 Statistics Theory****3 Credits****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.

**MATH 5471 Real Analysis****3 Credits**

This graduate-level treatment of real analysis includes the completeness of the real numbers; the topology of Euclidean  $n$ -space and its generalizations to metric and topological spaces; convergence and continuous functions; sequences of functions; general differentiability; the theory of integration and the Lebesgue integral; infinite series and uniform convergence; and a discussion of the historical development of real analysis. Students should have a solid background in undergraduate mathematics through second-semester calculus and theoretical mathematics. Previously MA 0471.

**MATH 5472 Complex Analysis****3 Credits**

This graduate-level treatment of complex analysis includes the complex number field and its properties; complex analytic functions and their differences with real functions; the complex integral; Cauchy's Theorem and consequences; and a discussion of the historical development of complex analysis. Students should have a solid background in undergraduate mathematics through multivariable calculus and some familiarity with theory in proof in mathematics. This is a proof-intensive course. Previously MA 0472.

**MATH 5900 Special Topics (Shell)****3 Credits**

Mathematical topics not currently among the department's offerings may be offered once or to allow a professor the opportunity to "test drive" a course for the first time. Previously MA 0495.

**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 6565 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 0565.

**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*  
Staecker  
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:

Code	Title	Credits
<b>Core Courses</b>		
MATH 5435	Linear Algebra <sup>1</sup>	3
MATH 5471	Real Analysis <sup>1</sup>	3
Select two of the following Proof-Intensive courses:		6
MATH 5436	Abstract Algebra	

MATH 5452	Statistics Theory	
MATH 5472	Complex Analysis	
MATH 6535	Advanced Abstract Algebra	
MATH 6537	Number Theory	
MATH 6583	Geometry	
MATH 6585	Topology	
<b>Elective Courses</b>		
Select six courses from the following:		18
MATH 5401	Introduction to Applied Mathematics	
MATH 5417	Applied Statistics I	
MATH 5418	Applied Statistics II	
MATH 5436	Abstract Algebra	
MATH 5451	Probability Theory	
MATH 5452	Statistics Theory	
MATH 5472	Complex Analysis	
MATH 6510	Foundations and Set Theory	
MATH 6531	Dynamical Systems	
MATH 6532	Partial Differential Equations	
MATH 6535	Advanced Abstract Algebra	
MATH 6537	Number Theory	
MATH 6550	Classical Financial Mathematics	
MATH 6565	Use of Technology in the Classroom	
MATH 6577	Numerical Analysis	
MATH 6578	Math of Financial Derivatives	
MATH 6583	Geometry	
MATH 6585	Topology	
<b>Capstone</b>		
MATH 6999	Capstone Project (Pass/Fail) <sup>2</sup>	0
<b>Total Credits</b>		<b>30</b>

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

<sup>2</sup> 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.

Code	Title	Credits
MATH 5417	Applied Statistics I	3
MATH 5418	Applied Statistics II	3
MATH 5451	Probability Theory	3
MATH 5452	Statistics Theory	3
<b>Total Credits</b>		<b>12</b>

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.

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

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](mailto: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 0400.

### **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 managements. 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****3 Credits**

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****3 Credits**

Students are required to complete six credits of internship at a position relevant to their interests. Those in the city/state government track will be assigned to internships at local government and state offices, while those in the nonprofit track will be offered relevant positions at local not-for-profits. This requirement may be waived for those who already have experience working for a nonprofit or a government agency. Previously MPA 0500.

**PUAD 6999 Capstone Experience****3 Credits**

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.

Code	Title	Credits
PUAD 5400	Data Analysis for Public Administrators	3
PUAD 5405	Introduction to Public Administration	3
PUAD 5410	Financial Management and Budgeting	3
PUAD 5415	Human Resource Management <sup>1</sup>	3
PUAD 5420	Research Methods	3
PUAD 5425	Administrative Leadership and Ethics	3
PUAD 6999	Capstone Experience	3
<b>Elective Courses</b>		
Select five courses from a specialization of choice, listed below		15
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> 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

Code	Title	Credits
PUAD 5435	Grant Writing	3
or ISOM 6520	Project Management	
PUAD 5440	State and Local Government	3
PUAD 5455	Healthcare Management	3
Electives		6
<b>Total Credits</b>		<b>15</b>

### Emergency Management Track

Code	Title	Credits
PUAD 5435	Grant Writing	3
or ISOM 6520	Project Management	

PUAD 5460	Introduction to Public Safety Administration	3
PUAD 5465	Emergency Preparedness, Response, and Recovery	3
Electives		6
<b>Total Credits</b>		<b>15</b>

### Health Administration Track

Code	Title	Credits
NURS 7602	Healthcare Economics and Marketing	3
PUAD 5435	Grant Writing	3
or ISOM 6520	Project Management	
PUAD 5455	Healthcare Management	3
Electives		6
<b>Total Credits</b>		<b>15</b>

### Nonprofit Track

Code	Title	Credits
ISOM 6520	Project Management	3
PUAD 5430	Economics of the Nonprofit Sector	3
PUAD 5435	Grant Writing	3
Electives		6
<b>Total Credits</b>		<b>15</b>

## Public Administration Electives

Code	Title	Credits
PUAD 5430	Economics of the Nonprofit Sector	3
PUAD 5435	Grant Writing	3
PUAD 5440	State and Local Government	3
PUAD 5445	Urban Policy	3
PUAD 5455	Healthcare Management	3
PUAD 5460	Introduction to Public Safety Administration	3
PUAD 5465	Emergency Preparedness, Response, and Recovery	3
PUAD 5470	American Public Policy	3

In addition to the MPA courses listed above, students may take one of the following elective courses in Communication:

Code	Title	Credits
COMM 5321	Communication Processes in Organizations: Negotiation	3
COMM 5324	Crisis Communication	3
COMM 5340	Conflict Communication	3
COMM 5343	Ethics and Medical Marketing Communication	3
COMM 5347	Communication in Healthcare Organizations	3
COMM 5348	Health Risk Communication	3
COMM 5488	Health Risk Communication	3
COMM 5502	Small Group and Team Communication	3
COMM 5524	Negotiation and Conflict Management: Communication Approaches	3



COMM 5532	Nonprofit Media	3
COMM 5547	Healthcare Organizational Communication	3

## Certificate in Non-Profit Management

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

Code	Title	Credits
PUAD 5405	Introduction to Public Administration	3
PUAD 5430	Economics of the Nonprofit Sector	3
Select two courses from the following:		6
ISOM 6520	Project Management	
PUAD 5420	Research Methods	
PUAD 5435	Grant Writing	
<b>Total Credits</b>		<b>12</b>

## 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  
MA, PhD, University of California at Berkeley

### 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 Pittsburgh  
MFA, Louisiana State University

**Susan Muaddi Darraj**

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

**Karen Osborn**

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

**William Patrick**

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

**Adriana Páramo**

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

**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) Moisiadis**

*Instructor*  
MSME, BSME, Fairfield University

**Hollie Sutherland**

*Instructor*  
ASID, AAS, New York School of Interior Design  
BA, Hamilton College  
MFA, Endicott 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, NCIDQ, 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 of 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 Sobocinski**

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*

BS, Suleyman Demirel University, Kazakhstan

MS, University of Northern Iowa

PhD, Iowa State University

**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

MS, PhD, New York University

**Laura McSweeney**

*Associate Professor of Mathematics*

BS, Bridgewater State University

MS, PhD, University of New Hampshire

**Irene Mulvey**

*Professor of Mathematics*

BA, Stonehill College

PhD, Wesleyan University

**Shawn Rafalski**

*Associate Professor of Mathematics*

BA, Eastern Michigan University

MS, PhD, University of Illinois at Chicago

**Stephen Sawin**

*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

## Industrial/Organizational Psychology Faculty

**Michael R. Andreychik**

*Professor of Psychology*

BA, MS, PhD, Lehigh University

**Margaret McNamara 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

## Board of Advisors

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West Hartford, CT

**Erin Moran '05**

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Stamford, CT

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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<sup>1</sup> (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.<sup>2</sup>

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.

<sup>1</sup> GMAT/GRE requirements and waivers vary by program. Please direct questions to the Assistant Dean of Graduate Programs to learn more.

<sup>2</sup> 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

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

## 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 interviews 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:

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

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.
3. A statement of self-evaluation of work experience and career objectives.
4. A professional resume.
5. An official copy of transcripts of previous college or university work. An overall undergraduate GPA of 3.00 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](http://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](mailto: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 from 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](mailto: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](mailto: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](mailto: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.<sup>1</sup> 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.<sup>2</sup> 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.

<sup>1</sup> 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.

<sup>2</sup> 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

Application Fee (non-refundable)	\$65
Registration Fee	\$50 per semester
Graduate Student Activity Fee	\$65 per semester
Tuition (MS Accounting, MS Finance, MS Business Analytics)	\$1,080 per credit
Tuition (MS Management)	\$975 per credit
Tuition (MS Marketing Analytics and Strategy)	\$1,035 per credit
Tuition (all other Graduate programs)	\$1,080 per credit
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

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

### 6-9 Week Courses

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

### 1-5 Week Courses

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

Refunds take two to three weeks to process.

## University Merit or Need-Based Aid Policy for Withdrawals

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

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

Before fourth scheduled class	80
After fourth scheduled class	100

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

## Federal Return of Title IV Funds Policy

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

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

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

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

### Example

The Spring semester begins on January 16, 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 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](mailto: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.

## Programs

- 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

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- Graduate Certificates
    - Business Analytics
    - Business Essentials

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

## 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, analytical skills, and critical thinking skills. 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, 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, 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 in terms 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.

## 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 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. 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.

**FNCE 6530 Corporate Finance****3 Credits**

**Prerequisite:** FNCE 5400.

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.

**FNCE 6540 Investment Analysis****3 Credits**

**Prerequisite:** FNCE 5400.

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.

**FNCE 6545 Portfolio Management****3 Credits**

**Prerequisite:** FNCE 6540.

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.

**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 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.

**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.

## Information Systems and Operations Management

**ISOM 5400 Business Operations****3 Credits**

This course introduces basic concepts and tools relevant to operations and supply chain management, including process mapping, quality management, decision analysis, capacity planning, supply chain management, project management, and operations strategy. Case studies are used to link the concepts and models to real-world business applications. Previously OM 0400.

**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 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, 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.

## 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 6550 Advanced Marketing Strategy****3 Credits**

The course will focus on the importance of an effective marketing strategy in order for businesses to make key marketing decisions and be successful. In this course, students will learn to strategically analyze and solve marketing problems from a decision maker's perspective. Students will focus on solving four fundamental marketing problems known as the "First Principles of marketing strategy" that firms face when designing and implementing marketing strategies. In order to develop an effective marketing strategy, most critical decisions must address that 1) All customers differ; 2) All customers change; 3) All competitors react and 4) All resources are limited. Application of the principles will cover all elements of the marketing mix including topics such as research and development, demographic targeting and segmentation, pricing, product forecasting, marketing channels, sales force distribution and media allocation.

**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 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 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 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.

## 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

Code	Title	Credits
<b>Preparatory Courses</b>		
DATA 5400	Applied Business Statistics <sup>1</sup>	3
DATA 5405	Python Fundamentals <sup>1</sup>	3
Select at least three courses from the following: <sup>2</sup>		9-18
ACCT 5400	Introduction to Accounting	
ECON 5400	Principles of Economics for Business	
FNCE 5400	Principles of Finance	
ISOM 5400	Business Operations	
MGMT 5400	Organizational Behavior	
MKTG 5400	Marketing Management	
<b>MBA Courses</b>		
Select one ACCT course		3
Select one ECON course		3
Select one FNCE course		3
MGMT 6503	Legal and Ethical Environment of Business	3
Select one MKTG course		3
<b>MBA Concentration</b>		
Select a concentration in one of the following areas:		12
Accounting		
Finance		
Management		
Marketing		
<b>MSBA Courses</b>		
DATA 6500	Business Analytics	3
DATA 6505	Python for Business Analytics	3
DATA 6510	Databases for Business Analytics	3
DATA 6530	Business Forecasting and Predictive Analytics	3
DATA 6540	Business Intelligence	3
DATA 6545	Machine Learning for Predictive Analytics	3
DATA 6999	Capstone: Business Analytics Applications	3
<b>Total Credits</b>		<b>63-72</b>

<sup>1</sup> May be waived by successful completion of a test-out exam.

<sup>2</sup> 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.

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 fulfil 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 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

Code	Title	Credits
<b>Subject Areas</b>		
ACCT 6500	Accounting Information for Decision-Making	3
DATA 6100	Fundamentals of Analytics	3
FNCE 6500	Stakeholder Value	3
MGMT 6500	Leadership	3
MGMT 6503	Legal and Ethical Environment of Business	3
MGMT 6584	Global Competitive Strategy	3
MKTG 6500	Customer Value	3
<b>Business Analytics Concentration</b>		
Select five courses from the following:		15
DATA 5400	Applied Business Statistics <sup>1</sup>	
DATA 5405	Python Fundamentals	
DATA 6500	Business Analytics	
DATA 6510	Databases for Business Analytics	
DATA 6530	Business Forecasting and Predictive Analytics	
DATA 6540	Business Intelligence	



<sup>1</sup> 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

Code	Title	Credits
ACCT 6500	Accounting Information for Decision-Making	3
DATA 6100	Fundamentals of Analytics	3
FNCE 6500	Stakeholder Value	3
FNCE 6530	Corporate Finance	3
FNCE 6540	Investment Analysis	3
FNCE 6560	Global Financial Markets and Institutions	3
FNCE 6580	Financial Risk Management	3
MGMT 6500	Leadership	3
MGMT 6503	Legal and Ethical Environment of Business	3
MGMT 6584	Global Competitive Strategy	3
MKTG 6500	Customer Value	3
Finance Capstone		3
<b>Total Credits</b>		<b>36</b>

## 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.

# Course Modality

Courses may be offered on campus and online (also known as hybrid courses), or online, depending upon the type of course and the modality most suited to facilitate knowledge dissemination.

# Course Waiver Policy

Students admitted to the Dolan MBA program may be able to waive as many as six (i.e., all) core courses on the basis of successful completion (i.e., final grades of B or better) of undergraduate business courses and/or work experience. For undergraduate courses to be considered for waivers, the student's undergraduate degree generally must have been earned from an AACSB-accredited business school within five years of the date of enrollment in the graduate program.

## Requirements

The following is an overview of the requirements of the MBA program for students with a business background:

Code	Title	Credits
Required Courses		3
Subject Areas		15
Concentration		12
Electives		6
Total Credits		36

# Coursework Details

Code	Title	Credits
<b>Core Courses</b> <sup>1, 2, 3</sup>		
Select one course in Accounting		3
Select one course in Economics		3
Select one course in Finance		3
Select one course in Information Systems and Business Analytics		3
MGMT 6503	Legal and Ethical Environment of Business	3
Select one course in Marketing		3
<b>Concentrations</b>		
Select a concentration in one of the following areas: <sup>4</sup>		12
Accounting <sup>5</sup>		
Finance		
Information Systems and Business Analytics		
Management		
Marketing		
<b>Electives</b>		
Choose 2-4 elective courses from any Dolan graduate program		6-12
Total Credits		36-42

<sup>1</sup> Core courses are required to be taken before corresponding advanced and concentration courses.

<sup>2</sup> Candidates without a business-related academic or professional background will be required to take a total of 42 credit hours, with a minimum of three core courses.

<sup>3</sup> 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.

<sup>4</sup> At least one concentration course must be designated as a research course. (See the section on MBA concentrations below.)

<sup>5</sup> Only students with a bachelor's degree in accounting or the equivalent may pursue this concentration.

# MBA Concentrations

## Accounting Concentration

*Specialization Option: Taxation*

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

Code	Title	Credits
<b>Required Concentration Course</b>		
Select one of the following:		3
ACCT 6510	Issues in a Regulatory Reporting Environment <sup>1</sup>	
ACCT 6970	Research on Contemporary Issues in Accounting <sup>1</sup>	
TAXN 6550	Tax Planning <sup>2</sup>	
<b>Elective Concentration Courses</b>		
Select three courses from the following: <sup>3</sup>		9
ACCT 6520	International Accounting	
ACCT 6530	Accounting for Governments, Hospitals, and Universities	
ACCT 6550	Topics in Accounting Systems and Data Analytics	
ACCT 6555	Issues in Internal Audit	
ACCT 6560	Audit Issues in a Global Environment	
ACCT 6565	Forensic Accounting	
ACCT 6570	Issues in Accounting Ethics	
ACCT 6580	Financial Statement Analysis	
ACCT 6900	Seminar: Special Topics in Accounting	
ACCT 6980	Practicum in Accounting	
ACCT 6990	Independent Study	
TAXN 6505	Tax of Property Transactions	
TAXN 6510	Entity Taxation	
TAXN 6520	International Taxation	
TAXN 6530	Partnership Taxation	
TAXN 6540	State and Local Taxation	
TAXN 6900	Seminar: Contemporary Topics in Taxation	
TAXN 6970	Tax Research	
TAXN 6980	Practicum in Taxation	

TAXN 6990	Independent Study	
<b>Total Credits</b>		<b>12</b>

- <sup>1</sup> Designated research course.
- <sup>2</sup> Designated research course, only if choosing the specialization in Taxation.
- <sup>3</sup> In consultation with the Director of Graduate Accounting programs, the student chooses either 3 accounting courses or, if seeking the specialization in Taxation, 3 taxation courses.

## Finance Concentration

Code	Title	Credits
<b>Required Concentration Courses</b>		
FNCE 6530	Corporate Finance	3
FNCE 6540	Investment Analysis <sup>1</sup>	3
<b>Elective Concentration Courses</b>		
Select two courses from the following:		6
FNCE 6545	Portfolio Management	
FNCE 6555	International Financial Management <sup>1</sup>	
FNCE 6560	Global Financial Markets and Institutions	
FNCE 6565	Derivative Securities <sup>1</sup>	
FNCE 6570	Fixed Income Securities	
FNCE 6575	Capital Budgeting	
FNCE 6580	Financial Risk Management	
FNCE 6900	Contemporary Topics Seminar	
<b>Total Credits</b>		<b>12</b>

- <sup>1</sup> Designated research course.

## Information Systems and Business Analytics Concentration

Students in the Information Systems and Business Analytics concentration take four courses: three advanced graduate courses from the department (DATA and ISOM), and one advanced (6000-level) graduate course from any department in the School of Business.

Code	Title	Credits
<b>Elective Concentration Courses</b>		
Select three courses from the following: <sup>1</sup>		9
DATA 6500	Business Analytics	
DATA 6505	Python for Business Analytics	
DATA 6510	Databases for Business Analytics	
DATA 6530	Business Forecasting and Predictive Analytics	
DATA 6540	Business Intelligence	
DATA 6545	Machine Learning for Predictive Analytics	
DATA 6999	Capstone: Business Analytics Applications	
ISOM 6520	Project Management	
ISOM 6550	Business Analytics and Big Data Management	
ISOM 6900	Contemporary Topics Seminar <sup>2</sup>	
ISOM 6990	Independent Study	
<b>Free Elective</b>		

Select one 6000-level course from any business discipline	3
<b>Total Credits</b>	<b>12</b>

- <sup>1</sup> At least one course must be a designated research course.
- <sup>2</sup> Designated research course.

## Management Concentration

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

Code	Title	Credits
<b>Required Concentration Course</b>		
MGMT 6504	Managing People for Competitive Advantage	3
<b>Elective Concentration Courses</b>		
Select three courses from the following: <sup>1</sup>		9
MGMT 6505	Human Resource Strategies: An Analytics Approach <sup>4</sup>	
MGMT 6507	Negotiations and Dispute Resolution <sup>3, 4</sup>	
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm <sup>2, 3</sup>	
MGMT 6525	Performance Management <sup>2, 4</sup>	
MGMT 6530	Entrepreneurship <sup>3</sup>	
MGMT 6531	Social Entrepreneurship	
MGMT 6540	Cross-Cultural Management <sup>2, 3, 4</sup>	
MGMT 6545	Law and Human Resources Management <sup>4</sup>	
MGMT 6555	Labor Relations <sup>4</sup>	
MGMT 6560	Career Planning and Development <sup>4</sup>	
MGMT 6900	Contemporary Topics	
<b>Total Credits</b>		<b>12</b>

- <sup>1</sup> At least one course must be a designated research course.
- <sup>2</sup> Designated research course.
- <sup>3</sup> Course is applicable for the specialization in Global Strategy, Innovation and Entrepreneurship. To earn the specialization in 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.
- <sup>4</sup> Course is applicable for the specialization in Strategic Human Resources. To earn the specialization in Strategic Human Resources, students must take MGMT 6505 Human Resource Strategies: An Analytics Approach and at least one other course applicable to the specialization.

## Marketing Concentration

*Specialization Option: Marketing Analytics*

Code	Title	Credits
<b>Required Concentration Courses</b>		
MKTG 6510	Advanced Consumer Behavior for Managers	3
MKTG 6520	Research for Marketing Insights and Decisions <sup>1, 2</sup>	3
<b>Elective Concentration Courses</b>		
Select two courses from the following:		6
MKTG 6525	Customer Experience <sup>1</sup>	

MKTG 6535	Strategic Brand Management	
MKTG 6540	Advertising Management	
MKTG 6560	Category Management and Shopper Insights <sup>2</sup>	
MKTG 6505A & MKTG 6505B	Introductory Storytelling in Marketing and Advanced Storytelling in Marketing	
MKTG 6570	Digital Marketing and Analytics	
MKTG 6580	Multivariate Analysis for Consumer Insights <sup>2</sup>	
MKTG 6583	Pricing Strategies and Analytics <sup>2</sup>	
MKTG 6590	Experimental Research <sup>2</sup>	
MKTG 6900	Contemporary Topics <sup>2</sup>	
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> Designated research course.

<sup>2</sup> Course is applicable for the specialization in Marketing Analytics. To earn this specialization, students must take, in addition to MKTG 6520 Research for Marketing Insights and Decisions, two other courses applicable to the specialization.

## 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 three courses coded as ACCT(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.

Code	Title	Credits
<b>Foundation Courses</b>		
ACCT 6530	Accounting for Governments, Hospitals, and Universities	3
ACCT 6570	Issues in Accounting Ethics	3
ACCT 6580	Financial Statement Analysis	3
TAXN 6510	Entity Taxation	3
Select one of the following:		3
ACCT 6550	Topics in Accounting Systems and Data Analytics <sup>2</sup>	
ACCT 6560	Audit Issues in a Global Environment <sup>2</sup>	
TAXN 6550	Tax Planning <sup>1</sup>	
<b>International Course</b>		
Select one of the following:		3
ACCT 6520	International Accounting	
ACCT 6560	Audit Issues in a Global Environment <sup>2,3</sup>	
TAXN 6520	International Taxation	
<b>Designated Research Course</b>		
Select one of the following:		3
ACCT 6970	Research on Contemporary Issues in Accounting <sup>1,2</sup>	
TAXN 6970	Tax Research <sup>1</sup>	
<b>Elective Courses</b>		
Select 3 courses from the following: <sup>4</sup>		9
ACCT 6510	Issues in a Regulatory Reporting Environment <sup>1</sup>	
ACCT 6515	Property Transactions: Regulatory and Tax Issues	
ACCT 6520	International Accounting	
ACCT 6550	Topics in Accounting Systems and Data Analytics <sup>2</sup>	
ACCT 6555	Issues in Internal Audit	
ACCT 6560	Audit Issues in a Global Environment <sup>2</sup>	
ACCT 6565	Forensic Accounting <sup>2</sup>	
ACCT 6585	Effective Communications for Accounting Professionals	
ACCT 6900	Seminar: Special Topics in Accounting	
ACCT 6970	Research on Contemporary Issues in Accounting <sup>1,2</sup>	
ACCT 6980	Practicum in Accounting <sup>2</sup>	
ACCT 6990	Independent Study	
DATA 6500	Business Analytics <sup>2</sup>	
DATA 6505	Python for Business Analytics <sup>2</sup>	
DATA 6510	Databases for Business Analytics <sup>2</sup>	
DATA 6540	Business Intelligence <sup>2</sup>	
DATA 6545	Machine Learning for Predictive Analytics <sup>2</sup>	
ISOM 6520	Project Management <sup>2</sup>	
TAXN 6505	Tax of Property Transactions	
TAXN 6515	Property Transactions: Regulatory and Tax Issues	
TAXN 6520	International Taxation	
TAXN 6530	Partnership Taxation	
TAXN 6540	State and Local Taxation	
TAXN 6550	Tax Planning <sup>1</sup>	

TAXN 6585	Effective Communications for Accounting Professionals
TAXN 6900	Seminar: Contemporary Topics in Taxation
TAXN 6970	Tax Research <sup>1</sup>
TAXN 6980	Practicum in Taxation
TAXN 6990	Independent Study

**Total Credits** **30**

- <sup>1</sup> Designated research course.
- <sup>2</sup> Course is applicable for the Business Analytics specialization.
- <sup>3</sup> Students specializing in Assurance or Business Analytics who choose ACCT 6560 as a Foundation course and as an International course *must* take an additional elective course from the list of electives above.
- <sup>4</sup> Elective courses may also include any other 6000-level business course with permission of the Director of Graduate Accounting Programs or Assistant Dean of Graduate Programs.

## 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.

### 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, analytical skills, and critical thinking skills. 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.

## 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 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 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 <sup>1</sup>	3
DATA 6505	Python for Business Analytics	3
DATA 6510	Databases for Business Analytics	3
DATA 6530	Business Forecasting and Predictive Analytics <sup>1</sup>	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 <sup>2</sup>		9
Total Credits		30

<sup>1</sup> Designated research course.

<sup>2</sup> 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.

Code	Title	Credits
ISOM 6550	Business Analytics and Big Data Management	3
or ISOM 6900	Contemporary Topics Seminar	
ISOM 6900	Contemporary Topics Seminar	3
ISOM 6900	Contemporary Topics Seminar	3
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:

Code	Title	Credits
ACCT 6500	Accounting Information for Decision-Making	3
FNCE 6500	Stakeholder Value	3
FNCE 6530	Corporate Finance	3
Total Credits		9

Healthcare Specialization

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

Code	Title	Credits
Select three courses from the following:		9
NURS 7602	Healthcare Economics and Marketing	
NURS 7605	Advanced Healthcare Policy	
NURS 7613	Finance and Quality Management in Healthcare Organizations	
NURS 7614	Information Technology for Healthcare Improvement	
Total Credits		9

Marketing Analytics Specialization

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

Code	Title	Credits
MKTG 6520	Research for Marketing Insights and Decisions	3
MKTG 6580	Multivariate Analysis for Consumer Insights	3
Select one course from the following:		3
MKTG 6525	Customer Experience	
MKTG 6560	Category Management and Shopper Insights	
MKTG 6570	Digital Marketing and Analytics	
MKTG 6583	Pricing Strategies and Analytics	
MKTG 6590	Experimental Research	

MKTG 6900 Contemporary Topics

**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:

Code	Title	Credits
FNCE 6540	Investment Analysis	3
Select two courses from the following:		6
FNCE 6545	Portfolio Management	
FNCE 6565	Derivative Securities	
FNCE 6570	Fixed Income Securities	
FNCE 6580	Financial Risk Management	
FNCE 6595	Research Methods in Finance	
<b>Total Credits</b>		<b>9</b>

## 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, 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 in terms 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

Code	Title	Credits
FNCE 6530	Corporate Finance	3
FNCE 6540	Investment Analysis	3
FNCE 6545	Portfolio Management	3
FNCE 6560	Global Financial Markets and Institutions	3
FNCE 6565	Derivative Securities	3
FNCE 6580	Financial Risk Management	3
FNCE 6595	Research Methods in Finance <sup>1</sup>	3
Select a specialization (detailed below) or three elective courses from the following: <sup>2</sup>		9
FNCE 6500	Stakeholder Value	
FNCE 6555	International Financial Management	
FNCE 6570	Fixed Income Securities	
FNCE 6575	Capital Budgeting	
FNCE 6900	Contemporary Topics Seminar	

FNCE 6990	Independent Research Seminar	
<b>Total Credits</b>		<b>30</b>

- <sup>1</sup> Designated research course.
- <sup>2</sup> Students are required to complete nine elective credits (three courses) of graduate work at the 6000 level. Students may choose elective courses from finance, to fulfill the requirements of one of the specializations listed below, or to enrich their studies an area of interest relevant to the study of finance at the graduate level.

## 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.

Code	Title	Credits
Select three 6000-level courses in Business Analytics <sup>1</sup>		9
<b>Total Credits</b>		<b>9</b>

- <sup>1</sup> Course selections should be made in consultation with the Directors of Graduate Finance and Business Analytics or their designee(s).

## Corporate Finance Specialization

For those students 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:

Code	Title	Credits
FNCE 6500	Stakeholder Value	3
Select two of the following:		6
DATA 6530	Business Forecasting and Predictive Analytics	
FNCE 6555	International Financial Management	
FNCE 6575	Capital Budgeting	
<b>Total Credits</b>		<b>9</b>

## MBA and MS in Finance Overlap

The MBA with a concentration in Finance (MBA-FI) is a generalist degree that covers all relevant topical areas for a business professional and gives students the opportunity to concentrate, but not major in, Finance.

Immediately after completion of the MBA-FI, students sometimes wish to further their graduate study in Finance. Interested students then may apply for admission to the MS in Finance and, once accepted, can earn the degree by completing an additional 6 courses drawn from the MS in Finance Curriculum. Courses are selected in advisement with the Coordinator of Graduate Finance Programs. Students are encouraged to seek individualized advisement well before completing the MBA-FI.

## Courses

**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.

**FNCE 6530 Corporate Finance** **3 Credits**  
**Prerequisite:** FNCE 5400.

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.

**FNCE 6540 Investment Analysis** **3 Credits**  
**Prerequisite:** FNCE 5400.

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.

**FNCE 6545 Portfolio Management** **3 Credits**  
**Prerequisite:** FNCE 6540.

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.

**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 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.

**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.

## 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 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 proscribed 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

Code	Title	Credits
ACCT 5400	Introduction to Accounting	3
DATA 5410	Analytics Programming for Business	1.5
ECON 5410	Principles of Microeconomics	1.5
ECON 5415	Statistics for Business	1.5
FNCE 5400	Principles of Finance	3
MGMT 5410	Understanding Organizations	1.5
MGMT 6500	Leadership	3
MGMT 6502	Law and Ethics for Critical Reasoning in Business	1.5
MGMT 6505	Human Resource Strategies: An Analytics Approach	3
MGMT 6507	Negotiations and Dispute Resolution	3
MGMT 6515	Professional Development	0
MGMT 6530	Entrepreneurship	3
MGMT 6584	Global Competitive Strategy	3
MKTG 5410	Marketing in the Digital World	1.5
<b>Total Credits</b>		<b>30</b>

## 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.

## 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 Marketing Analytics and Strategy

Fairfield Dolan's STEM-Designated Master of Science in Marketing Analytics and Strategy (MAS) program is designed to develop strategic thinking and analytical skills to address today's business needs. Under the guidance of expert faculty, students will develop a deeper foundation in marketing strategic and analytical skills, combined with experiential learning in the classroom with real-world business projects.

Students will learn how to apply statistics when approaching marketing analytics challenges in order to solve real-world business problems. The program utilizes business data such as Nielsen/IRI and consumer insights, combined with digital analytics tools such as Google Analytics and statistical software such as SPSS, Qualtrics, and Excel to develop research-based strategic decisions. The final course is a capstone project which challenges students to directly apply what they have learned to solve marketing challenges for real businesses.

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).

Code	Title	Credits
MKTG 6510	Advanced Consumer Behavior for Managers	3
MKTG 6520	Research for Marketing Insights and Decisions	3
MKTG 6535	Strategic Brand Management	3
MKTG 6570	Digital Marketing and Analytics	3
MKTG 6580	Multivariate Analysis for Consumer Insights	3
MKTG 6583	Pricing Strategies and Analytics	3
MKTG 6999A	Capstone Project: Marketing Analytics and Strategy	3
Select three elective courses from the following:		9
DATA 5405	Python Fundamentals	3
or DATA 6505	Python for Business Analytics	
MKTG 6505A	Introductory Storytelling in Marketing & MKTG 6505B and Advanced Storytelling in Marketing	3
MKTG 6525	Customer Experience	3
MKTG 6540	Advertising Management	3
MKTG 6560	Category Management and Shopper Insights	3
or MKTG 6590	Experimental Research	3
MKTG 6900	Contemporary Topics	3
<b>Total Credits</b>		<b>30</b>

## 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**

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 6550 Advanced Marketing Strategy****3 Credits**

The course will focus on the importance of an effective marketing strategy in order for businesses to make key marketing decisions and be successful. In this course, students will learn to strategically analyze and solve marketing problems from a decision maker's perspective. Students will focus on solving four fundamental marketing problems known as the "First Principles of marketing strategy" that firms face when designing and implementing marketing strategies. In order to develop an effective marketing strategy, most critical decisions must address that 1) All customers differ; 2) All customers change; 3) All competitors react and 4) All resources are limited. Application of the principles will cover all elements of the marketing mix including topics such as research and development, demographic targeting and segmentation, pricing, product forecasting, marketing channels, sales force distribution and media allocation.

**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.

## 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:

Code	Title	Credits
DATA 5405	Python Fundamentals <sup>1</sup>	3
DATA 6505	Python for Business Analytics	3
DATA 6530	Business Forecasting and Predictive Analytics	3
DATA 6545	Machine Learning for Predictive Analytics	3
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> 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:

Code	Title	Credits
ACCT 5400	Introduction to Accounting	3
FNCE 5400	Principles of Finance	3
MGMT 5400	Organizational Behavior	3
MKTG 5400	Marketing Management	3
<b>Total Credits</b>		<b>12</b>

## 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:

Code	Title	Credits
DATA 5400	Applied Business Statistics <sup>1</sup>	3
DATA 6500	Business Analytics	3
DATA 6510	Databases for Business Analytics	3
DATA 6540	Business Intelligence	3
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> Students may test out of via successful completion of an exam. If tested out of DATA 5400, any other DATA course may be substituted.

## Graduate Certificate in Financial Planning and Analysis

The Graduate Certificate in Financial Planning and Analysis is a 12-credit program designed for the following audiences:

- Those who want to enhance their background in budgeting, forecasting and analysis.
- Those who are contemplating a master's degree but do not have the time/resources at the moment to undertake the degree program.
- Those who are in financial positions and need foundational knowledge in the area.

The program consists of the following four courses:

Code	Title	Credits
ACCT 6500	Accounting Information for Decision-Making	3
DATA 6530	Business Forecasting and Predictive Analytics	3
FNCE 6500	Stakeholder Value <sup>1</sup>	3
FNCE 6530	Corporate Finance	3
<b>Total Credits</b>		<b>12</b>

<sup>1</sup> 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:

Code	Title	Credits
MKTG 6520	Research for Marketing Insights and Decisions	3
MKTG 6580	Multivariate Analysis for Consumer Insights	3
Select two courses from the following:		6
DATA 5405	Python Fundamentals or DATA 650 Python for Business Analytics	
MKTG 6525	Customer Experience	
MKTG 6560	Category Management and Shopper Insights	
MKTG 6570	Digital Marketing and Analytics	
MKTG 6583	Pricing Strategies and Analytics	
MKTG 6590	Experimental Research	
<b>Total Credits</b>		<b>12</b>

The certificate is fully transferable to the MS in Marketing Analytics and Strategy (MSMAS) degree program.

## Graduate Certificate in Strategic Human Resources in the Global Environment

The Graduate Certificate in Strategic Human Resources in the Global Environment is a 12-credit program designed for the following audiences:

- Those who are in human resources positions and are in need of additional knowledge in the area.
- Those who are contemplating the MBA but do not have the time/resources at the moment to undertake the degree program.
- Those who need a foundation in human resources concerns in order to strategically manage workforce challenges.

The program consists of the following four courses:

Code	Title	Credits
MGMT 6505	Human Resource Strategies: An Analytics Approach	3
MGMT 6507	Negotiations and Dispute Resolution	3
MGMT 6540	Cross-Cultural Management	3
MGMT 6560	Career Planning and Development	3
<b>Total Credits</b>		<b>12</b>

## 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.<sup>1</sup> 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.<sup>2</sup>

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.

- <sup>1</sup> To be eligible to pursue an Advanced Graduate Certificate in either of these areas, students must have successfully completed the following courses at the undergraduate level: intermediate accounting (six credits), advanced accounting (three credits), cost accounting (three credits), auditing (three credits), and U.S. taxation (three credits). Additionally, to pursue the Advanced Graduate Certificate in Taxation, students also must have completed a graduate-level course in entity taxation (three credits). Deficiencies will be handled on a case-by-case basis.
- <sup>2</sup> Because students pursuing the Advanced Graduate Certificate in Taxation are required to complete a graduate-level course in entity taxation (three credits) as a program prerequisite, by the time they complete the Advanced Graduate Certificate, those students will have earned at least 18 credits in Taxation at the graduate level.

## School Directory Administration

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**Sarah Bollinger, M.Ed**  
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**Dina Franceschi, PhD**  
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Management

**Camelia Micu, PhD**

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**Mousumi Bose Godbole, PhD**

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**Steven Siwinski '92**

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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 Education and Human Development

### A Message from the Dean

Welcome to the School of Education and Human Development (SEHD). Our School is committed to preparing professionals to serve children, youth, adults, families, communities, and organizations. Our range of program offerings originates from a combination of faculty expertise and a commitment to the needs of our community partners.

Work across all disciplines within SEHD aligns perfectly with Fairfield's Jesuit mission, where intellectual growth in service to others and social justice are primary. The School has a rich history and renewed commitment to racial justice and education in service of equity, diversity, and inclusion. We work closely with our students and community partners to cultivate a spirit of social responsibility and values-based decision-making. Our School's rich history of commitment to community engagement and our strong alumni network allow our faculty and students to engage in meaningful internship and clinical experiences shaped by evidence-based practice.

Whether your goal is advancement in your current field, a change in career, professional certification, or an advanced degree, we invite you to learn more about what SEHD has to offer.

**Laurie L. Grupp, Ph.D.**

*Dean*

### Overview

The School of Education and Human Development prepares students for professional roles in public and private schools, behavioral health and human service agencies, and for profit and non-profit corporations. Currently, the School enrolls two-thirds of all graduate students at Fairfield University. Consistent with Fairfield's Jesuit traditions and mission, the School of Education and Human Development reaches out to the community - engaging faculty and students in public service and providing career development programs to professionals in the state and region.

### Unit Mission and Conceptual Framework

The School of Education and Human Development advances the mission of Fairfield University by providing advanced education and by preparing professionals to teach, counsel, evaluate, and serve the wider community in ways that reflect Jesuit values. Programs in the School share a commitment to prepare graduates who believe in the inherent worth and dignity of all people; promote the well-being of individuals, couples, families, communities, and organizations; serve a diverse society; possess strong content, pedagogical, and clinical knowledge relevant to their field; understand the impact of informational technologies on the individual, family, and community; and uphold the highest standards of professional conduct. The School promotes and supports the development of intellectual rigor, personal integrity, collaboration, informed decision-making, self-reflection, and social responsibility.

The knowledge base that informs the School's approach to professional education, and that is central to its conceptual framework, is rooted in four key tenets of the Jesuit tradition found in the Mission of the University. They are:

- Freedom: Belief in the inherent worth and dignity of each person.
- Scholarship: Intellectual curiosity, rigor, critical thinking, and moral analysis.
- Justice: Commitment to greater good through service and advocacy as change agents and/or leaders within the chosen profession.
- Truth: Commitment to research and ethical decision-making.

These four tenets support the fundamental intellectual/ethical commitments that define our various courses of study: The Scholar/Practitioner Component; the Developmental Human Growth and Learning Component; the Reflective Practitioner Component; and the Advocacy for All Children and Families Component. Given the breadth of programs and faculty housed in the School, this knowledge base is diverse, drawing on various theoretical and philosophical perspectives. However, when we look across the programs, we find that our common philosophy and principles stem from core theories, research, and practical wisdom about how people develop, learn, teach, counsel, and serve others.

## Disposition Statement

Education, psychology, and mental health professionals are vested by the public with a trust and responsibility requiring the highest ideals of professional service. Central to the mission of the School of Education and Human Development are the personal and professional qualities and characteristics of students who aspire to work in these fields. Therefore, candidates are required to adhere to the highest standards of ethical and professional conduct.

All prospective and admitted candidates of the School of Education and Human Development shall demonstrate personal and professional dispositions which are:

- Embodied in the mission statement of the School of Education and Human Development and articulated in the school's expected student learning outcomes;
- Outlined in the ethical codes, rules, policies and procedures, administrative regulations, and laws applicable to their chosen profession; and
- Mandated by their particular graduate programs and departments as stated in the program handbooks.

If the program faculty and the Dean of the School of Education and Human Development determines that a candidate or admitted student does not meet these personal and professional dispositional requirements, the candidate or student may be denied admission, dismissed from the program following admission, required to withdraw from courses, complete academic remediation and/or undergo appropriate counseling or other intervention as a condition of continued placement in the program.

Students who believe they are treated unfairly by any such determination may appeal the decision by following the academic grievance procedures.

## The School

Since its first graduation in 1951, the School of Education and Human Development (formerly the Graduate School of Education and Allied Professions) has awarded 10,509 master's degrees and 2,734 certificates

of advanced study (as of May 2021). The current structure of the School consists of three departments that house 20 distinct programs of study. Ten of those programs are approved by the Connecticut Office of Higher Education and the Connecticut State Department of Education for the issuance of certificates to practice those professions. In addition to the state certification programs, the programs of Marriage and Family Therapy and Counselor Education are nationally accredited by their professional organizations. The School has earned the reputation of being a model of excellence and innovation within its various professional communities. By engaging in continual internal program assessment, the School is able to create and maintain curricular offerings and clinical field experiences that keep the School of Education and Human Development on the leading edge of all of our disciplines.

## Accreditation

The Programs in the School of Education and Human Development are also fully accredited by:

- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- National Association of School Psychologists (NASP)
- National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP)
- International Dyslexia Association

In initial phases of accreditation:

- Council on Social Work Education (CSWE)

## Degrees

The School of Education and Human Development (SEHD) offers degrees in the following areas:

- Counselor Education
  - Clinical Mental Health Counseling
  - School Counseling
  - Advanced Training Certificates
- Educational Studies and Teacher Preparation
  - Educational Leadership
  - Educational Technology
  - Elementary and Secondary Education
  - Reading and Language Development
  - Special Education
  - TESOL and Bilingual Education
- Family Therapy and Social Work
  - Marriage and Family Therapy
  - Social Work
- Psychological and Educational Consultation
  - School Psychology

SEHD offers three levels of professional graduate degree programs: the Master's degree, the Sixth Year Certificate and a Doctorate in Educational Leadership.

Courses of Study leading to a Master of Arts degree:



- Bilingual Education (Elementary and Secondary)
- Clinical Mental Health Counseling
- Educational Technology
- Elementary Education
- Family Studies
- Marriage and Family Therapy
- Reading and Language Development
- Remedial Reading and Remedial Language Arts
- School Counseling
- School Psychology
- Secondary Education:
  - English
  - Mathematics
  - Science (Biology, Chemistry, General Science, Physics)
  - Social Studies/History (7-12)
  - World Language (French, German, Latin, Spanish)
- Special Education
- Teaching and Foundations (TEFO)
- Teaching English to Speakers of Other Languages (TESOL)

Course of Study leading to a Master of Social Work (MSW) degree:

- Social Work

Courses of Study leading to a Sixth Year Certificate (SYC):

- Bilingual Education
- Clinical Mental Health Counseling
- Educational Technology
- Foundations in Education
- Reading and Language Development
- Remedial Reading and Remedial Language Arts
- School Counseling
- School Psychology
- Special Education
- Teaching English to Speakers of Other Languages (TESOL)

Course of study leading to a Doctorate (EdD)

- Educational Leadership

Approved Connecticut State Department of Education certification programs at the graduate level:

- Elementary Education (1-6)
- School Counseling
- School Psychology
- Secondary Education
  - English
  - Mathematics
  - Science (Biology, Chemistry, Physics, General Science)
  - Social Studies/History (7-12)
  - World Language (French, German, Latin, and Spanish)
- Remedial Reading and Remedial Language Arts
- Special Education (K-12)
- TESOL (PK-12)

Approved Connecticut Department of Higher Education Advanced Training Certificates at the graduate level:

- Integration of Spirituality & Religion into Counseling
- School-Based Marriage & Family Therapy
- Substance Abuse Counseling

## Degree Requirements Overview

### Master of Arts

1. Candidates must complete the number of credits specified by the program.
2. Candidates must complete the number of credits in their major field and approved electives as specified by the program.
3. Candidates are required to pass a written comprehensive examination or complete other program-specific culminating requirements in the work offered for the degree. To be eligible to register for comprehensive examinations, candidates must complete the minimum number of semester hours of coursework determined by their program. We recommend that candidates take the comprehensive examination at least one semester prior to their anticipated semester of graduation. Candidates who fail the comprehensive examinations twice may be dismissed from their program.
4. Candidates must have a minimum grade point average of 3.00 to be eligible to graduate.
5. Candidates must submit an online Application for Degree by the scheduled deadline.

All candidates must register for the comprehensive examination course relevant to their program of study at the beginning of the semester during which they plan to take the examination. Refer to the graduate school calendar for the registration deadline.

### Sixth Year Certificate

1. Candidates enrolled in a Sixth Year Certificate (SYC) program must complete a minimum of 30 credits in an approved program. Those whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for advanced study.
2. Candidates must have a minimum overall grade point average of 3.00. Any grade below a B- will not be credited toward a SYC.
3. Candidates must submit an online Application for Degree by the scheduled deadline.

### Doctorate

1. Candidates must complete the number of credits specified by the program.
2. Candidates are required to pass a comprehensive examination. To be eligible to register for comprehensive examinations, candidates must complete required coursework.
3. Students must maintain a 3.0 grade point average; students who receive two grades below B- may be dismissed from the program.
4. Candidates must write and defend a dissertation based on a relevant problem of practice in consultation with a dissertation advisor.
5. Candidates must submit an online Application for Degree by the scheduled deadline.

# Admission

## Admission Criteria

Individuals may apply to the School of Education and Human Development as formal applicants to pursue a master of arts degree, a sixth year certificate of advanced study (SYC), state certification or licensure, or to take courses as non-matriculated candidates seeking credits for career enhancement or personal growth. Applicants for the MA must hold a bachelor's degree from a regionally accredited college or university and give promise of meeting the standards set by the School. Applicants for the SYC must hold a master's degree from a regionally accredited college or university with a 3.00 cumulative quality point average. The master's degree must be in a major relevant to the SYC program of interest. In addition, individual departments may set specific requirements concerning interviews, adequate scores on tests, course waivers, computer literacy, and distribution of undergraduate courses.

Students may be required to take one or more English writing courses if their writing skills do not meet graduate level standards.

Dates for admission vary by program. A complete listing of deadlines can be found online. In order to be reviewed, applications must be completed on or before the program deadline.

If a person has been denied admission to the School twice, their application will not be considered again.

Applicants must complete the formal online application for admission; provide a current resume and a personal statement; present two recommendation letters (completed online), on the appropriate forms, to support their professional potential; interview with a faculty panel; and meet other entry requirements as determined by the Connecticut State Board of Education.

## Testing Requirements for Programs Leading to Initial Certification

Applicants for the School Counseling, School Psychology, and all teacher preparation programs must take PRAXIS CORE, SAT, ACT or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.00) or above and provide an official transcript to the Dean's office prior to student teaching. Please see advisor for additional details and recommendations.

Given that we seek to admit the best qualified applicants to our programs and that our applicants must maintain a GPA of 3.00 in their program of study, we generally expect applicants to come with a minimum undergraduate GPA of 3.00. Faculty realize that some otherwise qualified applicants may not possess this minimum GPA, so they carefully review applications to assess candidate qualifications for our programs.

GPA between 2.40 and 2.67: Any applicant whose undergraduate GPA is lower than 2.67 must complete a GPA waiver request as part of the admission process. The waiver form will be sent to the applicant from Graduate Admissions. This form allows applicants to explain any extenuating circumstances that may account for their undergraduate record. The decision to grant the formal GPA waiver will be made based on the applicant's explanation of the low GPA, demonstrated ability to meet the academic expectations of the program of study, fitness for the

field, and potential for success in the field. The quality of the applicant's other admission materials (i.e., letters of recommendation, application essay, faculty interview) will also be considered.

GPA below 2.40: Any applicant whose undergraduate GPA is below 2.40 must complete a GPA waiver request and meet with the appropriate Program Chair or Program Director to discuss their academic history prior to review of their application for admission. The waiver form will be sent to the applicant from Graduate Admissions. Most applicants with an undergraduate GPA below 2.40 will be required to take additional coursework to improve their academic record and demonstrate readiness for graduate-level study before their application for formal admission to the program will be considered.

Upon the granting of a GPA waiver, the approval form signed by the Department and the Dean's office will be placed in the applicant's file. Applicants who are granted a GPA waiver and are admitted must maintain a minimum GPA of 3.00 to be permitted to continue in the program. Applicants applying for admission to a certification program should note that Connecticut State certification program standards for formal admission to an approved initial educator certification program require candidates to possess a minimum undergraduate cumulative grade point average of B- (2.67 on a 4.0 scale), unless an approved GPA waiver form documents that a waiver was granted.

Required coursework for elementary, secondary, and TESOL education initial educator certification programs includes a minimum of 39 general education credits with coursework in five or six of the following areas, depending on the program and certification regulations: mathematics, English, natural sciences, social studies, foreign language, and fine arts. Elementary Education majors only are required to have a survey course in U.S. history covering 50 years. This general education coursework is normally completed as part of one's undergraduate program. Applicants with missing prerequisite coursework must complete it before student teaching. Admission with prerequisite course deficiencies varies by program. Generally, no more than six credits of subject area and/or prerequisite coursework may be deficient to be formally admitted into a certification program. Students seeking certification in Secondary Education must have a B (3.00) average in the relevant content area courses.

Enrollment as a non-matriculated candidate requires prior completion of a bachelor's degree from a regionally accredited college or university. Candidates in this status may take a total of six credits in certification programs or nine credits in non-certification programs before matriculation/full admission is required. Non-matriculated students are not eligible for any tuition aid or financial support. Note: successful completion of initial coursework as a non-matriculated candidate does not guarantee formal admission.

**Note:** Non-matriculated students are not eligible for any tuition aid or financial support. Successful completion of initial coursework as a non-matriculated candidate does not guarantee formal admission.

## Admission Procedure

### Applicants for the MA, SYC, or Cross-Endorsement Programs

Students seeking admission must complete and submit the following online:

1. A completed application. Apply online.
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. A personal statement describing intent for studying in the program.
5. A professional resume.
6. Two recommendation letters (completed online), accompanied by the University online recommendation forms, from current employers, supervisors, or professors.
7. For programs leading to certification: Provide documentation of scores on the Praxis Core, SAT, ACT, GRE, or equivalent test. If students provide their social security number to Educational Testing Services (ETS) online when registering for the PRAXIS Core exam, the reported score will automatically be uploaded to their Fairfield application file. Fairfield's code is 3390.
8. Once the file has been reviewed, participate in an admissions interview.
9. Consult a faculty advisor about course selection.

Please note: In order to be reviewed, applications must be complete on or before the program deadline. For an application to be considered complete, all documents noted above must be received by the Office of Graduate Admission by the program deadline. Program deadlines vary. A complete listing of deadlines can be found online.

If formal admission has not been granted prior to the beginning of the semester, qualified applicants may apply for permission to register as a non-matriculated candidate.

**Cross-endorsements:** Cross-endorsement certification is negotiated between the graduate student and the Connecticut State Department of Education. To ensure that required coursework is taken, applicants with some coursework in a cross-endorsement area are advised to have the State review their materials before entry to a program.

**Transfer Students:** The School reserves the right to contact the chair and/or director of any programs attended by students who want to transfer into a program offered by the School of Education and Human Development.

## Applicants for Advanced Training Certificate Programs

Those seeking formal admission to an advanced training certificate program must complete and submit the following online:

1. A completed formal application. Apply online.
2. A non-refundable \$65 application fee.
3. Official undergraduate and graduate transcripts showing degrees earned sent to the Office of Graduate Admission.
4. A brief personal statement describing why you want to pursue the advanced training for which you are applying.
5. A professional resume.
6. For the Advanced Training Certificate in School-based Marriage and Family Therapy: Provide documentation of scores on the Praxis Core, SAT, ACT, GRE, or other equivalent test.

## Non-Matriculated Applicants

Qualified applicants who have not completed the formal admission process may apply for permission to enroll as non-matriculated student and earn up to six credits in a certification program or nine credits in a non-certification program using the following procedure:

1. Complete the online admission application and pay the \$65 application fee. Apply online.
2. Provide an official or unofficial undergraduate transcript that shows the undergraduate degree you have earned. Those who wish to begin an advanced training certificate program of study as a non-matriculated student need to produce official or unofficial copies of both their undergraduate and graduate transcripts showing their degrees.
3. Call the School of Education and Human Development office at 203-254-4250 to be directed to the Program Chair or Director for the program that interests you.
4. After you have met with the appropriate advisor and your non-matriculated status has been approved and processed by the Dean's office, you may register on or after the date when non-matriculated students may begin registering.

No recommendations are needed at this time. They will be needed if and when you apply for full matriculation.

Note: Courses taken will count toward degree or certification requirements if you later become a matriculated student, as long as you earn grades of B or better in them. However, successful completion of coursework does not guarantee formal admission.

## Professional Development Non-Degree Students

Post-master's degree students seeking cross-endorsement or licensure who only need one to five courses (3 to 15 credits) may apply for non-degree student status. Students who are interested in taking courses for professional development and are not seeking a degree may also apply for non-degree status. Courses taken under this designation cannot be applied toward a degree and students cannot apply for financial aid. Students may apply for this designation by using the following procedure:

1. Call the School of Education and Human Development office at 203-254-4250 to be directed to the appropriate Program Chair or Director.
2. Obtain a copy of your official or unofficial graduate school transcript that shows you have completed your master's degree.
3. Complete the non-degree form in the dean's office and pay the \$65 application fee, payable by cash or check.
4. After you have met with the Program Chair or Director and discussed prospective courses, the dean's office will process and approve the registration. Registration is online.

Note: Courses taken with this designation cannot be used toward a degree program.

## Continuing Education (CEU) Credits

The School of Education and Human Development is an Approved Continuing Education Unit Provider with the Connecticut State Department of Education (CSDE). Within the school, the Counselor Education Department is authorized by the National Board of Certified Counselors to offer continuing education for licensed professional counselors and licensed marriage and family therapists. The Marriage and Family Therapy Department is authorized by the Connecticut Association for Marriage and Family Therapy to offer continuing education for marriage and family therapists.

## Background Check and Fingerprinting

All students in school-based certification programs and registered in courses with fieldwork components must be fingerprinted and have a

background check conducted in the districts(s) where they are placed. Multiple fingerprinting and background checks may be required if placed in different districts. Please contact the course instructor or program director for information.

## Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online. 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.<sup>1</sup> 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.<sup>2</sup> 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.

<sup>1</sup> 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.

<sup>2</sup> 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

Application Fee (non-refundable)	\$65
Tuition	\$825 per credit
Graduate Student Activity Fee	\$65 per semester
Registration Fee	\$50 per semester
Lab Fee (COUN 5457, COUN 6467, PSYG 6538, PSYG 6540)	\$70 per course
Lab Fee (EDUC 6598)	\$300
Wilson Reading System Course Fee (in addition to tuition/credit)	\$141 per credit
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.

### 10-15 Week Courses

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

### 6-9 Week Courses

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

### 1-5 Week Courses

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

Refunds take two to three weeks to process.

## University Merit or Need-Based Aid Policy for Withdrawals

Students are approved for voluntary or medical withdrawal by taking the appropriate steps as prescribed in the Academic Policies section of this catalog. Students that are receiving University financial aid will have

their University need-based and merit-based aid prorated based on the following schedule:

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

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

## Federal Return of Title IV Funds Policy

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

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

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

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Opportunity Grants for which a return of funds is required

7. Federal TEACH Grants for which a return of funds is required
8. Iraq and Afghanistan Service Grant for which a return of funds is required

## Example

The Spring semester begins on January 16, 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 ( $\$4,357.00 \times 47.7\% = \$2,078.29$ ). The amount of Title IV aid to be returned is calculated:

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

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

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

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

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

## Financial Aid Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department.

A graduate assistant will be appointed to a curriculum area or to the dean's office and assigned duties as determined by the dean and the faculty responsible for the curriculum area. In return for the assistantship, the student must work a maximum of 15 hours per week under the direction of the department chair or program director. In addition, the Disposition Statement presented in this catalog is applicable to this

student position as it is to all students in the School of Education and Human Development.

Applications are available in the dean's office. There are also assistantships available in other University departments. A comprehensive list of assistantships is available online.

## Alumni Scholarships

### Dr. Thomas A. O'Meara '65, MA '67 Memorial Scholarship

Beginning in academic 2005-2006, it was Dr. Thomas O'Meara's intent that over a 20-year period, one graduate secondary English education student annually would be awarded a partial tuition scholarship for their student teaching course. The recipient will be selected based on recommendations from the program faculty. Please contact Dr. Emily Smith by email (emith@fairfield.edu) for more information.

## Federal Direct Loans

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

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

## 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](mailto: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.

# Programs

- Counselor Education
  - Clinical Mental Health Counseling
  - School Counseling
  - Advanced Training Certificates
- Educational Studies and Teacher Preparation
  - Educational Leadership
  - Educational Technology
  - Elementary and Secondary Education
  - Reading and Language Development
  - Special Education
  - TESOL and Bilingual Education
- Family Therapy and Social Work
  - Marriage and Family Therapy
  - Social Work
- Psychological and Educational Consultation
  - School Psychology

## Counselor Education

The Counselor Education Department offers the master of arts degree in Clinical Mental Health Counseling and School Counseling. The Counselor Education Department also offers a Sixth Year Certificate (SYC) in Clinical Mental Health Counseling and School Counseling for those with a master's degree in counseling but seeking a different specialization.

The Clinical Mental Health Counseling concentration prepares candidates to work in a variety of human service settings, including private practice, community and mental health counseling centers, career centers, substance abuse centers, crisis counseling centers, college counseling centers, and other community agencies offering counseling services. The School Counseling concentration prepares candidates to work as counselors in elementary, middle, and secondary schools. Candidates in each concentration are endorsed for certification and/or job placement only in their area of concentration.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the MA programs in School and Clinical Mental Health Counseling. In January 2017, after being reviewed on all 241 of the 2009 Standards, CACREP accredited the School and Clinical Mental Health Counseling programs for eight years, through March 31, 2025. As Dr. Carol Bobby, President and CEO of CACREP, observed, "Programs receiving accreditation for an eight-year period deserve to be commended for the work completed throughout the accreditation process. This is indeed a worthy achievement."

CACREP accredited the Fairfield counseling programs in 1986, the first programs in Connecticut to receive this accreditation. CACREP accreditation affirms:

- to the public that our programs conform to general expectations for the counseling field
- to our students that our educational activities are satisfactory and that they meet the needs of those wishing to enter the counseling profession
- to Fairfield University that our department is committed to self-evaluation and program improvement

## Professional Preparation

In addition to preparing our graduates for certification and licensure, our programs provide opportunities that can serve to further our students' professional development or increase their readiness for post-masters studies. Many of these opportunities occur in the Counselor Education Lab and Training Center, a state-of-the-art campus facility, which is home to our 3-tier practicum supervision model, often seen only in doctoral training programs. In addition to the standard coursework, our students have many opportunities to gain additional preparation in supervision, research, group work, substance abuse counseling, and spirituality in counseling.

As students increase and refine their clinical skills they are encouraged to participate as coaches in several core courses; participate as process observers for the group, career, and theories courses; and engage in research, writing, and professional presentations with faculty. Combined with ongoing supervision, these various opportunities solidify a set of teaching, research, and supervision skills, that when added to the high level of clinical training, create a bridge for entry into the professional field or post-masters studies.

## Counselor Education Department Position on Dispositions

The Counselor Education programs in School and Clinical Mental Health Counseling at Fairfield University align with the multicultural and humanistic narratives recognizing the major role that client individual variables play in the counselor-client relationship in promoting therapeutic change. As such, the program faculty emphasize multicultural and interpersonal learning as core competencies, along with academic and clinical skill competencies.

Central to the mission of the School of Education and Human Development are the personal and professional qualities and characteristics of students who aspire to be practicing clinical mental health and school counselors. Therefore, the Counselor Education Department reviews students' professional dispositions during the application process, in all courses, and in practicum and internship experiences. Faculty factor students' professional dispositions into the awarding of final grades, as noted in all syllabi.

As gatekeepers for the counseling profession, the Counselor Education faculty have adapted items from the Evaluation of Counselor Behavior Checklist to assess counseling students' proficiencies in:

- recognizing defensive behavior
- accepting and applying feedback from instructors and supervisors
- exhibiting a balance between self-assurance and awareness of the need for supervision
- recognizing personal feelings while handling them appropriately
- demonstrating awareness about how one's behavior impacts others
- communicating responsibility for self
- behaving in an ethical manner

In view of the responsibilities and role of the counselor in school and clinical settings, candidates whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor may be removed from the program. Candidates are expected to abide by the policies and procedures described in the student handbook and to behave in accordance with the American Counseling Association, American Mental Health Counseling,

and/or American School Counseling (ASCA) national code of ASCA ethics. In addition, the disposition statement is applicable to these programs as it is to all programs in the School of Education and Human Development.

## Admission to the Department

Application deadlines are listed online.

The formal admission application process consists of 3 steps.

1. Applicants complete an **online application** which includes required additional questions. Once the application has received a positive faculty review the applicant proceeds to the next step.
2. Applicants are invited to an **Admissions Day** where they interact in small and large groups and participate in individual interviews with faculty members and current students. Application decisions are made at the end of **admissions process**.
3. The final step in the application process is attendance at a **New Student Orientation** where newly admitted students meet their advisors and receive important information about the program's policies and procedures.

Testing Requirements for Programs Leading to Initial Certification (School Counseling): Candidates must take PRAXIS CORE, SAT, ACT or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.0) or above and provide an official transcript to the Dean's office prior to internship. Please see advisor for additional details and recommendations.

Prior to admission review, qualified School Counseling candidates may take a maximum of six credits; qualified Clinical Mental Health Counseling candidates may take a maximum of nine credits.

## School Counselor Certification

Candidates who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing 700 clock hours of supervised internship over 10 months in a public, private, or charter school setting prior to completion of the MA.

## Advanced Training Certificates

Students are required to have earned a prior master's or higher degree in a relevant field.

## Preparation for Connecticut State Licensure and National Counselor Certification

Candidates who graduate from the clinical mental health master's degree program will have completed the requirements to sit for either exam offered by the National Board of Certified Counselors: the National Counselor Exam (NCE) or the National Clinical Mental Health Counselors Exam (NCMHCE). Graduates also will have completed the 60 credit hours required to become a Licensed Professional Counselor within the State of Connecticut. School counseling candidates graduate with 48 credits. If they want to seek licensure, they must complete additional courses specified in the Connecticut licensure law that include: Introduction to Substance Abuse, Introduction to Clinical Mental Health



Counseling, Trauma and Crisis Intervention, and an internship in a clinical mental health setting. They must have 60 credits in counseling related coursework and also must sit for the National Counselor Exam.

Candidates graduating with a SYC are not covered under these guidelines and need to obtain national certification and state licensure on an individual basis according to guidelines outlined by the National Board of Certified Counselors and Connecticut Department of Public Health.

## Programs

- Clinical Mental Health Counseling
- School Counseling
- Advanced Training Certificates

## Courses

### **COUN 5350 Introduction to Substance and Process Addictions 3 Credits**

This course includes the history and other related issues of substance use and process addiction including the neurobiological and medical foundation and etiology of addiction and co-occurring disorders; process addictions counseling including but not limited to gambling, sex, food, alcohol, or drugs; and basic concepts of terminology, models, ethical issues, substance classifications, effects and associated dangers, assessment, diagnosis, and treatment planning with both adults and children. Previously CN 0465, COUN 5465.

### **COUN 5410 Grief and Loss Counseling 3 Credits**

The focus of this course is on developing sensitivity, knowledge, and practical skills working with grief, bereavement, and end of life issues in counseling and cross-cultural approaches. It is designed to inform students how loss is a pervasive, natural process of life and with skilled understanding and intervention can provide healing, meaning, and transformation to self and others. The impact of religious and spiritual belief systems on bereavement, grief, and loss will be covered. Family interventions and conceptualizing grief and loss from a systems perspective will be discussed. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. This course is open only to matriculated counselor education candidates; others by permission of the department chair. Previously CN 0410.

### **COUN 5432 Introduction to Clinical Mental Health Counseling 3 Credits**

Designed to familiarize candidates with the workings of community-based human service programs, this course focuses on organizational structure, agency goals and human resources, program development, needs assessment, grant writing, consultation roles, and program evaluation. Previously CN 0432.

### **COUN 5433 Multicultural Issues in Counseling 3 Credits**

Candidates examine issues in counseling individuals and families from diverse ethnic, cultural, racial, and socioeconomic backgrounds and discuss the social, educational, economic, and behavioral factors that impact clinical work. The course addresses counseling men, women, and couples, and the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from individual counseling and family therapy literature. Previously CN 0433.

### **COUN 5446 Spirituality and Counseling 3 Credits**

An introductory course in the exploration of developmental models and clinical interventions related to the interface of spirituality and counseling. The focus of this course is on developing knowledge and practical skills in working with spiritual and religious issues in counseling. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Previously CN 0446.

### **COUN 5447 Lifespan Human Development 3 Credits**

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adolescent, adult, and family development, the course examines the modification of family structures over time and psychosocial development within family systems and cultural contexts. Crosslisted with MFTH 5447. Previously CN 0447.

### **COUN 5454 Introduction to Counseling Children and Adolescents 3 Credits**

**Prerequisites:** COUN 5447, COUN 5501, COUN 5553.

This course provides an overview of theories and research pertinent to counseling children and adolescents. Candidates examine factors that promote and hinder healthy human development and receive information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. The course addresses multicultural dynamics and identifies issues relevant to divorce, grieving, and coping with crisis. Procedures include activities designed to help candidates conceptualize an ecosystemic framework for the counseling process. Previously CN 0454.

### **COUN 5457 Career Development: Theory and Practice 3 Credits**

**Fee:** \$70 GSEAP Lab Fee

This course explores theories of career development across the lifespan and applications used in practice. Career assessment tools, world of work information, and the career counseling process are included. Previously CN 0457.

### **COUN 5468 Professional Issues in Counseling 3 Credits**

This course provides an orientation to the counseling profession, including the history of professional counseling, professional identity, the social, economic, and philosophical bases of the profession, the major legal and ethical issues facing the profession, and current and future issues and trends in counseling. Previously CN 0468.

### **COUN 5501 Theories of Counseling and Psychotherapy 3 Credits**

This course examines philosophical bases for counseling theory, ethical and professional issues, and various theories that contribute to the practice of professional counseling, including psychoanalytic, humanistic/existential, cognitive/behavioral, and systemic approaches. Previously CN 0500.

### **COUN 5531 Introduction to School Counseling 3 Credits**

This course provides candidates with the information necessary to apply basic counseling knowledge and skills in a school setting. The American School Counseling Association (ASCA) and Connecticut school counseling models are presented, and issues pertinent to working in the school system are explored. Previously CN 0531.

### **COUN 5553 Counseling Relationships and Skills 3 Credits**

This introductory course equips candidates with various techniques of interpersonal communication and assessment, and reviews their application in counseling. The course emphasizes role-playing with the use of videotape and two-way mirror observation. Previously CN 0553.

**COUN 5900 Special Topics (Shell)****1-3 Credits**

This course explores advanced topics in the field of counselor education. Topics vary each term, are determined by the counselor education department chair, and reflect current trends and themes in the field of counseling. Previously CN 0403.

**COUN 6250 Diagnosis and Treatment Across the Lifespan****3 Credits**

**Prerequisite:** COUN 5433.

This course covers the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders across the lifespan. The course includes the diagnostic process and classifications from the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) as well as indications and contradictions of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. The department recommends that the course be taken after or concurrently with COUN 5468.

**COUN 6450 Career Readiness and College/Workforce Access Counseling in P-12****3 Credits**

**Prerequisites:** COUN 5433, COUN 5457, COUN 5531.

This course offers a comprehensive introduction to the career readiness and college access counseling role of the school counselor working within the P-12 school setting. By utilizing an equity, diversity, and inclusion framework the course will explore career readiness and college access from a holistic and lifespan developmental perspective. In view of the CACREP standards, this course will explore and appropriately address the American School Counselor Association (ASCA) national domains in academic, career, and the personal needs of P-12 students from kindergarten through high school as it relates to transitioning into career readiness, college/work force access, and planning.

**COUN 6455 Group Work: Theory and Practice****3 Credits**

**Prerequisites:** COUN 5501, COUN 5553.

This course focuses on the broad methodology of group work and theories and tasks in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. Understanding of group work with substance abusers will be explored. This course includes an experiential component. Previously CN 0455.

**COUN 6467 Assessment in Counseling****3 Credits**

**Fee:** \$70 GSEAP Lab Fee

**Prerequisite:** COUN 5553.

This course establishes an understanding of principles and procedures associated with standardized and non-standardized assessment in community and school settings. Candidates acquire skills necessary for conducting basic assessments and explore principles of diagnosis, individual, group, and environmental assessments. The course includes an overview of intelligence, attitude, interest, motivation, aptitude, achievement, personality, adjustment, and development; examines legal, ethical, and multicultural concerns; and presents considerations unique to individuals with special needs. Previously CN 0467.

**COUN 6515 Trauma and Crisis Intervention****3 Credits**

This course addresses current theory, research, and models relevant to trauma and crisis intervention. Specific focus will be placed on understanding the role of spirituality, across cultures, in counseling children, men, women, and families. In addition, skills essential for response to trauma while working with groups will be addressed. Conceptualization from a systems perspective will be addressed. Forgiveness, hardiness, resiliency, and the dynamics of violence, religious and political, will be discussed. Emphasis will be placed on understanding the role of spirituality while working with individuals and groups. An overview of the affective, behavioral, cognitive, and neurological sequelae in response to trauma and crisis will be discussed, with emphasis on skills essential for crisis intervention, including assessment of safety and security concerns, triage, lethality, mass disaster, death notification, suicide, murder, and natural disaster. In addition, models essential for the care of the caregiver will be identified. The course's instructional format will combine experiential, demonstration, and discussion methods. Active learning is essential to continued development. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. This course is open only to matriculated counselor education candidates. Previously CN 0515.

**COUN 6524 Domestic Violence in Nicaragua****3 Credits**

**Prerequisite:** COUN 5553.

The course is designed to provide students with an opportunity to work outside of the country in Nicaragua. Specifically, students will work with groups of women from two rural villages on issues of gender equality and violence against women. The course is structured such that students will be required to meet throughout the summer, learning about Nicaraguan culture and laws, and designing a training program. Students will then travel to Nicaragua and provide training. This course is open only to students matriculated in the Counselor Education program. Previously CN 0524.

**COUN 6525 Spirituality and Wellness****3 Credits**

This course provides a holistic approach to wellness integrating mind, body, and spirit interventions into the counseling process. An overview of wellness models, assessment tools, and spiritual practices as strength resources will be explored. Students will explore lifespan and cross cultural influences on wellness. Development of wellness and prevention plans and research on health and spirituality will be a focus. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Previously CN 0525.

**COUN 6533 Advanced Multicultural Counseling Strategies and Skills****3 Credits**

**Prerequisite:** COUN 5433, COUN 5553.

This course provides in-depth opportunities for students to deepen and expand their multicultural competencies and counseling skills for working with diverse belief systems and populations. Exploration of diverse spiritual, religious, ethnic, and systemic belief systems will allow students to develop cross-cultural competencies and understanding of the impact of the cultural context on the therapeutic process. Topics included will be pedagogy of the oppressed, religious violence and trauma, and refugee and immigration concerns. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Previously CN 0533.

**COUN 6555 Substance Abuse Counseling: Skills and Strategies 3 Credits**  
**Prerequisite:** COUN 5465.

This course focuses on learning, practicing, and developing counseling skills and strategies as they relate to substance abuse counseling. An overview of assessment, treatment planning, relapse prevention, and recovery will be explored. The course addresses theories that are fundamental to addiction counseling with emphasis on the relationship between theory and the practice of effective skills. Candidates will reflect on their roles as counselors and define the qualities, knowledge, and essential skills to become a competent, ethical, culturally aware counselor in training specific to the treatment of substance abuse. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Previously CN 0555.

**COUN 6557 Co-occurring Disorders in Substance Abuse and Addictions Counseling 3 Credits**  
**Prerequisite:** COUN 5465.

This course will introduce students to major concepts in the treatment of co-occurring substance use disorders and mental health disorders. Students will develop an awareness of the unique challenges that face clients who are struggling with multiple diagnoses. Students will practice conducting assessments, recovery plans, counseling skills and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning opportunities. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Previously CN 0557.

**COUN 6566 Substance Abuse and the Family 3 Credits**  
**Prerequisite:** COUN 5465.

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. This course is an advanced graduate course that includes interpersonal, interactive, and affective content and experiences. Crosslisted with MFTH 6566. Previously CN 0565.

**COUN 6568 Research Methodology 3 Credits**  
This course covers statistical procedures and research design for the consumer of human services research, with an emphasis on program evaluation, understanding the inferential potential of statistical procedures, and evaluating published research. Candidates focus on research in their respective disciplines. Previously CN 0566.**COUN 6585 Introduction to Clinical Supervision 3 Credits**  
**Prerequisite:** COUN 6950.

Intended for post-master's degree practitioners in counseling, marriage and family therapy, psychology, or social work, who are engaged in the practice of clinical supervision or preparing to become supervisors, this course covers major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course offers experiential components to supplement didactic material. Previously CN 0585.

**COUN 6840 Consultation and Collaboration for School Counselors 3 Credits**  
**Prerequisites:** COUN 5433, COUN 5531.

The purpose of this course is to introduce students to the process of collaboration, consultation, and intervention within the school counseling environment. Emphasis is placed on the school counselor's role in working with school staff, parents, and community members to promote the academic, career, and personal/social development of students.

**COUN 6950 Counseling Practicum 3 Credits**  
**Prerequisite:** Completion of core requirements and practicum review.

Candidates develop their individual, group, and consultation skills in this course through placement in a counseling setting, while receiving individual and group supervision on campus weekly. Participation requires audio recording at the practicum site for supervision and demonstration of diagnosis and treatment planning skills. Additional requirements include 100 clock hours, including 40 direct service hours. Candidates may repeat this course once for credit. Open only to matriculated students in Counselor Education. Previously CN 0558.

**COUN 6981C Internship: Clinical Mental Health Counseling 3 or 6 Credits**  
**Prerequisite:** COUN 6950.

In clinical mental health counseling setting placements consistent with their career goals, candidate interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Candidates arrange their internships with the assistance of the clinical coordinator. Previously CN 0590C.

**COUN 6981S Internship: School Counseling 3 or 6 Credits**  
**Prerequisite:** COUN 6950.

In elementary, middle, and/or secondary school setting placements, candidate interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 700 clock hours over 10 months, including 240 direct service hours. Candidates make their internship arrangements with the assistance of the clinical coordinator. Previously CN 0590S.

**COUN 6982C Cont Clin Mntl Hlth Internship 1-3 Credits**  
**Prerequisite:** COUN 6981C.

This course is a continuation of COUN 6981C. Faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation as well as professional issues related to practice. This continuation course ensures that interns complete the required 600 clock hours including 240 direct service hours. Previously CN 0591C.

**COUN 6990 Independent Study 3-6 Credits**  
Candidates undertake individual projects in consultation with a faculty member, based on proposals submitted one semester in advance. Previously CN 0595.**COUN 6999C Comprehensive Exam in Clinical Mental Health Counseling 0 Credits**

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple-choice exam with 120 questions that requires Clinical Mental Health Counseling candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during their penultimate semester. Previously CN 0099.

**COUN 6999S Comprehensive Exam in School Counseling 0 Credits**

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple-choice exam with 120 questions that requires School Counseling candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during their penultimate semester. Previously CN 0098.

## Faculty

### Professors

Perera, *chair*  
Robert

### Associate Professors

Morrison

### Assistant Professors

Novella

### Adjunct Faculty

Pamela Anderson, CSC, Clinical Coordinator  
James Geisler, LPC  
Joseph Graziano, LPC  
Holly Mensching, LPC  
Patricia Morrissey, CSC  
JoAnn O'Connell, LPC, CSC  
Daniel Sullivan, CSC

LPC = Licensed Professional Counselor

CSC = Certified School Counselor

## Clinical Mental Health Counseling

### Requirements

### Master of Arts in Clinical Mental Health Counseling

Candidates in the Clinical Mental Health Counseling<sup>1</sup> MA program must complete a minimum of 60 credits. Candidates are expected to maintain an overall grade point average of 3.0 or higher.

Code	Title	Credits
<b>Social and Cultural Foundations</b>		
COUN 5433	Multicultural Issues in Counseling	3
<b>Human Development</b>		
COUN 5447	Lifespan Human Development	3
PSYG 5437	Psychopathology and Classification II	3
<b>Professional Orientation</b>		
COUN 5468	Professional Issues in Counseling	3
<b>Helping Relationship</b>		
COUN 5501	Theories of Counseling and Psychotherapy	3
COUN 5553	Counseling Relationships and Skills <sup>2</sup>	3
<b>Group Work</b>		
COUN 6455	Group Work: Theory and Practice	3

### Lifestyle and Career Development

COUN 5457	Career Development: Theory and Practice	3
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### Appraisal

COUN 6467	Assessment in Counseling	3
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### Research and Evaluation

COUN 6568	Research Methodology	3
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### Clinical Instruction

COUN 6950	Counseling Practicum <sup>2</sup>	3
COUN 6981C	Internship: Clinical Mental Health Counseling <sup>2</sup>	6

### Specialized Curriculum

COUN 5350	Introduction to Substance and Process Addictions	3
COUN 5432	Introduction to Clinical Mental Health Counseling	3
COUN 6515	Trauma and Crisis Intervention	3
COUN 6585	Introduction to Clinical Supervision	3
MFTH 5550	Introduction to Marriage and Family Therapy	3

### Elective Courses

Select two elective courses in consultation with advisor	6
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### Comprehensive Exam

COUN 6999C	Comprehensive Exam in Clinical Mental Health Counseling <sup>3</sup>	0
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<b>Total Credits</b>	<b>60</b>
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<sup>1</sup> CACREP accredited until 2025.

<sup>2</sup> Grades of B or better are required in all clinical coursework.

<sup>3</sup> May be taken during the last semester of study or one semester prior.  
Note: Registration is required to sit for the exam.

## Sixth Year Certificate in Clinical Mental Health Counseling

The Sixth Year Certificate (SYC) program in Clinical Mental Health Counseling requires a minimum of 30 post-masters' graduate-level credit hours, including clinical courses, and completion of requirements, as outlined on an individual plan of study.

## School Counseling

### Requirements

### Master of Arts in School Counseling

Candidates in the School Counseling MA program must complete a minimum of 48 credits. Candidates are expected to maintain an overall grade point average of 3.0 or higher. The MA program of study in School Counseling allows candidates to complete the state certification requirements.

Code	Title	Credits
<b>Social and Cultural Foundations</b>		
COUN 5433	Multicultural Issues in Counseling	3
<b>Human Development</b>		
COUN 5447	Lifespan Human Development	3



PSYG 5436	Psychopathology and Classification I	3
<b>Professional Orientation</b>		
COUN 5468	Professional Issues in Counseling	3
<b>Helping Relationship</b>		
COUN 5501	Theories of Counseling and Psychotherapy	3
COUN 5553	Counseling Relationships and Skills <sup>1</sup>	3
<b>Group Work</b>		
COUN 6455	Group Work: Theory and Practice	3
<b>Lifestyle and Career Development</b>		
COUN 5457	Career Development: Theory and Practice	3
<b>Appraisal</b>		
COUN 6467	Assessment in Counseling	3
<b>Research and Evaluation</b>		
COUN 6568	Research Methodology	3
<b>Clinical Instruction</b>		
COUN 6950	Counseling Practicum <sup>1</sup>	3
COUN 6981S	Internship: School Counseling <sup>1</sup>	6
<b>Specialized Curriculum</b>		
COUN 5531	Introduction to School Counseling	3
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education <sup>2</sup>	3
<b>Elective Courses</b>		
Select one elective course in consultation with advisor		3
<b>Comprehensive Exam</b>		
COUN 6999S	Comprehensive Exam in School Counseling <sup>3</sup>	0
<b>Total Credits</b>		<b>48</b>

<sup>1</sup> Grades of B or better are required in all clinical coursework.

<sup>2</sup> Not required for MA, but required for school counseling certification when the candidate lacks a valid Connecticut Educator Certificate.

<sup>3</sup> May be taken during the last semester of study or one semester prior. Note: Registration is required to sit for the exam.

## Sixth Year Certificate in School Counseling

The Sixth Year Certificate (SYC) program in School Counseling requires a minimum of 30 post-masters' graduate-level credit hours, including clinical courses, and completion of requirements, as outlined on an individual plan of study.

## Advanced Training Certificates

### Advanced Training Certificate in the Integration of Spirituality and Religion in Counseling

The following four courses are based on the nine competencies specified by the Association of Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), a division of the American Counseling Association. The Council for the Accreditation of Counseling & Related Educational Programs (CACREP) has encouraged all counselor education programs to infuse and integrate these competencies into the curriculum.

Code	Title	Credits
COUN 5410	Grief and Loss Counseling	3
COUN 5446	Spirituality and Counseling	3
COUN 6515	Trauma and Crisis Intervention	3
COUN 6525	Spirituality and Wellness	3
<b>Total Credits</b>		<b>12</b>

### Advanced Training Certificate in Substance Abuse Counseling

The following five courses are based on the competencies established by the Connecticut Certificate Board for Drug and Alcohol Counseling. Completion of these courses is required in order to sit for the certification exam that can lead to credentialing as a Licensed Alcohol/Drug Abuse Counselor (LADC).

Code	Title	Credits
COUN 5350	Introduction to Substance and Process Addictions	3
COUN 6455	Group Work: Theory and Practice	3
COUN 6555	Substance Abuse Counseling: Skills and Strategies	3
COUN 6557	Co-occurring Disorders in Substance Abuse and Addictions Counseling	3
COUN 6566	Substance Abuse and the Family	3
<b>Total Credits</b>		<b>15</b>

## Educational Studies and Teacher Preparation

The Educational Studies and Teacher Preparation Department offers graduate programs for new and experienced teachers and community educators that are organized around reflective inquiry and socially responsible professional practice. Guided by the School of Education and Human Development conceptual framework, we are committed to educating scholar-practitioners who have the knowledge, skills, and dispositions to: enact meaningful connections between theory and practice; promote a developmental model of human growth and learning; exercise ethical professional judgment and leadership; and advocate for quality education for all learners.

As members of an inclusive community of learners, we (faculty, experienced and aspiring classroom teachers, and community members and leaders) work together to create and sustain exemplary learning environments that empower pre-K-12 students to become engaged, productive citizens in their communities.

Across all programs, our foci for inquiry and action include the socio-cultural and political contexts of education and schooling, the complexities of teaching and learning, teacher work and professional cultures, culturally relevant understandings of human growth and development, and socially responsible uses of technology in schooling and society.

## Disposition Statement

In view of the essential responsibility of the program to assure the protection of the healthy development of children and adolescents served by educators, the faculty reserve the right to discontinue the program of any candidate, at any time during their program, whose

academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are deemed not appropriate to the field. Such a candidate may be denied recommendation for certification. The Disposition Statement presented in this catalog is applicable to all programs offered by the School of Education and Human Development.

## Admission

Please reference the program's website for information on applying to the program, including required materials and application deadlines.

## Programs

- Bilingual Education
  - Master of Arts in Bilingual Education with Elementary or Secondary Cross-Endorsement
  - Master of Arts in Bilingual Education: Elementary or Secondary Concentration in Leadership in English Acquisition Pedagogy
  - Sixth Year Certificate in Bilingual Education
  - Cross-Endorsement in Bilingual Education
- Educational Leadership
  - Doctor of Education in Educational Leadership
- Educational Technology
  - Master of Arts in Educational Technology
  - Master of Arts in Educational Technology with Preparation for School Library Media Specialist (062) Cross-Endorsement
  - Sixth Year Certificate in Educational Technology
  - Certificate in Classroom Technology Integration
  - Certificate in Leadership in Educational Technology
  - Certificate in Learning Design and Technology
- Elementary and Secondary Education
  - Five-Year Integrated Bachelor and Master of Arts in Elementary Education
  - Five-Year Integrated Bachelor and Master of Arts in Secondary Education
  - Master of Arts in Elementary Education with Initial Certification
  - Master of Arts in Secondary Education with Initial Certification
  - Master of Arts in Teaching and Foundations
  - Sixth Year Certificate in Foundations in Education
- Reading and Language Development
  - Dyslexia Interventionist Certificate (includes Wilson Reading Level 1 Certification)
  - Remedial Reading and Remedial Language Arts Certification (102)
  - Master of Arts in Remedial Reading and Remedial Language Arts
  - Sixth Year Certificate in Remedial Reading and Remedial Language Arts
- Special Education
  - Five-Year Integrated Bachelor and Master of Arts in Special Education
  - Master of Arts in Special Education
  - Master of Arts in Special Education with Cross-Endorsement
  - Master of Arts and Sixth Year Certificate in Special Education with Initial Certification
  - Sixth Year Certificate in Special Education
  - Cross-Endorsement in Special Education

- TESOL
  - Master of Arts in TESOL for Non-K-12 Educators
  - Master of Arts in TESOL with Cross-Endorsement
  - Master of Arts in TESOL with Initial Certification
  - Master of Arts in TESOL: Concentration in Leadership in English Acquisition Pedagogy
  - Sixth Year Certificate in TESOL
  - Cross-Endorsement in TESOL

## Faculty

### Professors

Hannafin

Smith, *Co-Director, Education Minors and 5-Year Programs*

### Associate Professors

Campbell, *Director, TESOL, World Languages, and Bilingual Education Programs*

Colwell, *Chair; Director, Elementary Education*

Crandall, *Director, Connecticut Writing Project*

Grupp, *Dean*

Martin, *Co-Director, Special Education; Co-Director, Education Minors and 5-Year Programs*

Orelus, *Director, Teaching and Foundations*

Storms

### Assistant Professors

Fletcher

Shamash, *Co-Director, Special Education*

### Associate Professors of the Practice

McCombes-Tolis, *Director, Reading and Language Development*

### Assistant Professors of the Practice

Elliott, *Director, Educational Technology and Secondary Education*

### Instructors

Rozgonyi

## Educational Leadership

The Doctorate of Education (EdD) program in Educational Leadership for Teacher Leaders is designed for experienced teachers, such as classroom teachers, school psychologists, math coaches, or reading interventionists, who have a desire to lead from within and across classrooms to transform education. The EdD program is a three-year, hybrid, low-residency program.

The program aligns with Fairfield's mission of preparing educators for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person. The program is tailored for individuals who have already taken or seek to take on expanded roles and responsibilities in their grade level teams, departments, schools, or districts to influence teaching and learning practices on a greater scale.

One of the core goals of the program is to prepare teacher leaders who are advocates for social justice and anti-racist policies and practices, and

who take actions as leaders with and for students, families, communities, and organizations for transformative change.

Educators who pursue the program will gain deeper insights into the theoretical and practical foundations of leadership and the profession. Candidates will learn how knowledge of education theory, inquiry, and data positively impact their teaching and the practices of those around them.

## Program Outcomes

The goals of the Doctor of Education in Educational Leadership are to prepare teacher leaders who are:

- *Ethical leaders* who engage in decision-making driven by principles, justice, honesty, and respect, and work toward the well-being of all learners and the greater school community.
- *Critically reflective scholar-practitioners* who use data and co-construct knowledge to address educational challenges and opportunities in order to improve teaching and learning.
- *Advocates for social justice and anti-racist policies and practices* who take actions as leaders with and for students, families, communities, and organizations for transformative change.
- *Compassionate relationship-builders* who inspire, serve, and lead within learning communities and build capacity to improve educational opportunities for all.
- *Organizational collaborators* who forge partnerships that will inspire and motivate key community stakeholders to transform learning experiences for all students.
- *Change agents* who address educational issues through multiple perspectives within the social, political, and emotional context of communities.

## Programs

- Doctor of Education in Educational Leadership

## Courses

### EDDL 7005 Systems Approach to Innovation and Improvement 3 Credits

This course investigates a systems approach to school innovation and improvement, including the ways in which data are used to identify and investigate contextualized problems of practice. The course will address the processes involved in engaging in a continuous and context-driven cycle of classroom-based reform within an organizational context.

### EDDL 7010 Framing and Critical Analysis of Problems of Practice 3 Credits

**Prerequisite:** EDDL 7005.

In this course, students draw on professional experience, knowledge, and skills to analyze and frame problems of practice. They collaborate with colleagues and key stakeholders to identify problems and data, and identify the gap between organizational goals and current performance.

### EDDL 7015 Action Research for Educational Change I 3 Credits

This course introduces candidates to the historical and philosophical underpinnings of critical participatory action research (CPAR). Candidates will examine the strengths and limitations of using CPAR to promote equity in educational institutions. In addition, the frameworks and methods of qualitative and quantitative research will be discussed for candidates to design a CPAR pilot project to study their own institutions to create transformational change.

### EDDL 7020 Action Research for Educational Change II 3 Credits

**Prerequisite:** EDDL 7015.  
This course builds on the foundational knowledge and research methods from EDDL 7015. It engages students in the data collection and analysis processes in CPAR as well as writing and presenting reports to affect transformational change in educational institutions. Candidates will conduct a social action project, write a preliminary report, and participate in a poster session to prepare for their doctoral capstone projects.

### EDDL 7035 Mission and Values Based Leadership 3 Credits

This foundational course is designed for students to use autoethnography, critical theory (e.g., critical race, queer, feminist, disability studies) and the principles of mission and values-based leadership as a lens to assess their leadership strengths and areas for improvement. This self-assessment will assist students in developing a leadership plan that outlines their personal mission and vision for their role and short-term and long-term goals for leadership development. Furthermore, students will engage in critical dialogue about critical theory, the principles of mission and values-based leadership and their relationship to the Jesuit mission to determine the benefits and challenges of application of each in their chosen context.

### EDDL 7040 Power, Privilege, and Identity in Educational Leadership 3 Credits

This course examines the relationship between power, privilege, and identity in educational leadership. Specifically, it aims to help understand how power shapes educators' and learners' identities, that is, the ways and the degree to which these identities intersect to influence teachers' teaching practices and students' learning outcomes. This course goes further to unpack various facets of power and privileges, earned and unearned, examining how they can be used to enhance student learning and build communities, as well as the ways in which they have been utilized to perpetuate inequities in schools and society at large.

### EDDL 7045 Moral and Ethical Decision Making 3 Credits

**Prerequisites:** EDDL 7035, EDDL 7040.  
This course surveys current and common ethical dilemmas that arise in classrooms, schools, and school districts. Candidates will apply social justice and equity frameworks to analyze case studies from multiple perspectives with an open invitation to make ethical decisions that center the needs of young people and those who have been historically marginalized. Candidates will reflect on their own positionality within power structures and how their multiple identities might play a role in their decision making process and action-taking when facing ethical dilemmas inside and outside the classroom.

### EDDL 7050 Leader as Collaborator and Relationship Builder 3 Credits

**Prerequisites:** EDDL 7035, EDDL 7040.  
This course surveys the centrality of relationship building as the context for effective teacher leadership. It utilizes the evidence in compassion, connectedness, and vulnerability as a means to identify, diagnose, and collaboratively solve educational problems while preserving professional relationships in education. Candidates will engage in critical evaluations of both self and others when exploring educational issues, system dynamics, and communication effectiveness.

**EDDL 7055 Leadership for Social Justice in Education 3 Credits****Prerequisites:** EDDL 7035, EDDL 7040.

This foundational course is designed to expand students' knowledge of leadership for social justice in education. Multiple theoretical frameworks for educational leadership and social justice will be introduced over the course of the semester. Additionally, students will examine how each theory/model operationalizes social justice in education to understand how each may impact their particular context. These models will be applied to case studies to understand structures that support or impede leadership for social justice.

**EDDL 7060 Organizational Change for Social Justice in Education 3 Credits****Prerequisites:** EDDL 7035, EDDL 7040.

This course engages students in a range of theories and practices of organizational change and their application in K-12 educational contexts for social justice. Topics of focus include organizational structures, behavior patterns, and cultures; institutional assessment and change strategy and leadership and collaboration for personal, educational, and institutional change; and case studies of educational reform initiatives. Students will be expected to apply theoretical perspectives to organizational analysis of their institutional settings.

**EDDL 7065 Contextualizing Legal and Policy Issues in Education 3 Credits**

In this course, candidates examine legal issues relating to reforming elementary, secondary, and special education through an analysis of federal and state legislation and court cases. Candidates will identify important federal and state laws, regulations, and policies, and explore how legal precedents could be applied to different school, family, and community situations. This course will also examine the legal and moral aspects of educational leadership, including the historical evolution of major educational laws, ethical spheres of thought, current trends and school law, and critical thinking and problem-solving strategies. Laws, regulations, and judicial decisions relating to the education of students with special needs will be addressed, as well as methods of conflict resolution, mediation, ethical standards, and collaboration with families and other professionals in the school building. Candidates will be required to apply what they learn as they analyze real-life case scenarios while considering state and federal laws.

**EDDL 7070 Creating a Culture for Continuous Improvement 3 Credits**

This course is designed to introduce school principals, district staff, teachers, and other practitioners to a systems-based approach to promoting sustainable change. Candidates study the core principles of continuous improvement, which include the following: (1) change takes time and involves a collective effort, (2) change is context-specific, and (3) focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change. In addition, candidates learn about and implement the Plan-Do-Study-Act cycle of continuous improvement to address a wide range of practice problems.

**EDDL 7075 Advocacy for Equity and Access 3 Credits**

This course emphasizes the belief that all students can and will reach proficiency, without exceptions or excuses, and that schools ought to be organized to advance the equitable learning of all students. This course encourages each participant, through reflective engagement on their specific educational context, to develop their understanding of advocacy leadership. Through this reflection, candidates will develop their ability to conduct equity audits to identify the multiple factors in a specific context that prevent equity and inclusion, develop a plan to address those factors, and develop skills needed to lead multiple stakeholders to effectively implement the plan and improve equity and inclusion for all students.

**EDDL 7080 Leveraging Instructional Design for Equitable****Outcomes 3 Credits**

The base of optimal student learning starts with the instructional design process. Students in this course will learn how to develop as well as lead the process of developing units of learning embedded with strategies for equity to optimize learning for all.

**EDDL 7085 Re-Imagining Technology for Social Action 3 Credits**

If used correctly, technology can be an empowering tool in the educational space, but all too often it simply reinforces existing biases, economic inequities, and societal privileges. Additionally, its mere deployment is equated with progress and innovation. This course will examine the use of technology in education not merely as a tool for advancing learning outcomes, but in the context of the Jesuit principles: to speak to all people, no matter who they are and where they are in society, to not simply identify and analyze social problems but take action to address them, and to actively build communities and connections between individuals as we critically examine the world in which we all live and learn. In taking this approach, students will explore the ways that technology can be made to increase inclusivity, promote equity, break down barriers, and optimize learning, along with the ways in which it can actively inhibit them as well.

**EDDL 7090 Communities of Inquiry: Dissertation in Practice I 3 Credits****Prerequisite:** EDDL 7020.

In this course, doctoral candidates will propose and design their doctoral research project. Informed by and moving forward from their action research project designed and implemented in Action Research I and II, candidates will prepare and successfully defend a proposal for their doctoral research project in which they enact, facilitate, and critically examine their identified problem of practice. Candidates will design and complete all necessary preparations (IRB approval, informed consent of participants, measures, etc.) to implement the project.

**EDDL 7095 Communities of Inquiry: Dissertation in Practice II 3 Credits****Prerequisite:** EDDL 7090.

Under the guidance of a faculty mentor and in collaboration with fellow cohort members, candidates will engage in, analyze, draw conclusions, and disseminate findings of their research on an identified problem of practice. Throughout the seminar, candidates will document and share their work through analytic memos, data analysis, and in-class reflection and problem-solving.

**EDDL 7100 Writing for Social Change 3 Credits****Prerequisite:** EDDL 7095.

This course introduces students to the various genres of writing for social action. Students examine the writing methods, genres, and audiences of authors who effectively engage in writing to effect social transformation. Students will compose their own writing for social change to disseminate the findings of their dissertation research project.

**EDDL 7105 Dissertation Advising 3 Credits****Corequisite:** EDDL 7090.

An assigned faculty advisor will provide mentoring and feedback throughout the program to support research and dissertation writing/preparation.



# Doctor of Education in Educational Leadership

## Requirements

The Ed.D program in Educational Leadership consists of two summer residency experiences, completion of a comprehensive exam and dissertation, and completion of 57 credits in the following three areas:

Code	Title	Credits
<b>Inquiry in Action</b>		
EDDL 7005	Systems Approach to Innovation and Improvement	3
EDDL 7010	Framing and Critical Analysis of Problems of Practice	3
EDDL 7015	Action Research for Educational Change I	3
EDDL 7020	Action Research for Educational Change II	3
EDDL 7090	Communities of Inquiry: Dissertation in Practice I	3
EDDL 7095	Communities of Inquiry: Dissertation in Practice II	3
EDDL 7105	Dissertation Advising	3
<b>Foundational Core</b>		
EDDL 7035	Mission and Values Based Leadership	3
EDDL 7040	Power, Privilege, and Identity in Educational Leadership	3
EDDL 7045	Moral and Ethical Decision Making	3
EDDL 7050	Leader as Collaborator and Relationship Builder	3
EDDL 7055	Leadership for Social Justice in Education	3
EDDL 7060	Organizational Change for Social Justice in Education	3
<b>Teacher Leadership</b>		
EDDL 7065	Contextualizing Legal and Policy Issues in Education	3
EDDL 7070	Creating a Culture for Continuous Improvement	3
EDDL 7075	Advocacy for Equity and Access	3
EDDL 7080	Leveraging Instructional Design for Equitable Outcomes	3
EDDL 7085	Re-Imagining Technology for Social Action	3
EDDL 7100	Writing for Social Change	3
<b>Total Credits</b>		<b>57</b>

Candidates must complete the number of credits specified by the program. Candidates are required to pass a comprehensive examination. To be eligible to register for comprehensive examinations, candidates must complete the required coursework. Students must maintain a 3.0 grade point average; students who receive two grades below B- may be dismissed from the program. Candidates must write and defend a dissertation based on a relevant problem of practice in consultation with a dissertation advisor. Candidates must submit an online Application for Degree by the scheduled deadline.

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
EDDL 7005	Systems Approach to Innovation and Improvement	3
EDDL 7040	Power, Privilege, and Identity in Educational Leadership	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
EDDL 7010	Framing and Critical Analysis of Problems of Practice	3
EDDL 7035	Mission and Values Based Leadership	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
EDDL 7070	Creating a Culture for Continuous Improvement	3
EDDL 7080	Leveraging Instructional Design for Equitable Outcomes	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
EDDL 7015	Action Research for Educational Change I	3
EDDL 7050	Leader as Collaborator and Relationship Builder	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
EDDL 7020	Action Research for Educational Change II	3
EDDL 7045	Moral and Ethical Decision Making	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
EDDL 7060	Organizational Change for Social Justice in Education	3
EDDL 7065	Contextualizing Legal and Policy Issues in Education	3
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Fall</b>		
EDDL 7055	Leadership for Social Justice in Education	3
EDDL 7090	Communities of Inquiry: Dissertation in Practice I	3
EDDL 7105	Dissertation Advising	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
EDDL 7075	Advocacy for Equity and Access	3
EDDL 7095	Communities of Inquiry: Dissertation in Practice II	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
EDDL 7085	Re-Imagining Technology for Social Action	3

EDDL 7100	Writing for Social Change	3
	<b>Credits</b>	<b>6</b>
	<b>Total Credits</b>	<b>57</b>

## Educational Technology

The Educational Technology program welcomes potential candidates from all teaching disciplines and those contemplating a career change or an enhancement to their existing professional skills. Our programs are tailored to the needs of working professionals, and provide initial and advanced training in integrating technology in a wide variety of teaching and training environments. We offer campus-based, online, and blended courses each semester.

The Master's in Educational Technology is designed to enhance and transform teaching through technology integration - training candidates as teachers, co-teachers and consultants in schools, agencies and organizational professional development.

K-12 classroom teachers often add the MA in Educational Technology to their existing graduate education degrees. The MA in Educational Technology with School Library Media Specialization is offered as a K-12 cross endorsement for certified teachers.

The Sixth Year Certificate is designed for teachers who want to enhance and transform teaching through technology integration but already have a Master's degree.

The online certificates are designed for professionals seeking learning opportunities in one of three areas: Classroom Technology Integration, Leadership in Educational Technology, and Learning Design and Technology.

## Admission

Application deadlines are listed online.

After an initial paper review, successful applicants are invited to campus for an interview. The purpose of the interview is twofold: to offer applicants an opportunity to review the program with an advisor, and help the advisor assess the applicant's potential for success as a graduate candidate. If a formal admission letter is received, each candidate is expected to contact their assigned faculty advisor to outline a planned program of study.

Any candidate whose relevant academic productivity is marginal or inadequate, who does not embody a socially responsible professional disposition, or who demonstrates unsuitable personal qualities, will not be recommended for matriculation, continuation in the program, student teaching placement, or state certification. Candidates are expected to behave in accordance with the State of Connecticut's Teachers Code of Professional Responsibility. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the School of Education and Human Development.

## Programs

- Master of Arts in Educational Technology
- Master of Arts in Educational Technology with Preparation for School Library Media Specialist (062) Cross-Endorsement
- Sixth Year Certificate in Educational Technology

- Certificate in Classroom Technology Integration
- Certificate in Leadership in Educational Technology
- Certificate in Learning Design and Technology

## Courses

### EDTC 5401 Introduction to Educational Technology **3 Credits**

This foundational course offers a hands-on overview of effective teaching methods using digital technologies. Candidates will gain understanding of the potential applications of educational technology in schools, organizational settings, and higher education. The course develops candidates' skills in using digital technologies to design and implement effective learning environments for students from diverse academic and social backgrounds. Previously MD 0400.

### EDTC 5403 The School Library I **3 Credits**

This course, the first in a two-semester sequence, provides an introduction to the current policies and practices of effective school library programs. Candidates will examine the professional skills, dispositions and responsibilities related to the roles of the school library media specialist as defined in AASL standards: instructional partner, teacher, information specialist, program administrator and technology leader. Previously MD 0403.

### EDTC 5404 The School Library II **3 Credits**

This course, a continuation of the material presented in EDTC 5403, provides an introduction to the current policies and practices of effective school library programs. Candidates will examine the professional skills, dispositions and responsibilities related to the roles of the school library media specialist as defined in AASL standards: instructional partner, teacher, information specialist, program administrator and technology leader. Previously MD 0404.

### EDTC 5405 Management of School Library Resources for Teaching and Learning **3 Credits**

This course provides candidates with hands-on experience in managing print and digital resources. Topics include: approaches to supporting curriculum through collection development; strategies for purchasing and acquisition of databases, books, and multimedia materials; cataloging and creating MARC records to provide effective access. Each candidate will create a fully functioning circulation/catalog system complete with overdue books, statistics reporting, reserve and temporary items and special collection groups. Recent trends in web-based access to library resources will be explored. Previously MD 0405.

### EDTC 5406 Introduction to Reference **3 Credits**

Candidates will explore print and online resources and develop competency in selecting, acquiring, and evaluating resources to meet student needs. Course activities will emphasize communication skills and instructional strategies needed to provide effective reference services in school libraries. Previously MD 0406.

### EDTC 5409 The Literate Environment: P-12 Literature and Reading **3 Credits**

Candidates will explore factors related to creating a literate environment and the roles of school and classroom libraries. This course includes an overview of P-12 literature, an analysis of approaches to reading instruction, and an examination of collaboration between reading professionals: literacy coaches, reading specialists and school library media specialists. Previously MD 0409.

**EDTC 5430 Digital Storytelling in the Classroom 3 Credits**

Studies have shown that our brain organizes, retains, and accesses information through story. Therefore, teaching with story allows students to remember what is being taught, access it, and apply it more easily. This course is designed for any educator looking to utilize technology to encourage storytelling at all levels. While maintaining a focus on traditional conventions of storytelling, such as character development, story mapping, and writing techniques, this course aims to develop the next generation of storytelling through a technological lens. Previously MD 0430.

**EDTC 5452 Integrating Technology in the Content Areas: Language Arts and Social Studies 3 Credits**

This course addresses the infusion of new technologies in teaching language arts and social studies curricula. Participants study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Museum-based education and community partnerships are an integral part of this course. Based upon a sound theoretical framework, instructional models, and best practices, participants design and create lesson activities and materials integrating technology resources including digital archives, digital storytelling, Geographic Information Systems (GIS), and other online and publishing tools. Previously MD 0452.

**EDTC 5460 Principles of Instructional Development 3 Credits**

This course covers the principles and application of systemic design of instruction in multimedia curricula design. Topics include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner performance. Candidates analyze, evaluate, and propose potential solutions to selected case studies and conduct a needs assessment. Previously MD 0460.

**EDTC 5463 Methods for School Library Media 3 Credits**

Students will explore effective implementation of the school library media program, integrating current research and actualizing best practices in the field. Topics will include strategies for teaching and learning in multimedia environments, organizing information and support for K-12 classrooms and structured focus to help the future school library media specialist develop the skills and dispositions necessary to manage the roles and responsibilities of teacher and instructional partner. Previously MD 0463.

**EDTC 5465 Emerging Technologies 3 Credits**

This course will examine specific technologies that are being used in the classroom at an increasing frequency. Specific technologies covered will vary depending on the section. The course can be taken more than once for credit depending on the topic covered with approval from the program director. This is a hands on course, and students will be working with the actual assigned technologies. Possible topics may include: AR/VR in the Classroom, Multimedia in the Classroom, Podcasting in the Classroom, E-Learning in the Classroom, Flipping the Classroom, Google Tools in the Classroom, Mobile Devices in the Classroom, QR Codes in the Classroom, Digital Badging. Previously MD 0465.

**EDTC 5469 Establishing Worldwide Learning Communities Through Technology 3 Credits**

Worldwide developments continue to heighten awareness of the importance of connections between people on a global scale. When we consider our world from such a perspective, the need for understanding and education becomes glaringly apparent. This course views the benefits of using technology for communication and collaboration on a broad scale from the perspectives of both students and educators. Technologically connected learning communities around the globe occur through students forming partnerships to learn about each others' customs, languages, and cultures; teachers collaborating on teaching strategies and curriculum development; or administrators and policymakers exchanging views on educational issues. Candidates in this course examine the instructional strategies, issues, and concerns for connecting communities of learning globally along with the related technological tools and techniques. Previously MD 0469.

**EDTC 5470 Designing for Online Instruction 3 Credits**

This course examines the nature of teaching online, the development of online teaching courses and activities, and the use of integrated media resources in online learning in K-12, higher education, and professional development settings. Previously MD 0470.

**EDTC 5490 Achieving an Interdisciplinary Approach to Teaching Through Technology 3 Credits**

Achieving an interdisciplinary approach to teaching is a challenge facing many of today's educators. It is a set of complex tasks that involves integrating content across disciplines, good instructional design, effective planning, and creative pedagogical strategies while at the same time realizing educational equity among a diverse student population. Fortunately, technologies of instruction can help with the realization of these tasks. In preparation for the interdisciplinary challenge, teachers need exceptional instruction in the stages of interdisciplinary curriculum development with technology. This course addresses the selection, use, modifications, design, integration, and implementation of interdisciplinary curricula using technology in a culturally diverse environment. It aims at helping candidates in the course to develop their understanding of the potential use of technologies of instruction in achieving an interdisciplinary cross-cultural approach to education. Previously MD 0490.

**EDTC 5900 Special Topics (Shell) 3 Credits**

This course explores contemporary issues in educational technology. Topics vary from semester to semester and will be chosen by faculty to address issues of current relevance that are not addressed in other course offerings. Previously MD 0401.

**EDTC 6501 Technology and Transformational Culture 3 Credits**

Candidates will explore contemporary philosophies in learning and information technologies. Recent research that supports effective approaches to technology integration, and the implications for evidence based practice in instructional settings in schools, agencies and professional development environments will be emphasized. Optional opportunities for field work based on individual professional goals. Previously MD 0500.

**EDTC 6503 Research and Evaluation in K-12 Consultation and Leadership 3 Credits**

Candidates will examine methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment and will perform critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice; data assessment; the roles of the K-12 specialist: school library media specialist, technology specialist, special education/TESOL/Bilingual co-teacher and/or consultant in providing support for general education teachers and a diversified student population, and the skills needed for effective data-based decision making in school leadership. Crosslisted with RLDV 6503. Previously MD 0503.

**EDTC 6540 Creating and Curating Digital Content 3 Credits**

While the explosion of both online educational resources and digital content creation tools has opened up a new world of possibilities for classroom teachers, few instructors have the time to do the exploration and collation necessary to truly take advantage of all the Internet has to offer. In this hands-on course, each student will be given the opportunity to assume the role of digital content developer for an actual university or K-12 course: working closely with an instructor to define and research course content, learning how to evaluate digital tools for presenting material across devices and platforms, and choosing the best options, be they aggregators, e-book creators, online portfolios, or other web tools, to produce, collate, and deliver the content required by the professor or teacher. The materials produced will subsequently be used in actual Fairfield University courses. This course is open only to students enrolled in the Educational Technology program. Previously MD 0540.

**EDTC 6541 21st Century Literacies in the Classroom 3 Credits**

The term "literacy" used to be associated with the ability to read and write. How we interact with our environment is evolving as technology evolves. This has resulted in an expansion of the definition of literacy. Literacy now includes several facets: Information, Media, and Information and Communication Technologies (ICT). It is important for students to understand 21st century literacies and be able to use them as a guide in the global community that helped create the need for them. This course explores the concept of 21st century literacy and how these skills can be both taught to students and integrated into our teaching to support student learning. Previously MD 0541.

**EDTC 6545 Designing and Developing Training Programs 3 Credits**

Designed for prospective training specialists, personnel generalists, school media specialists or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and tailoring of course content to candidate needs and working environments. Crosslisted with PSYC 6545. Previously MD 0545.

**EDTC 6546 Integrating the Arts and Technology in K-12 Teaching and Learning 3 Credits**

The value of the visual and performing arts in supporting essential critical thinking is well documented in recent research. Arts education is closely linked to every goal of school reform, academic achievement, social and emotional development, civic engagement, and equitable opportunity. Candidates will examine integration of the arts in content areas, and the robust opportunities in both formal and informal learning environments offered by technology applications and digital resources. Previously MD 0546.

**EDTC 6554 Understanding Media Literacy through Popular Culture and Mediated Environments 3 Credits**

Media literacy is the ability to access, analyze, evaluate, and produce media messages through a variety of mediated environments. Class time will consist of a blending of lectures and class discussions that will illustrate how popular culture has altered a generation of children while at the same time looking at how it is understood and perceived by them. Further, we will explore how media literacy can be integrated into classroom lessons to increase motivation and cultural awareness. Previously MD 0554.

**EDTC 6594 Survey of Innovation in Technology 3 Credits**

Technologies are being introduced at an astounding pace, and their adoption is increasingly being driven by consumers rather than by institutional needs and considerations. For educational technology managers, the ability to critically assess new tools and foresee where technology is heading are essential skills. In this course, students will examine the introduction of a variety of mass communication and digital technologies in the recent past in order to develop an understanding of the common elements that have characterized technical innovation in U.S. society and their potential use in education. In taking a case-study approach to the topic, students will conduct research on the relative success of, and societal/institutional reactions to, the various technologies. Students will also study failed technologies in an effort to understand what elements might have been missing. The course will culminate with each student developing their own measurement and assessment of a current "new" technology and develop a strategic plan as to how it might be pursued/implemented in their own school or district. Previously MD 0594.

**EDTC 6596 Leading and Supporting Educational Technology in K-12 Schools 6 Credits**

This course is designed to address the specific needs of educational technology professionals for K-12 technology leadership positions. The course will allow students to simultaneously examine both the issues and practices involved in managing technology operations and the technical knowledge required to implement, oversee, and contract for the services required to deliver tech-based learning. The course will lead students through such leadership topics as strategic planning, budgeting, professional development, legal and ethical issues, policy development, and team building, along with the technical concepts of networks, servers, devices and device management, security, and web services as needed to manage technical staff and successfully interact with technology providers. Students will also connect with a technology administrator or director to gain first-hand knowledge of the issues and challenges faced in the field. Previously MD 0596.

**EDTC 6990 Independent Study 3-6 Credits**

Candidates complete individual study in educational technology with a faculty member after submitting a proposal for independent study. Previously MD 0595.

**EDTC 6999 Capstone Experience 3 Credits**

**Prerequisites:** All other required coursework in the Educational Technology program.

This course serves as the final summative assessment for educational technology students. Their final product should reflect their cumulative work from the program. Previously MD 0585.



# Master of Arts in Educational Technology

## Requirements

The MA in Educational Technology is designed to enhance and transform teaching through technology integration: training candidates as teachers, co-teachers and consultants in schools, agencies and organizational professional development. Students can earn their ISTE Educator Certificate while in this program.

Code	Title	Credits
<b>Foundations</b>		
EDTC 5401	Introduction to Educational Technology	3
EDTC 6501	Technology and Transformational Culture	3
EDTC 6503	Research and Evaluation in K-12 Consultation and Leadership	3
<b>Core</b>		
EDTC 5470	Designing for Online Instruction	3
EDTC 6540	Creating and Curating Digital Content	3
EDTC 6999	Capstone Experience	3
<b>Electives</b>		
Select 4 elective courses in consultation with advisor		12
<b>Total Credits</b>		<b>30</b>

# Master of Arts in Educational Technology with Preparation for School Library Media Specialist (062) Cross-Endorsement

## Requirements

The MA in Educational Technology with School Library Media Specialization is offered as a K-12 cross-endorsement for certified teachers. This program is for currently-certified teachers only. Students can earn their ISTE Educator Certificate while in this program.

Code	Title	Credits
<b>Foundations</b>		
EDTC 5401	Introduction to Educational Technology	3
EDTC 6501	Technology and Transformational Culture	3
EDTC 6503	Research and Evaluation in K-12 Consultation and Leadership	3
<b>Core</b>		
EDTC 5403	The School Library I	3
EDTC 5404	The School Library II	3
EDTC 5405	Management of School Library Resources for Teaching and Learning	3
EDTC 5406	Introduction to Reference	3
EDTC 5409	The Literate Environment: P-12 Literature and Reading	3
EDTC 6999	Capstone Experience	3
<b>Electives</b>		

Select one elective course in consultation with advisor	3
<b>Total Credits</b>	<b>30</b>

# Sixth Year Certificate in Educational Technology

## Requirements

Students can earn their ISTE Educator Certificate while in this program.

Code	Title	Credits
<b>Foundations</b>		
EDTC 5401	Introduction to Educational Technology	3
EDTC 6501	Technology and Transformational Culture	3
EDTC 6503	Research and Evaluation in K-12 Consultation and Leadership	3
<b>Core</b>		
EDTC 5470	Designing for Online Instruction	3
EDTC 6540	Creating and Curating Digital Content	3
EDTC 6999	Capstone Experience	3
<b>Electives</b>		
Select four elective courses in consultation with advisor		12
<b>Total Credits</b>		<b>30</b>

# Certificate in Classroom Technology Integration

As the integration of technology into the classroom has become more common, the need for an understanding of how to effectively employ it has moved beyond the purview of a single educational technology professional. This program is designed to provide a foundational understanding of technology integration, its principles, and its practices to teachers seeking to strengthen their educational technology skills. On its own, the certificate will educate candidates on today's technology as well as the methods for assessing new teaching and learning technologies. The certificate is structured to allow students to continue on to the Master of Arts or Sixth Year Certificate programs if they choose, applying all four courses to that degree program. This certificate is offered entirely online. Students can earn their ISTE Educator Certificate while in this program.

Code	Title	Credits
EDTC 5401	Introduction to Educational Technology	3
EDTC 6501	Technology and Transformational Culture	3
EDTC 6503	Research and Evaluation in K-12 Consultation and Leadership	3
EDTC 6999	Capstone Experience	3
<b>Total Credits</b>		<b>12</b>

# Certificate in Leadership in Educational Technology

While large schools and districts all require Educational Technology Directors, there currently exists little formal training to equip candidates with a strong knowledge of the technical (hardware) and leadership

(budgeting and staffing) aspects required to be a leader in the field. This program's goals have been specifically aligned with the nationally recognized Consortium for School Networking (COSN) framework and the International Society for Technology in Education (ISTE) administrator standards. Additionally, the certificate's program of study is designed to help students prepare to successfully complete COSN's Educational Technology Leadership certificate exam, which is increasingly being sought by districts when hiring for technology management positions. The design of this certificate also allows students to continue on to the Master of Arts or Sixth Year Certificate programs if they choose. This certificate is offered entirely online.

Code	Title	Credits
EDTC 6501	Technology and Transformational Culture	3
EDTC 6594	Survey of Innovation in Technology	3
EDTC 6596	Leading and Supporting Educational Technology in K-12 Schools	6
<b>Total Credits</b>		<b>12</b>

## Certificate in Learning Design and Technology

This certificate program is designed to teach students the general principles of, and current approaches to, proper instructional design and technology-based course delivery. The program is specifically geared to those students seeking to design and deliver educational programs and professional development/worker training in settings other than educational institutions, e.g., corporate training and human resource departments. Possible occupations for somebody who successfully completes this certificate program include Instructional Coordinator Training and Development Specialists. This program of study is offered entirely online.

Code	Title	Credits
EDTC 5401	Introduction to Educational Technology	3
EDTC 5470	Designing for Online Instruction	3
EDTC 6501	Technology and Transformational Culture	3
EDTC 6540	Creating and Curating Digital Content	3
<b>Total Credits</b>		<b>12</b>

## Elementary and Secondary Education Information about Teaching Certifications

All candidates for teaching certification programs must be matriculated into a degree program. Information about prerequisite requirements for current and pending degree and certification programs is available from the School of Education and Human Development dean's office, the Office of Graduate and Continuing Studies Admission, the University website, and from the department faculty. Potential candidates are encouraged to discuss these prerequisites with program faculty or graduate admissions staff before or during the admission process. Information about the most recent certification requirements and applications for certification can be downloaded directly from the Connecticut State Department of Education website.

Prerequisites for Initial Certification:

1. Matriculation in the Secondary Education MA program, the Elementary Education MA program, and the Special Education SYC

with initial certification program following review of all application materials, academic credentials, and an interview with faculty.

2. Minimum academic credentials for certification include:
  - a. An earned bachelor's degree that includes an appropriate major for the certification sought. (Additional course requirements are required for some licensure subjects. Consult state regulations and program faculty for details.)
  - b. Additional courses as required for the content area.
  - c. Additional general education coursework as specified in CT state regulations and program requirements.
  - d. A survey course in US history covering at least 50 years (only required for Elementary Education majors)
  - e. A minimum undergraduate GPA of 2.67. A minimum 3.00 GPA in the major or certification subject area.
  - f. Submit scores from the PRAXIS Core, SAT, ACT, or GRE exam.
  - g. Passing score on appropriate edTPA portfolio tasks.
  - h. Completion of all required program courses.
  - i. Passing scores on the appropriate required subject area assessment(s): PRAXIS II, Foundations of Reading or ACTFL tests (World language candidates must pass the ACTFL OPI and WPT with a minimum score of Advanced Low. It is recommended that candidates take the tests early in their program in case additional world language coursework is required).
  - j. Successful completion of all program expectations and recommendation by program faculty for certification.

### Student Teaching Waivers

Candidates who have completed 10 school months of successful teaching within 10 years prior to entry into an approved program (at the grade level, subject or field appropriate to the endorsement area, excluding substitute teaching) may apply to the State of Connecticut for a waiver of the student teaching requirements. The waiver must be recommended by the candidate's department. Candidates who qualify should request a waiver immediately upon admission to the program. They should submit their requests in writing to the certification officer in the dean's office, with a copy to their advisor, along with a completed copy of State Department of Education form ED-126 and at least one year's worth of teaching evaluations from their supervisor.

### Elementary Education Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching seminar.

### Secondary Education Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching seminar.

## Programs

At the master's level, the department offers distinctive, research-based degree tracks in Elementary Education, Secondary Education, and Teaching and Foundations, geared to the level of professional expertise and experience of the applicant. The department also offers a Sixth Year Certificate (SYC) in Foundations of Education.

- Five-Year Integrated Bachelor and Master of Arts in Elementary Education
- Five-Year Integrated Bachelor and Master of Arts in Secondary Education
- Master of Arts in Elementary Education with Initial Certification
- Master of Arts in Secondary Education with Initial Certification
- Master of Arts in Teaching and Foundations
- Sixth Year Certificate in Foundations in Education

## Courses

### **EDUC 5405 Contexts of Education in the Primary Grades 3 Credits**

Based on current theory and practice in multicultural education, learning theory, child development, and classroom management, this course provides the opportunity to learn about and design learning environments in which primary grade children thrive, build supportive learning communities, and develop social conscience. Previously ED 0405.

### **EDUC 5410 Literature for Young Adults 3 Credits**

**Attributes:** EDCG Educational Studies Cognate, E\_AF English Literature After 1800

During the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The course explores the major current authors, poets, and illustrators of works written for young adults. Topics include theories and purposes of reading literature in the classroom; criteria development for evaluating adolescent literature; reader response in the classroom; reading workshop; and adolescent literature integration across the curriculum. Previously EN 0405.

### **EDUC 5411 Teaching Writing in the 3-12 Classroom 3 Credits**

This course provides teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. The course helps teachers develop awareness of their own composing processes and the processes of others. Topics include writing needs of diverse populations, the reading/writing relationship, writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios, and other forms of assessment. Underlying the class is the premise that in sharing their perspectives, teachers at the elementary and secondary levels enhance each other's performance as writing educators and as writers. Previously EN 0411.

### **EDUC 5417 Teaching and Learning Grammar 3 Credits**

Designed for English education majors and for experienced English teachers, this course presents an introduction to the principles of modern descriptive linguistics, especially as it relates to present-day English, its grammatical structure, its sound and spelling systems, and its vocabulary and rules of usage. The course approaches modern English grammar from structural and transformational viewpoints, placing special emphasis on the teaching of language arts, including composition and stylistic analysis. Previously EN 0417.

### **EDUC 5429 Philosophical Foundations of Education 3 Credits**

Drawing on a range of philosophical perspectives, this foundational course provides candidates with the opportunity to analyze critically some of the recurring themes in educational thought and connect them to the contemporary educational context. Fundamental questions examined include: the meaning of one's chosen vocation; the purposes of education and schooling in a democratic society; the ethical dimensions of the teaching/learning relationship; and the role of the social imagination in transforming the world. Previously ED 0429.

### **EDUC 5431 Extending Literacy in the Elementary School: Grades 3-6 3 Credits**

**Prerequisite:** EDUC 5437.

This course explores the continuation of literacy development and learning, with emphasis on content-area literacy development in the later elementary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates learn to assess and develop children's literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development and social responsibility. The course addressed the integration of visual and performing arts and appropriate use of electronic technology, includes collaborative work with cooperating teachers, and requires at least two hours per week of fieldwork in priority school districts. Previously ED 0431.

### **EDUC 5437 Developing Literacy in the Elementary School: Primary Grades 3 Credits**

This course explores developmental literacy, with an emphasis on primary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates assess and develop children's literacy strategies and skills; organize and implement group and individual instruction in reading and writing; develop a technologically current, literate classroom environment; and design curriculum to support literacy development and social responsibility. Course requirements include: collaborative work with peers and cooperating teachers, an extensive case study, and at least two hours per week of fieldwork in a priority school district. Previously ED 0437.

### **EDUC 5441 Teaching and Learning within Multicultural Contexts of Education 3 Credits**

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Crosslisted with TSLA 5441. Previously ED 0441.

**EDUC 5442 Educational Psychology****3 Credits**

Designed to provide an understanding of the psychology of teaching and learning, this course emphasizes child and adolescent development, motivation techniques, teaching and learning theories, strategies for working with culturally diverse student populations, student performance monitoring and assessment, and current issues in educational psychology. Especially appropriate for those new to the profession, this course helps participants develop insights into student behavior. Course requirements include field experience in a culturally diverse school setting approved by the instructor for a minimum of 20 hours. Marriage and Family Therapy candidates require Dean's approval. Undergraduate equivalent: EDUC 3241. Previously ED 0442.

**EDUC 5447 Learning Mathematics in the Elementary Classroom****3 Credits**

In accordance with the professional standards for teaching mathematics, this course emphasizes the important decisions a teacher makes in teaching: setting goals, selecting or creating a variety of appropriate mathematical tasks, supporting classroom discourse; integrating mathematics across the curriculum; assessing student learning; and creating a supportive classroom environment. During this course, candidates explore the relevance of theory in the classroom. In addition, candidates investigate the development of specific concepts such as computation and geometry in elementary age children. Candidates engage in adult-level mathematics activities designed to increase an understanding of mathematics, examine the latest research on how children learn mathematics, and explore strategies for dealing with diverse learners. Additionally, as socially responsible educators, candidates examine how mathematical practices and teaching methods are influenced by underlying theoretical principles linked to history and the position of the classroom teacher. Course requirements include on-site fieldwork in an elementary school for a minimum of two hours per week during the semester. Previously ED 0447.

**EDUC 5455 The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12****3 Credits**

In this course, designed for new and experienced middle and high school educators, candidates explore and use cutting edge theory and best practices in literacy research to support powerful student learning across curricular area, with an emphasis on reading comprehension at the secondary level. Candidates learn a repertoire of research-based strategies and tools to help diverse learners make meaning from a variety of texts in their subject area, including non-print and media texts. Areas explored include questioning techniques, concept development, study strategies, and assessment. Candidates will infuse critical and strategic instructional strategies for teaching reading and communication into content area curriculum. Candidates not currently teaching will be expected to work with a teacher in a high needs school for 25 hours in order to complete the requirements for the course. Previously ED 0455.

**EDUC 5462 Science Methods****3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 20 hours of teaching with a practicing science teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Science Education. Previously ED 0462.

**EDUC 5463 World Language Methods****3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching world language at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching world language through course readings, lesson and unit plan design, and mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing language teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of World Language Education. Previously ED 0463.

**EDUC 5464 Mathematics Methods****3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching mathematics at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching mathematics through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing mathematics teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Mathematics Education. Previously ED 0464.

**EDUC 5466 English Methods****3 Credits**

Candidates explore the organizational pattern in which English can best be taught and analyze the effectiveness of various methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to literature study, and procedures most cogent in the fields of grammar, composition, oral communication, and dialogue. The course addresses teaching English through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course requires a field service component consisting of 10 hours of teaching with a practicing English teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of English Education. Previously ED 0466.

**EDUC 5468 Social Studies/History Methods****3 Credits**

This course combines theory, research and practice through a comprehensive application of the principles, methods, and materials necessary for teaching social studies/history at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching social studies/history through course readings and resources, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing social studies/history teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Social Studies/History Education. Previously ED 0468.



**EDUC 5493 Educational Imagination: Exploring Multicultural Identities & Curriculum in a Cross-Cultural Context 3 Credits**

This course explores alternative approaches to education. Drawing on the works of liberatory educators, such as Paulo Freire and Maxine Greene, as well as the arts and popular culture, this course provides the basis for dialogue on the transformative power of our imagination. This course views the teacher's role as one of empowering students to think critically about themselves and their relation to education and a multicultural society, and the student's role as one of active participation in the learning process. Connecting theory, practice and personal experience in useful and imaginative ways, we will, in the words of Maxine Greene, begin to see: schooling as it could be otherwise; teaching as it could be otherwise; learning as it could be otherwise; culture as it could be otherwise; the world as it could be otherwise. Previously ED 0493.

**EDUC 5497 Teaching Science in the Elementary Classroom 3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the elementary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through readings, active participation in class activities, lesson/unit plan design and micro-teaching, class discussions, and individual reflections. Guided by current research and practice in science education, candidates in this course design science curricula for the elementary grades that develop content knowledge, science inquiry skills, critical thinking, problem solving, social responsibility, and technological competence. This course includes a required 10-hour field component. Previously ED 0497.

**EDUC 5900 Special Topics (Shell) 1-3 Credits**

This course provides faculty and candidates the opportunity to explore advanced and/or timely topics in education. Guided by the foundational premises of the GSEAP conceptual framework, candidates develop knowledge and culturally sensitive professional capacity with regard to the specified topic through readings, class discussion, and authentic activity, including advocacy. Topics may vary each semester and are determined by the Educational Studies and Teacher Preparation Department as a reflection of pertinent and timely themes that are not otherwise covered in depth in existing courses. Upon faculty advisement, candidates may take two special topics courses during their matriculation. Previously ED 0403.

**EDUC 5981 K-12 Teaching Internship Seminar for Initial Certification Candidates 1 Credit**

**Prerequisite:** Matriculated status in an initial educator certification MA or SYC program in the School of Education and Human Development. This seminar is designed for pre-service teachers working as teaching interns while pursuing a graduate degree. Candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and develop an identity as educators for social justice and social responsibility. Seminar activities increase in sophistication as the teaching internships progress. Candidates must enroll in the seminar every semester of their teaching internships. May not be used to fulfill degree requirements. Previously ED 0401.

**EDUC 6501 Practicum for Literacy Teacher Consultants 2 or 3 Credits**

**Prerequisite:** ED 0561. The Practicum for Literacy Teacher Consultants will focus on the following: research on literacy issues; exploration of best practices in the teaching of literacy to all students; theory and practice of providing leadership for teachers who use reading, writing, and thinking in the courses they teach. Students who successfully complete the Practicum will become teacher/consultants for the Connecticut Writing Project: Fairfield. Previously ED 0501.

**EDUC 6512 Contemporary Schooling in Society 3 Credits**

Candidates investigate and discuss current issues important to education, seeking to understand the relationship between the systemic nature of particular issues and their specific manifestations in local, national, and global arenas. In addition, candidates identify the ways that they, as educators and as citizens, attend to these issues at the local level. Previously ED 0512.

**EDUC 6515 Economic and Physical Geography 3 Credits**

Economic geography is closely connected to physical geography - the central issue being uneven distribution of resources on a global scale. These resources, be they natural, human or capital resources, constitute the economic interactions of not only nations, but of the past, present, and future of human activities and planetary resource and environmental issues. Therefore, issues of development, poverty and wealth, environmental concerns that will affect the lives of today's students, their children, and their environment are addressed. Appropriate technologies and activities for 7-12 students are demonstrated. Previously ED 0515.

**EDUC 6522 Learning and the Child's Experience 3 Credits**

**Prerequisite:** EDUC 5405 or EDUC 5437 or EDUC 5447 or EDUC 5497.

Drawing from classic and current cross-disciplinary theory and practice, candidates in this course gain a comprehensive, culturally sensitive knowledge of how children and young adolescents in the elementary grades learn, think, and interact as social beings. Candidates consider the development of individual children within the larger context of educational institutions. Beginning with an introduction of Piaget's and Vygotsky's frameworks for the understanding of development, candidates further explore constructivism and socio-historical cultural views of learning as they consider the relevance of theory for teaching practices. Previously ED 0522.

**EDUC 6530 Assessment and Differentiated Instruction 3 Credits**

Teacher candidates in this course will become familiar with principles and techniques necessary to plan, select, administer, interpret, and assess a differentiated range of student learning activities and instructional methods. Candidates will learn to use traditional norm-referenced instruments, curriculum-based assessments, formal observations, interviews, criterion-referenced assessments, and other alternative assessments to guide differentiated planning and instruction. Previously ED 0530.

**EDUC 6534 Theories of Learning 3 Credits**

This course presents a detailed consideration of the positions on the nature and conditions of human learning found in the principal schools of psychology and in contemporary research. Crosslisted with PSYG 6534. Previously ED 0534.

**EDUC 6545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action 3 Credits**

**Prerequisites:** At least two courses from EDUC 5437, EDUC 5447, EDUC 5497.

Guided by current research and practice in pedagogy, human development, and multicultural education, candidates in this course design socially responsible, inquiry and action-oriented, interdisciplinary curriculum units that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Fieldwork in local 3-6 classrooms required.

**EDUC 6552 Research for Action and Advocacy in School and Community Settings 3 Credits**

**Prerequisite:** Completion of all other MA requirements.

This course is designed for pre-service and certified teachers, community leaders, and professionals from allied fields to learn action research methodologies by engaging in authentic action research projects in schools and/or community settings. Through critical self-reflection, discussions, and review of relevant literature, candidates in this course gain knowledge and competence in designing and implementing socially responsible research through advocacy projects. This course is part of a six-credit sequence, paired with EDUC 6999. Previously ED 0552.

**EDUC 6559 Empowering Struggling Readers and Writers in the Elementary Grades 3 Credits**

In this course, elementary teacher candidates work to meet the literacy learning needs of struggling learners. Under the guidance of certified literacy specialists, candidates assess learning needs, and, in collaboration with classroom teachers and appropriate specialists, provide instructional interventions for individuals or small groups of struggling readers and writers. A minimum of 25 hours of fieldwork are required. Enrollment by permission only. Previously ED 0559.

**EDUC 6561 Summer Institute in the Teaching of Writing 0-4 Credits**

This institute is for experienced teachers, grades K-12, in all disciplines. Participants will become familiar with contemporary theory regarding all aspects of literacy with emphasis on composition theory. In addition, participants will explore best practices that extend theory into the classroom. A primary focus for inquiry will be on language of students for whom English is a second language and for low income students. In addition, participants will explore literary issues through their own writing and through independent research in an area of study that is appropriate to their professional needs. All participants who want advanced training as presenters and literacy leaders in Fairfield and New Haven school districts will be encouraged to apply for the practicum following the institute. Previously ED 0561.

**EDUC 6572 Guided Research in Science 3 Credits**

Working closely with both a science education and faculty member in physics, chemistry, or biology (depending on licensure field), science education candidates engage in a guided research project. Candidates learn and use the most recent skills and tools of research in their certification area and demonstrate their ability to understand research and successfully design, conduct, report, and evaluate investigations in science. As part of their course requirements, candidates synthesize their research in the form of a scientific paper and develop a unit of instruction that integrates findings from their research and engages 7-12 students in the processes of research in the field. Previously ED 0572.

**EDUC 6573 Instructional Issues in Teaching Science 3 Credits**

Teacher candidates seeking secondary science certification must enroll in an advanced science methods course focusing on contemporary issues in science education. This course will provide candidates with the opportunity to learn the conceptual foundations of current approaches to science instruction and professional development especially as related to student learning at the secondary level. Contemporary issues central to the course include but are not limited to: science education standards, science education reform efforts, equity in science education, teaching through inquiry and assessment strategies in science education. The course will offer students opportunities for active learning and reflection and the construction of new understanding regarding science teaching and learning. This course will also require students to take part in a research component focusing on a particular science education issue of their choice. They will begin a literature review and propose a research project which they may complete if they chose the Master's thesis option. Previously ED 0573.

**EDUC 6575 Theory and Practice of Integrated Curriculum Design 3 Credits**

In this course candidates explore theories of critical pedagogy design and teaching. They develop and implement differentiated, culturally sensitive inquiry and action-oriented interdisciplinary curriculum units. Candidates learn to develop students' content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Current emphasis in this course is on integrating science, social studies and health curricula. This is an advanced course for those already certified or MA degree-only candidates. Previously ED 0575.

**EDUC 6579 Directed Observation for Secondary DSAP Candidates: Part I 3 Credits**

This is part one of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. Enrollment by permission only. Previously ED 0579.

**EDUC 6580 Directed Observation for Secondary DSAP Candidates: Part II** **3 Credits**

**Prerequisites:** EDUC 6579; completion of certification course requirements and all subject area requirements.

This is part two of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. Open only to candidates who have been formally accepted into the Teacher Preparation program. Previously ED 0580.

**EDUC 6581 Directed Observation and Supervised Student Teaching: Secondary Education** **6 Credits**

**Prerequisites:** Formal acceptance into Teacher Preparation program and completion of all certification course requirements.

This course offers a semester-long experience in a local school for qualified candidates in secondary teaching. Participants engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who must observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Previously ED 0581.

**EDUC 6583 Elementary Student Teaching: Immersion in a Community of Practice** **6 Credits**

This course offers a stimulating semester-long experience in an elementary school classroom within a local priority school district. Under the guidance of university supervision and intensive mentoring by cooperating teachers, participants quickly assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Participants must register with the director of student teaching placement at the beginning of the previous semester. Enrollment requires performance-based assessment including, but not limited to, successful completion of all prerequisite certification track courses and requirements while a matriculated candidate in the Elementary Education MA program, permission of the elementary education program director, and an interview with the director of student teaching placements. Previously ED 0583.

**EDUC 6584 Reflective Practice Seminar: Elementary Education** **3 Credits**

Participants take this weekly seminar concurrently with student teaching. Although much of the seminar's subject matter flows from the ongoing student-teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, mandated Connecticut testing, classroom management, conflict resolution, communication with parents/caregivers, sensitivity to multicultural issues, and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Previously ED 0584.

**EDUC 6585 Supervised Teaching, Learning, and Reflection in a Community of Practice: Part I** **3 Credits**

This course is the first of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar's subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of university supervision, teacher candidates assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Enrollment requires state-approved waiver of student teaching; performance-based assessment, including but not limited to successful completion of at least 27 prerequisite certification track credits and related course requirements while a matriculated candidate in the Elementary Education MA program, and permission of the Elementary Education program director. Previously ED 0585.

**EDUC 6586 Supervised Teaching, Learning, and Reflection in a Community of Practice: Part II** **3 Credits**

**Prerequisite:** EDUC 6585.

This course is the second of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. Part one must be taken during the preceding semester. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar's subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of University supervision, teacher candidates assume full teaching responsibilities including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management; while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families and community members. Previously ED 0586.

**EDUC 6589 English Seminar** **3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports English teacher candidates to enact best practices in English education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the English teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Previously ED 0589.

**EDUC 6590 Reflective Research Practicum in Teaching** **3 Credits**

Participants solve a practical problem in classroom teaching by applying educational research to a specific school situation. Previously ED 0590.

**EDUC 6591 Mathematics Seminar** **3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports mathematics teacher candidates to enact best practices in mathematics education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the mathematics teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Previously ED 0591.

**EDUC 6592 Science Seminar** **3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports science teacher candidates to enact best practices in science education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the science teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio are also addressed. Candidates receive information on the certification process. Previously ED 0592.

**EDUC 6593 World Language Seminar** **3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports world language teacher candidates to enact best practices in world language education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the world language teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Previously ED 0593.



**EDUC 6594 Social Studies/History Seminar** **3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports social studies/history teacher candidates to enact best practices in social studies/history education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the social studies/history teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Previously ED 0594.

**EDUC 6598 edTPA Portfolio** **0 Credits**

**Fee:** \$300  
**Prerequisite:** Completion of all certification coursework.  
This course provides students with strategies for the development of their edTPA portfolio. It is taken in conjunction with the following student teaching and DSAP seminars: EDUC 6584, EDUC 6589, EDUC 6591, EDUC 6592, EDUC 6593, EDUC 6594, SPED 6954, TSLA 6582. Previously ED 0598.

**EDUC 6599 Professional Writing Seminar: Product of Learning 1-3 Credits**

**Prerequisite:** Completion of student teaching.  
During this seminar, candidates complete a self-designed Product of Learning. Under advisement of the program faculty, candidates produce a learning outcome that relates directly to their future work as an educator (i.e., design an elective course in their field, submit a manuscript for publication, deliver a presentation at a regional or national conference, etc. Math candidates must complete the problem-solving portfolio for their product. Consult with advisor for information) Candidates are expected to develop authentic educational products, with the expectation that candidate-generated products will become contributions to the candidate's specialty area (i.e., English Education, Social Studies Education, etc). The process for this product will be supported in a 10-hour writing seminar course that, with substantial independent work, would be supervised by faculty editorial and revision input toward the development of worthy professional products. Students will be encouraged to work alongside peers who are also completing the Product of Learning. Previously ED 0599.

**EDUC 6990 Independent Study** **3 Credits**

This course requires self-selected activity by qualified candidates under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Each candidate submits a preliminary proposal, detailed research design, and a comprehensive report and evaluation. The course requires frequent consultation with the faculty advisor. Previously ED 0595.

**EDUC 6999 Capstone: Educating for Social Responsibility and Civic Engagement** **3 Credits**

Drawing on contemporary educational theory, best practices, and Jesuit education traditions, this capstone seminar builds upon previous courses and culminates integrative experiences from previous classes for approved candidates in the MA in Elementary Education, MA in Secondary Education, and MA in Teaching and Foundations programs. As participants in a community of learners, candidates will demonstrate their capacities as reflective scholar-practitioners who synthesize program learning to produce an Integrative Master's Project that builds on work initiated in EDUC 6552: Research in Action and Advocacy in School and Community Settings. This course is part of a two-part sequence with EDUC 6552 that explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families. Previously ED 0511.

# Five-Year Integrated Bachelor and Master of Arts in Elementary Education with Initial Certification

## Requirements

The MA in Elementary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Elementary Education (Grades 1-6) within an advocacy based, culturally responsive framework.

### Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5431	Extending Literacy in the Elementary School: Grades 3-6	3
EDUC 5437	Developing Literacy in the Elementary School: Primary Grades	3
EDTC 4301	Introduction to Educational Technology	3
Select one cognate course from educational studies minor menu		3
Select one diversity course from educational studies minor menu		3
<b>Total Credits</b>		<b>27</b>

### Graduate Courses

Code	Title	Credits
EDUC 5405	Contexts of Education in the Primary Grades	3
EDUC 5447	Learning Mathematics in the Elementary Classroom	3
EDUC 5497	Teaching Science in the Elementary Classroom	3
EDUC 6545	Developing Integrated Curriculum for Elementary Students: Inquiry and Action	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3

EDUC 6583	Elementary Student Teaching: Immersion in a Community of Practice <sup>1</sup>	6
EDUC 6584	Reflective Practice Seminar: Elementary Education	3
EDUC 6598	edTPA Portfolio <sup>2</sup>	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> A passing grade of B or better in student teaching is required.

<sup>2</sup> \$300 edTPA registration fee required

## Five-Year Integrated Bachelor and Master of Arts in Secondary Education with Initial Certification

### Requirements

The MA in Secondary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Secondary Education (Grades 7-12) in one of five subject areas: English, Math, Science (Biology, Chemistry, Physics, or General Science), Social Studies/History, and World Language (French, German, Italian, Latin, or Spanish). Through a combination of foundational and subject-specific coursework, field experiences, and a culminating master's project, candidates earn both their initial certification and master's degree.

### English Education Track

#### Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
ENGL 2220	Teaching and Writing	3
ENGL 2230	Teaching and Learning Grammar	3
Select one diversity course from educational studies minor menu		3
<b>Total Credits</b>		<b>24</b>

#### Graduate Courses

Code	Title	Credits
EDTC 5401	Introduction to Educational Technology	3
EDUC 5410	Literature for Young Adults	3
EDUC 5441	Teaching and Learning within Multicultural Contexts of Education	3
EDUC 5466	English Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3

EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6589	English Seminar	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> \$300 edTPA registration fee required

## Mathematics Education Track

### Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
Select one cognate course from the educational studies minor menu		3
Select one diversity course from the educational studies minor menu		3
<b>Total Credits</b>		<b>21</b>

### Graduate Courses

Code	Title	Credits
EDTC 5401	Introduction to Educational Technology	3
EDUC 5464	Mathematics Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6591	Mathematics Seminar	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
Select two graduate-level mathematics electives in Statistics and Geometry with advisor approval <sup>2</sup>		6
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> \$300 edTPA registration fee required

<sup>2</sup> If taken previously, alternate courses may be selected with advisor approval.

## Science Education Track

### Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
Select one cognate course from the educational studies minor menu		3
Select one diversity course from educational studies minor menu		3
<b>Total Credits</b>		<b>21</b>

### Graduate Courses

Code	Title	Credits
EDTC 5401	Introduction to Educational Technology	3
EDUC 5462	Science Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6572	Guided Research in Science	3
EDUC 6573	Instructional Issues in Teaching Science	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6592	Science Seminar	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> \$300 edTPA registration fee required

## Social Studies Education Track

### Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
Select one cognate course from educational studies minor menu		3
Select one diversity course from educational studies minor menu		3
<b>Total Credits</b>		<b>21</b>

### Graduate Courses

Code	Title	Credits
EDTC 5401	Introduction to Educational Technology	3
EDUC 5468	Social Studies/History Methods	3
EDUC 6515	Economic and Physical Geography	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6594	Social Studies/History Seminar	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
Select one elective in American Studies with advisor approval		3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> \$300 edTPA registration fee required

## World Language Education Track

### Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
TSLA 5467	Language Acquisition	3
Select one cognate course from educational studies minor menu		3
Select one diversity course from educational studies minor menu		3
<b>Total Credits</b>		<b>21</b>

### Graduate Courses

Code	Title	Credits
EDTC 5401	Introduction to Educational Technology	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
EDUC 5463	World Language Methods	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6593	World Language Seminar	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3

TSLA 6439	Methods of Foreign Language Teaching for Elementary School	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> \$300 edTPA registration fee required

## Master of Arts in Elementary Education with Initial Certification

### Requirements

The MA in Elementary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Elementary Education (Grades 1-6) within an advocacy based, culturally responsive framework.

Code	Title	Credits
<b>Core Courses</b>		
EDTC 5401	Introduction to Educational Technology	3
EDUC 5429	Philosophical Foundations of Education	3
EDUC 5442	Educational Psychology	3
EDUC 6512	Contemporary Schooling in Society	3
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
<b>Elementary Education Coursework</b>		
EDUC 5405	Contexts of Education in the Primary Grades	3
EDUC 5431	Extending Literacy in the Elementary School: Grades 3-6	3
EDUC 5437	Developing Literacy in the Elementary School: Primary Grades	3
EDUC 5447	Learning Mathematics in the Elementary Classroom	3
EDUC 5497	Teaching Science in the Elementary Classroom	3
EDUC 6545	Developing Integrated Curriculum for Elementary Students: Inquiry and Action	3
EDUC 6583	Elementary Student Teaching: Immersion in a Community of Practice <sup>1</sup>	6
EDUC 6584	Reflective Practice Seminar: Elementary Education	3
EDUC 6598	edTPA Portfolio <sup>2</sup>	0
<b>Integrated Inquiry/Advocacy Sequence</b>		
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
<b>Total Credits</b>		<b>51</b>

<sup>1</sup> A passing grade of B or better in student teaching is required.

<sup>2</sup> \$300 edTPA registration fee required

Note: Based on elementary education faculty evaluations, teacher candidates may also be required to take EDUC 5441 Teaching and Learning within Multicultural Contexts of Education.

## Master of Arts in Secondary Education with Initial Certification

The MA in Secondary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Secondary Education (Grades 7-12) in one of five subject areas: English, Math, Science (Biology, Chemistry, Physics, or General Science), Social Studies/History, and World Language (French, German, Italian, Latin, or Spanish). Through a combination of foundational and subject-specific coursework, field experiences, and a culminating master's project, candidates earn both their initial certification and master's degree.

### Requirements

For the MA in Secondary Education, candidates complete all core and discipline-specific course work, including the following:

Code	Title	Credits
<b>Core Curriculum</b>		
EDTC 5401	Introduction to Educational Technology	3
EDUC 5429	Philosophical Foundations of Education	3
EDUC 5441	Teaching and Learning within Multicultural Contexts of Education	3
EDUC 5442	Educational Psychology	3
EDUC 6512	Contemporary Schooling in Society	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
<b>Discipline-Specific Courses</b>		
Select 18-24 credits in Discipline-Specific coursework (see below)		18-24
<b>Master's Project</b>		
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement <sup>2</sup>	3
<b>Total Credits</b>		<b>45-51</b>

<sup>1</sup> \$300 edTPA registration fee

<sup>2</sup> May be substituted with TSLA 6999A Capstone Seminar in Inclusive Language Teaching for World Language students only.

**Note:** Grade of B (3.0) or better is required in student teaching.

## Discipline-Specific Coursework

### English

Code	Title	Credits
EDUC 5410	Literature for Young Adults	3
EDUC 5411	Teaching Writing in the 3-12 Classroom	3



EDUC 5417	Teaching and Learning Grammar	3
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
EDUC 5466	English Methods	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6589	English Seminar	3
<b>Total Credits</b>		<b>24</b>

## History/Social Studies

Code	Title	Credits
EDUC 5468	Social Studies/History Methods	3
EDUC 6515	Economic and Physical Geography	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6594	Social Studies/History Seminar	3
Select one elective in American Studies with advisor approval		3
<b>Total Credits</b>		<b>18</b>

## Mathematics

Code	Title	Credits
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
EDUC 5464	Mathematics Methods	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6591	Mathematics Seminar	3
Select two graduate-level mathematics electives in Statistics and Geometry with advisor approval <sup>2</sup>		6
<b>Total Credits</b>		<b>21</b>

<sup>2</sup> If taken previously, alternate courses may be selected with advisor approval.

## Science

Code	Title	Credits
EDUC 5462	Science Methods	3
EDUC 6572	Guided Research in Science	3
EDUC 6573	Instructional Issues in Teaching Science	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6592	Science Seminar	3
<b>Total Credits</b>		<b>18</b>

## World Language

Code	Title	Credits
EDUC 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
EDUC 5463	World Language Methods	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	6
EDUC 6593	World Language Seminar	3

TSLA 6439	Methods of Foreign Language Teaching for Elementary School	3
TSLA 5467	Language Acquisition	3
<b>Total Credits</b>		<b>21</b>

# Master of Arts in Teaching and Foundations

## Requirements

The MA in Teaching and Foundations is an advanced professional degree for experienced educational professionals and community educators who wish to deepen and expand their knowledge of teaching and learning in a socio-cultural context. Candidates for this degree may select from several possible cluster/concentrations, including: Curriculum Studies; Literacy, Language, and Culture; and Integrating Technologies.

The following requirements are planned with approval of a faculty advisor:

Code	Title	Credits
<b>Foundational Core Requirements</b>		
Select one course in each of the following foundational areas:		18
	Philosophical Foundations	
	Social Foundations	
	Multicultural Foundations	
	Curriculum Foundations	
	Technology Foundations	
	Learning and Development Foundations	
<b>Concentration Courses</b>		
Select one concentration/cluster of four courses from the following:		12
	Curriculum Studies	
	Individualized Concentration/Clusters	
	Integrating Technologies	
	Literacy, Language, and Culture	
<b>Integrative Inquiry/Advocacy Sequence</b>		
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
<b>Total Credits</b>		<b>36</b>

# Sixth Year Certificate in Foundations in Education

The Sixth Year Certificate (SYC) in Foundations in Education is an advanced professional degree for experienced educational professionals and community educators who wish to deepen and expand their knowledge of teaching and learning in a socio-cultural context. Candidates for this degree may select from several possible cluster/concentrations, including Curriculum Studies or Literacy, Language, and Culture.

## Requirements

Code	Title	Credits
<b>Foundational Core</b>		
EDUC 5493	Educational Imagination: Exploring Multicultural Identities & Curriculum in a Cross-Cultural Context	3
EDUC 6534	Theories of Learning	3
Select two elective courses <sup>1</sup>		6
<b>Concentration</b>		
Select one concentration from the following areas:		12
Curriculum Studies		
Literacy, Language, and Culture		
Individualized Concentration with approval of program advisor		
<b>Integrated Inquiry/Advocacy Sequence</b>		
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6590	Reflective Research Practicum in Teaching	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> In consultation with their advisor, students will select two courses equivalent to Ethics and Advocacy in Educational Contexts and Principles of Curriculum Development and Evaluation to fulfill Foundations course requirements.

## Reading and Language Development

The Reading and Language Development Program was designed to provide classroom educators and remedial reading interventionists with the knowledge and skills necessary to translate the science of reading into artful practice. The Program strives to create a community of reflective learners and practitioners who are committed to scientifically-informed decision-making, academic excellence, and personal accountability and growth. Congruent with our Graduate School's Conceptual Framework, the program reinforces the critical importance of professional attitudes and dispositions that foster successful collaborations in the service of children and families.

The Program prepares educators in current best practices, as supported by reading research, and responds to state and national policy initiatives. Course content and practicum experiences are arranged to support candidates' mastery of essential knowledge and skills required in order to successfully serve students' diverse reading and language arts needs in core, intervention, and remedial instructional contexts.

Program candidates receive training in a variety of instructional practices, approaches, methods, and curriculum materials, with an emphasis on the principles and practices of Structured Literacy™. Candidates are prepared to support and mentor classroom teachers and other professionals in creating literate environments conducive to successful reading and writing. In doing so, the program prepares candidates in a wide range of critical competency areas, with consideration for students in Grades 1-12.

The program features a partnership with Wilson Language Training and candidates who wish to do so, can earn a Wilson Level 1 Certification.

## Attend an Information Session

Individuals interested in learning more about the programs offered through Reading and Language Development are encouraged to sign up for one of several information sessions that are scheduled throughout the year. A link for doing so can be found on the program's website.

## Programs

- Dyslexia Interventionist Certificate (Online)
  - includes Wilson® Reading Level 1 Certification
- Remedial Reading and Remedial Language Arts Certification (#102)
- Master of Arts in Remedial Reading and Remedial Language Arts
  - includes optional Remedial Reading and Remedial Language Arts Certification (#102)
  - includes optional Wilson® Reading Level 1 Certification
- Sixth Year Certificate in Remedial Reading and Remedial Language Arts
  - includes optional Remedial Reading and Remedial Language Arts Certification (#102)
  - includes optional Wilson® Reading Level 1 Certification

## Courses

### RLDV 5486 Developmental Literacy I: Fundamentals of Reading and Language Development **3 Credits**

This course addresses the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential decoding strand reading skills (phonological awareness, alphabetic principle, fluency), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of phonological awareness, alphabetic principle, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies and routines to develop students' foundational reading skills in the areas of phonological awareness, alphabetic principle, and fluency. Crosslisted with SPED 5486. Previously RLD 0486.

### RLDV 5487 Developmental Literacy II: Essentials of Vocabulary and Text Comprehension **3 Credits**

This course addresses the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential comprehension strand reading skills (fluency, vocabulary, comprehension), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of vocabulary, comprehension, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies and routines to develop students' reading skills in the areas of vocabulary and comprehension. Crosslisted with SPED 5487. Previously RLD 0487.

**RLDV 5488 Content Area Literacy Strategies****3 Credits**

This course introduces candidates to content area and disciplinary literacy reading practices at the elementary, middle, and high school levels. Strategies to facilitate comprehension of narrative and expository text structures, including strategies that address the reading-writing connection, are introduced. Candidates also learn about adolescent literacy development, achievement, and engagement, and how factors related to cultural, linguistic, and cognitive diversity impact students' comprehension of texts. Previously RLD 0488.

**RLDV 5489 Principles and Practices of Structured Literacy****3 Credits**

This course introduces candidates to the principles and practices of Structured Literacy and prepares candidates to deliver reading and writing instruction from a systematic, explicit orientation. In this hands-on class, candidates are introduced to high-impact instructional routines, student-centered activities, and lesson planning and delivery conventions aligned with the essential components of reading. Crosslisted with SPED 5489.

**RLDV 5583 Tests and Measurement in Reading and Language Arts Contexts****3 Credits**

This course introduces candidates to the principles and practices of response to intervention approaches to the prevention and early identification and remediation of reading difficulties. Candidates learn about the essential features of Tier I, Tier II, and Tier III instruction, including common program development and delivery considerations and assessment routines. Previously RLD 0583.

**RLDV 5584 Guided Reflective Practice in Tier I Reading and Language Arts Programming****3 Credits**

This course presents an overview of varied research-based instructional approaches and materials to use in designing and delivering an integrated, comprehensive, and balanced evidence-based reading and writing curriculum. Candidates are provided with the opportunity to explore varied instructional approaches, materials, texts, and classroom routines, and their use in creating a literate environment that fosters reading and writing for diverse student populations. Media consent and fingerprinting required. Previously RLD 0584.

**RLDV 5585 Writing Components and Processes in the Language Arts Program****3 Credits**

Candidates learn how to assess students' handwriting, spelling, and writing skills, and how to teach writing across the elementary, middle, and secondary continuums, with consideration for the use of a wide range of texts and strategies designed to foster the reading-writing connection. The use of assistive technology and specialized instructional strategies and programs will be explored as a means to facilitate students' ability to construct quality writing samples. Previously RLD 0585.

**RLDV 6503 Research and Evaluation in Multidisciplinary Contexts****3 Credits**

This course examines methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment, and critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice, types of assessments (i.e. traditional print and electronic), data for general education teachers and a diversified student population, and the skills needed for effective data-based decision making and sharing of results. Crosslisted with EDTC 6503. Previously RLD 0503.

**RLDV 6530 Content Language & Reading Acquisition for English Language Learners and Students with Special Needs****3 Credits**

This course develops literacy leadership skills to train others and foundational reading skills to be better prepared to teach K-12 students to learn how to read. This course is designed for candidates to learn about the developmental learning needs of culturally and linguistically diverse students, exceptional learners, and bilingual students with special needs, and promotes working in collaborative data teams. The course also explores the similarities and differences between bilingual/TESOL students and students with special needs with a focus on reading skills development (e.g. phonology, morphology, orthography, syntax) and instructional strategies that all teachers can use in their classrooms to support reading development in all students. Crosslisted with TSLA 6530. Previously RLD 0530.

**RLDV 6575 Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+****1 Credit****Fee:** \$141 GSEAP Fee

This course examines reading research and the five essential components of reading in relation to students in Grade 3+ with persistent phonological coding deficits. Candidates will learn about the principles and practices of Structured Literacy and multi-sensory language instruction through study of the Wilson Reading System (WRS), including student identification and placement, program implementation, progress monitoring, scheduling, creating a successful classroom environment, principles of language structure, and how to teach language with direct, multi-sensory methods. This course is offered online. Crosslisted with SPED 6575. Previously RLD 0575.

**RLDV 6576 Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6****3 Credits****Fee:** \$423 GSEAP Fee**Corequisite:** RLDV 6577.**Prerequisite:** RLDV 6575.

This course presents in detail how the principles and practices of multi-sensory, structured language instruction are applied to support the remedial reading needs of students with word-level deficits in Grades 3+ who have not adequately responded to intervention. This course features practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provided specific procedures to teach the following syllable types: closed, vowel-consonant-e, open, and consonant-le. The course includes additional topics on diagnostic teaching and differentiating instruction, program pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting. Candidates explore the above in relation to Steps 1-6 of the Wilson Reading System (WRS). This course is offered online. Crosslisted with SPED 6576. Previously RLD 0576.

**RLDV 6577 Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6****1.5-3 Credits****Fee:** \$211.5 GSEAP Fee**Corequisite:** RLDV 6576.**Prerequisite:** RLDV 6575.

This supervised practicum experience prepares candidates to effectively implement a multi-sensory structured language reading program with students in Grades 3-12 that present with significant word-level reading and spelling deficits, including those diagnosed with a language-based learning disability or dyslexia. Candidates will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling. This Wilson Reading System Steps 1-6 web-based practicum is supervised by a Wilson Credentialed Trainer. This course is offered online. Crosslisted with SPED 6577.

Previously RLD 0577.

**RLDV 6578 Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6****3 Credits****Fee:** \$423 GSEAP Fee**Corequisite:** RLDV 6579.**Prerequisite:** RLDV 6576.

This course is a continuation of RLD 0576 and presents in detail how the principles and practices of multi-sensory structured language instruction are applied to support the remedial reading needs of students with word-level deficits in Grades 3+ who have not adequately responded to intervention. This course features practical application of reading research, and expands upon the topics of phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provides additional opportunities to refine procedural skill associated with teaching the following syllable types: closed, vowel-consonant-e, open, and consonant-le. The course includes additional topics on diagnostic teaching and differentiating instruction, program pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting. Candidates explore the above in relation to Steps 1-6 of the Wilson Reading System (WRS). This course is offered online. Crosslisted with SPED 6578. Previously RLD 0578.

**RLDV 6579 Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6****1.5-3 Credits****Fee:** \$211.5 GSEAP Fee**Corequisite:** RLDV 6578.**Prerequisite:** RLDV 6576.

This supervised practicum experience is a continuation of RLDV 6577 and prepares candidates to effectively implement a multi-sensory structured language reading program with students in Grades 3-12 that present with significant word-level reading and spelling deficits, including those diagnosed with a language-based learning disability or dyslexia. Candidates will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling. This Wilson Reading System Steps 1-6 web-based practicum is supervised by a Wilson Credentialed Trainer. This course is offered online. Crosslisted with SPED 6579. Previously RLD 0579.

**RLDV 6586 Diagnosis and Remediation of Reading and Language Arts Difficulties****3 Credits**

This course introduces candidates to the varied reasons why students may not be responding to the provision of intensive targeted reading and writing interventions. Candidates learn how to administer a range of formal diagnostic assessment measures to students and how to analyze findings for the purpose of informing improved intervention programming for students. This course includes a six to eight hour supervised fieldwork experience. Fingerprinting required. Previously RLD 0586.

**RLDV 6900 Special Topics (Shell)****1.5-3 Credits**

This course explores advanced topics in the field of reading and language development. Topics vary each semester and are determined by the faculty as a reflection of pertinent themes of interest in the field.

**RLDV 6951 Clinical Practicum: Structured Literacy****3-6 Credits****Prerequisites:** RLDV 5486, RLDV 5488, RLDV 5583, RLDV 5585, RLDV 6586.

Candidates in this course apply their knowledge of assessment and structured literacy remediation practices to plan, deliver, monitor, and evaluate the impact of 1:1 remedial reading interventions provided to an approved student in the context of a supervised off-site clinical practicum experience. Previously RLD 0587.

**RLDV 6952 Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements****3-6 Credits****Prerequisite:** RLDV 6951.

Candidates in this course apply their knowledge of assessment and structured literacy remediation practices to plan, deliver, monitor, and evaluate the impact of 1:1 remedial reading interventions provided to an approved student in the context of a supervised off-site clinical practicum experience and engage in a series of coaching observation and feedback cycles with an assigned peer. A remote practicum supervision and coaching platform is utilized. Previously RLD 0588.

**RLDV 6990 Independent Study****1.5-3 Credits**

This course is available to candidates who are slated to graduate but have an outstanding required course that is not scheduled to be offered during the present term, and to candidates who wish to pursue focused study in an area associated with remedial reading that is not offered through the RLD program or through the broader Fairfield University curriculum. Enrollment by permission only.

**RLDV 6999 Capstone Seminar: Designing, Implementing, and Leading the School Literacy Intervention Program****3 Credits**

Candidates will learn the essential components of a classroom environment that support and promote literacy development with a focus on planning instruction for K-6th graders in the school reading and language arts program. There will be a particular emphasis on children who are experiencing difficulties in developing literacy, addressing the special needs of diverse learners. Students will also learn how to facilitate meetings with a literacy focus including grade-level literacy team meetings, literacy leadership meetings, data team meetings, data analysis, and RTI meetings. This course will also support students' ability to design and deliver literacy-focused professional development workshops. Previously RLD 0594.

## Dyslexia Interventionist Certificate

The Dyslexia Interventionist Certificate Program is a 10-credit online program that prepares candidates to earn a Wilson® Reading Level I Certification. Candidates enrolled in this program acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology), and learn how to implement specific diagnostic-prescriptive methods to support the remedial teaching of



reading and spelling for students in Grades 3-12 who struggle with decoding and spelling, including those identified with dyslexia.

Candidates are advised that this program may be incorporated into the following degree granting programs:

1. 30-credit MA program in Remedial Reading and Remedial Language Arts with/without the #102: Remedial Reading and Remedial Language Arts certification (requires one additional credit for a total of 31-credits)
2. 36-credit SYC program in Remedial Reading and Remedial Language Arts with/without the #102: Remedial Reading and Remedial Language Arts certification
3. 60-credit SYC program in Special Education with the #065: Comprehensive Special Education certification

## Program Goals

The Program will prepare candidates to:

1. Understand and/or know:
  - a. the research base for multi-sensory structured language teaching
  - b. the necessary principles of instruction used to teach students with a language-based learning disability
  - c. the nature of dyslexia
  - d. the instruction and importance of literacy skill
  - e. the instruction and importance of transcription skills
  - f. word structure including phonemes and associated graphemes syllables, syllabication rules, morphemes, schwa, etc.
  - g. variances in children's vocabulary acquisition as well as learning expectations
  - h. the importance of core and academic (general and domain specific) vocabulary and understand research-based instructional methods for all students, including ELLs
  - i. how to appropriately select and teach vocabulary within an MSL lesson
  - j. the importance of fluency as well as contributing factors to its development
  - k. how to differentiate fluency instruction for students with significant deficits
  - l. graphic organizers for varied types of informational texts (description, compare-contrast)
  - m. the importance of oral language comprehension and explain how to differentiate instruction with individuals as indicated by their cognitive profile
2. Demonstrate:
  - a. the instructional implications associated with different cognitive skill deficits
  - b. an understanding of the language concepts through WRS Substep 6.4 and the specific procedures used to teach these concepts
  - c. an understanding of WRS principles of instruction: explicit, sequential, cumulative, and multi-sensory instruction.
  - d. an understanding of the WRS Lesson Plan and the ten parts of a WRS lessons
  - e. an understanding of the nature and causes of dyslexia and dysgraphia
  - f. an understanding of multisensory strategies used to teach sight words, vocabulary and comprehension

## Program Admission and Requirements

1. Completed online application
2. Bachelor's degree with a minimum 2.75 GPA
3. Personal statement
4. Program Planning Consultation with Director

## Practicum Requirements

Candidates are required to identify, and advance for approval, a student for the practicum component of this certificate and certification. When enrolled in their RLDV 6575 course, candidates will be provided with student selection criteria, and a Practicum Approval application for submission to their assigned Wilson Credentialed Trainer.

The practicum component of this certificate and certification will require candidates to meet with their approved student a minimum of three times/week for 60-75 minutes. Candidates who have school/district/parent consent to work with their approved student as part of their daily teaching responsibilities in a school, may opt to do so. Otherwise, candidates who have identified a practicum student may arrange with the student's parent/guardian to meet with the student, once approved, at a mutually agreeable location during mutually agreeable days and times. Finally, candidates who require assistance locating a qualified student may opt to collaborate with one of the Reading and Language Development's clinical sites to identify a student and arrange for the use of after-school space, if possible.

Successful completion of practicum requires candidates to meet several criteria, including the following:

- Complete 65, 60-75 minute 1:1 WRS lessons with an approved practicum student.
- Be observed by an assigned Wilson Credentialed Trainer a minimum of five times over the course of the practicum experience.
- Advance through WRS Substep 4.2
- Maintain a Teacher Binder and Student Portfolio of work that reflect standards provided.
- Complete pre-post testing with the Word Identification and Spelling Test (WIST) and one additional norm-referenced test, and submit post-test data with the final practicum report.

## Other Requirements

New Student Orientation (Online)

### Requirements

Code	Title	Credits
RLDV 6575	Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+	1
RLDV 6576	Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6	3
RLDV 6577	Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
RLDV 6578	Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6	3

RLDV 6579	Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
<b>Total Credits</b>		<b>10</b>

## Plan of Study

### Summer Start Option

Course	Title	Credits
<b>Summer</b>		
RLDV 6575	Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+	1
<b>Credits</b>		<b>1</b>
<b>Fall</b>		
RLDV 6576	Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6	3
RLDV 6577	Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
<b>Credits</b>		<b>4.5</b>
<b>Spring</b>		
RLDV 6578	Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6	3
RLDV 6579	Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
<b>Credits</b>		<b>4.5</b>
<b>Total Credits</b>		<b>10</b>

### Fall Start Option

Course	Title	Credits
<b>Fall</b>		
RLDV 6575	Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+	1
RLDV 6576	Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6	3
RLDV 6577	Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5-3
<b>Credits</b>		<b>5.5-7</b>
<b>Spring</b>		
RLDV 6578	Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6	3
RLDV 6579	Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5-3
<b>Credits</b>		<b>4.5-6</b>
<b>Total Credits</b>		<b>10-13</b>

## Remedial Reading and Remedial Language Arts Certification (102)

Fairfield University's #102 Remedial Reading and Remedial Language Arts certification program provides candidates with extensive hands-on training and experience in reading assessment and intervention practices, with an emphasis on the identification of dyslexia and the provision of

Structured Literacy intervention to off-track readers and students with identified reading disabilities.

Candidates in this program participate in several course-embedded community clinics designed to provide them with the opportunity to apply taught assessment and intervention skills to select students from across the state of Connecticut, under faculty supervision and during designated course/practicum hours.

### Program Admission and Requirements

The following admission requirements are based on State of Connecticut Regulations §10-145d-481.

1. Completed Online Application
2. Bachelor's degree with a minimum 3.00 GPA
3. Active Connecticut teaching certification
4. Personal statement
5. Interview/Program Planning Consultation with Director

### Requirements

Candidates interested in earning the #102 Certification in Remedial Reading and Remedial Language Arts will complete the following:

Code	Title	Credits
RLDV 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
RLDV 5488	Content Area Literacy Strategies	3
RLDV 5583	Tests and Measurement in Reading and Language Arts Contexts	3
RLDV 5585	Writing Components and Processes in the Language Arts Program	3
RLDV 6586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
RLDV 6951	Clinical Practicum: Structured Literacy	3-6
RLDV 6952	Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements	3
<b>Total Credits</b>		<b>21-24</b>

Note: Candidates may be eligible to transfer up to 6 credits into their planned program.

A Plan of Study is developed during the candidate's interview.

## Master of Arts in Remedial Reading and Remedial Language Arts

The Reading and Language Development Program is deeply committed to preparing graduates who understand the complex and varied presentation of remedial reading profiles, including the profiles of students at risk for and identified with dyslexia.

Graduates typically seek employment in public and private schools, hospital-based education settings, therapeutic schools, the State Department of Education, the State Education Resource Center; state Regional Education Service Centers; and child advocacy/law firms.

Unique features of Fairfield University's Reading and Language Development Program include:

### An Exclusive Partnership with Wilson Reading Systems (WRS)

The WRS program targets the remediation of reading/spelling accuracy and oral reading fluency deficits of students in Grades 3-12 who present with profiles characteristic of/identifications of dyslexia. It is the most widely used remedial reading intervention program employed across the nation. School districts, private schools and clinics across Connecticut utilize the WRS program with students, including nearly a dozen public school districts in Fairfield County who utilize the program district-wide.

Fairfield University is proud to feature an exclusive partnership with Wilson Reading that permits our candidates to earn a Wilson Reading Level I certification as part of their MA and SYC degree requirements. Candidates who do so are also eligible to earn a Dyslexia Interventionist Certification with the International Dyslexia Association (IDA).

### "Triple-Dip" Programs Permitting Candidates to Earn a Degree and Multiple Certifications

The Reading and Language Development Program offers candidates the opportunity to "triple dip" coursework in order to earn multiple certifications, pending eligibility, as part of meeting their MA or SYC degree requirements.

Through careful and ongoing advisement, candidates map out a plan of study that can lead to a degree *and* one or both of the following certifications:

- CT #102: Remedial Reading and Remedial Language Arts Consultant Certification, Grades 1-12
- Wilson Reading Level I Certification

### Course-Embedded Community Clinics

All candidates in the Reading and Language Development Program serve students and families through several course-embedded community clinics. These clinics provide candidates with the opportunity to apply taught assessment and intervention skills to select students from across the state of Connecticut, under faculty supervision during designated course/practicum hours.

## Program Admission and Requirements

The following admission requirements are based on State of Connecticut Regulations §10-145d-481.

1. Completed Online Application
2. Bachelor's degree with a minimum 3.00 GPA
3. Active Connecticut teaching certification (if interested in pursuing the 102 Certification)
4. Personal statement
5. Interview/Program Planning Consultation with Director

## Requirements

Candidates interested in earning an MA in Remedial Reading and Remedial Language Arts, with the option to apply for #102 Certification in Remedial Reading and Remedial Language Arts, are to complete the 21 credits outlined for the Remedial Reading and Remedial Language Arts certification as well as nine additional credits, for a total of 30 credits as outlined below.

Candidates may opt to apply the balance of their 9 required elective credits toward earning a Wilson Reading Level I Certification as part of their MA program. Alternatively, candidates may opt to craft an individualized concentration in consultation with their faculty advisor.

Candidates may be eligible to transfer up to 6 credits into their planned program.

Candidates are advised that they may earn *either* a Master's degree or a Sixth Year Certificate in Remedial Reading, but not both.

Code	Title	Credits
RLDV 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
RLDV 5488	Content Area Literacy Strategies	3
RLDV 5583	Tests and Measurement in Reading and Language Arts Contexts	3
RLDV 5585	Writing Components and Processes in the Language Arts Program	3
RLDV 6586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
Select nine elective credits		9
<b>Clinical Practicum</b>		
RLDV 6951	Clinical Practicum: Structured Literacy	3
RLDV 6952	Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements	3
<b>Total Credits</b>		<b>30</b>

A Plan of Study is developed during the candidate's interview.

## Sixth Year Certificate in Remedial Reading and Remedial Language Arts

The Reading and Language Development Program is deeply committed to preparing graduates who understand the complex and varied presentation of remedial reading profiles, including the profiles of students at risk for and identified with dyslexia.

Graduates typically seek employment in public and private schools, hospital-based education settings, therapeutic schools, the State Department of Education, the State Education Resource Center; state Regional Education Service Centers; and child advocacy/law firms.

Unique features of Fairfield University's Reading and Language Development Program include:

### An Exclusive Partnership with Wilson Reading Systems (WRS)

The WRS program targets the remediation of reading/spelling accuracy and oral reading fluency deficits of students in Grades 3-12 who present with profiles characteristic of/identifications of dyslexia. It is the most widely used remedial reading intervention program employed across the nation. School districts, private schools and clinics across Connecticut utilize the WRS program with students, including nearly a dozen public school districts in Fairfield County who utilize the program district-wide.

Fairfield University is proud to feature an exclusive partnership with Wilson Reading that permits our candidates to earn a Wilson Reading Level I certification as part of their MA and SYC degree requirements. Candidates who do so are also eligible to earn a Dyslexia Interventionist Certification with the International Dyslexia Association (IDA).

### "Triple-Dip" Programs Permitting Candidates to Earn a Degree and Multiple Certifications

The Reading and Language Development Program offers candidates the opportunity to "triple dip" coursework in order to earn multiple certifications, pending eligibility, as part of meeting their MA or SYC degree requirements.

Through careful and ongoing advisement, candidates map out a plan of study that can lead to a degree *and* one or both of the following certifications:

- CT #102: Remedial Reading and Remedial Language Arts Consultant Certification, Grades 1-12
- Wilson Reading Level I Certification

### Course-Embedded Community Clinics

All candidates in the Reading and Language Development Program serve students and families through several course-embedded community clinics. These clinics provide candidates with the opportunity to apply taught assessment and intervention skills to select students from across the state of Connecticut, under faculty supervision during designated course/practicum hours.

## Program Admission and Requirements

The following admission requirements are based on State of Connecticut Regulations §10-145d-481.

1. Master's degree with a minimum 3.00 GPA
2. Active Connecticut teaching certification (if interested in pursuing the 102 Certification)
3. Personal statement
4. Interview

## Requirements

Candidates interested in earning an SYC (Sixth Year Certificate) in Remedial Reading and Remedial Language Arts, with the option to apply for #102 Certification in Remedial Reading and Remedial Language Arts, are to complete the 21 credits outlined for the Remedial Reading and Remedial Language Arts certification as well as 15 additional credits, for a total of 36 credits as outlined below.

Candidates may be eligible to transfer up to 6 credits into their planned program.

Candidates are advised that they may earn *either* a Master's degree or a Sixth Year Certificate in Remedial Reading, but not both.

Code	Title	Credits
RLDV 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
RLDV 5488	Content Area Literacy Strategies	3
RLDV 5583	Tests and Measurement in Reading and Language Arts Contexts	3
RLDV 5585	Writing Components and Processes in the Language Arts Program	3
RLDV 6586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
Select 15 elective credits <sup>1</sup>		15

### Clinical Practicum

RLDV 6951	Clinical Practicum: Structured Literacy	3
RLDV 6952	Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements	3
<b>Total Credits</b>		<b>36</b>

- <sup>1</sup> Candidates may opt to apply 10 of their 15 required elective credits toward earning a Wilson Reading Level 1 Certification as part of their SYC program. In such instances, candidates will select the remaining 5 credits of electives under faculty advisement. Alternatively, candidates may opt to craft an individualized concentration in consultation with their faculty advisor.

A Plan of Study is developed during the candidate's interview.

## Special Education

Special education has, as its primary objective, the education and training of professional educators to serve children and adolescents who have exceptional challenges and require specialized support through educational, social, cognitive, rehabilitative, and/or behavioral management approaches to attain their maximum learning potential. In line with this primary objective, special education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; and the improvement of teacher-teacher, teacher-child, and teacher-parent relationships.

Graduate candidates may choose one of several sequences of study leading to certification, including the Master of Arts degree and the Sixth Year Certificate of Advanced Study (SYC). Undergraduate candidates may enroll in the Five-Year Integrated BA/MA Special Education program. These programs provide the preparation required by the Connecticut State Department of Higher Education, the Connecticut State Department of Education, and the Council for Exceptional Children. Candidates may pursue a program leading to a Connecticut Initial Educator Certificate in teaching individuals with exceptional learning needs in grades K-12 (Comprehensive Special Education) or to a Cross-Endorsement in comprehensive special education when certification in classroom teaching has already been earned.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and adolescents served by special educators, the faculty reserve the right to discontinue the program of any candidate, at any time during their program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal/dispositional qualities are deemed not appropriate to the field. Such a candidate may be denied recommendation for certification. In addition, the Disposition Statement presented in this catalog is applicable to the special education programs as it is to all programs offered by the School of Education and Human Development.

## Admission

Application deadlines are listed online.

A group or individual interview with faculty members is required for admission to the Special Education program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a candidate. After



admission, each candidate is required to meet with a faculty advisor to outline a planned program of study.

## Programs

- Five-Year Integrated Bachelor and Master of Arts in Special Education
- Master of Arts in Special Education (MA Only)
- Master of Arts in Special Education with Cross-Endorsement
- Master of Arts and Sixth Year Certificate in Special Education with Initial Certification
- Sixth Year Certificate in Special Education (SYC Only)
- Cross-Endorsement in Special Education

## Courses

### **SPED 5401 Augmentative Alternative Communications and Assistive Technologies 3 Credits**

This course provides prospective teachers with an overview of a range of assistive devices that can be implemented in a classroom setting for individuals in grades K-12 with communication deficits, visual and/or hearing impairments, physical challenges, and mild learning impairments. In this course, emphasis is placed on evaluating the needs of individuals whose exceptional needs create barriers to learning and on selecting the appropriate technology that will bypass their disability. Candidates will be provided with resources on current devices and given opportunities to examine and operate actual devices that they may encounter in the classroom setting. Previously SE 0400.

### **SPED 5403 Foundations in Research and Evaluation of Psychoeducational Issues in Special Education 3 Credits**

This course is designed to introduce candidates to a range of children and adolescents with exceptional learning needs (ELN), to the intent of special education law and the process of identification and evaluation of exceptional learners, and to the foundational research on the complex issues and problems that affect these students. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibility of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; laws that impact on assessment, placement, parent and student rights, and support services. In this course, candidates are introduced to a range of quantitative and qualitative research designs and the methodological tools to analyze data. Through discussion of issues, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and evidence-based practices. Using current scholarly research articles, each candidate investigates, writes, and presents on a psychoeducational issue that impacts a specific category of exceptional learners. This course requires a fieldwork component as part of the evaluation process. Previously SE 0403.

### **SPED 5410 Autism Spectrum Disorders: Theories and Interventions 3 Credits**

This course highlights current research on theories and etiology of Autism Spectrum Disorders (ASD). Candidates examine characteristics and behaviors associated with ASD. Specific diagnostic assessment and screening tools are reviewed to examine how these tools are utilized to identify infants and children with ASD. The course also focuses on providing the candidates with understanding the role of families. The course helps create a framework for implementing effective pedagogical interventions, profiling the strengths and challenges of various interventions. Undergraduate equivalent: SPED 4410. Previously SE 0410.

### **SPED 5411 Introduction to Individuals with Intellectual Disabilities 3 Credits**

This course is designed to advance candidates' understanding and knowledge of intellectual and developmental disabilities by critically examining theories and research regarding the psychological, sociological, and educational aspects of individuals with intellectual and developmental disabilities. Candidates are expected to display levels of competency and proficiency in all three aspects. Undergraduate equivalent: SPED 4411. Previously SE 0411.

### **SPED 5413 Theories of and Introduction to Learning Disabilities 3 Credits**

This course introduces students to the area of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (e.g., cognition, executive function, attention deficits, etc.), by tracing the history of its development and discussing current issues about the definition and the types of learning disabilities. Educational and social emotional sequelae and implications of processing impairments on learning are examined in the context of the assessment-teaching process (includes a 10-hour field-based project). Undergraduate equivalent: SPED 4413. Previously SE 0413.

### **SPED 5417 Introduction to Children and Youth with Social and Emotional Disturbances 3 Credits**

This core course introduces candidates to the area of emotional or behavioral disorders (EBD) by examining symptoms, etiology, diagnostic criteria, and assessment techniques of students K-12 who exhibit social, emotional, and behavioral deficits. Emphasis is placed on social and emotional development, the process of identifying students with EBD, analysis of behavior (ABA) and functional behavioral assessment (FBA), development of individual educational plans (IEPs) and instructional strategies designed to address the social and academic needs of students with EBD. This course includes a 5-hour field component. All students must have criminal clearance prior to registration. Undergraduate equivalent: SPED 4417. Previously SE 0417.

### **SPED 5419 Special Learners in the Bilingual/ESL Classroom 3 Credits**

Designed to familiarize special educators, bilingual educators, and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms. Crosslisted with TSLA 5419. Previously SE 0419.

### **SPED 5432 Management Techniques in Special Education 3 Credits**

Designed to offer training in techniques for improving the academic and social behavior of students with behavior problems, this course teaches candidates how to effect positive behavioral change and includes such topics as behavioral observation and analysis, task analysis, intervention strategies, and behavior change measurement and recording. Candidates complete a functional behavior assessment using data from a fieldwork component for this course. Previously SE 0432.

**SPED 5486 Developmental Literacy I: Fundamentals of Reading and Language Development** **3 Credits**

This course is the first in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential decoding strand reading skills (phonological awareness, alphabetic principle, fluency), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of phonological awareness, alphabetic principle, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' foundational reading skills in the areas of phonological awareness, alphabetic principle, and fluency. Crosslisted with RLDV 5486. Previously SE 0486.

**SPED 5487 Developmental Literacy II: Essentials of Vocabulary and Text Comprehension** **3 Credits**

This course is the second in a set of two courses that address the foundational concepts, theories, empirical research, and developmental milestones associated with oral and written language. This course focuses on the development of essential comprehension strand reading skills (fluency, vocabulary, comprehension), as well as aspects of cognition and behavior that affect reading and writing. Candidates learn how to administer, score, and interpret universal screening and informal diagnostic measures in the areas of vocabulary, comprehension, and fluency for the purposes of determining the most appropriate starting point for instruction and planning differentiated instructional groups. Candidates also learn how to select and deliver varied research-based instructional strategies to develop students' reading skills in the areas of vocabulary and comprehension. Crosslisted with RLDV 5487. Previously SE 0487.

**SPED 5489 Principles and Practices of Structured Literacy** **3 Credits**

This course introduces candidates to the principles and practices of Structured Literacy and prepares candidates to deliver reading and writing instruction from a systematic, explicit orientation. In this hands-on class, candidates are introduced to high-impact instructional routines, student-centered activities, and lesson planning and delivery conventions aligned with the essential components of reading. Crosslisted with RLDV 5489.

**SPED 6534 Skill Development for Individualized Educational Plans** **3 Credits**

This course is designed to develop the skills necessary for creating comprehensive diagnostic educational plans for students with identified learning needs and utilizes comprehensive cognitive processing and academic achievement evaluations as a foundation. A non-categorical approach is utilized and topics of exploration include: the identification of patterns of strengths and weaknesses and resultant development of goals and objectives; determination of appropriate methodologies, programs, and strategies; selection and organizational sequence of materials; and consideration of various educational environments in which services may be provided. Previously SE 0534.

**SPED 6537 Curriculum and Methods for Students with Mild to Moderate Disabilities** **3 Credits**

**Prerequisite:** SPED 6534.

This course provides candidates with knowledge and skills in planning, organizing, implementing, and evaluating instruction based on knowledge of the student, the intended student outcomes, and the curriculum. The course focuses on students with dis/abilities, including students from diverse linguistic and cultural backgrounds. Topics include student characteristics, research-based methods and strategies, curriculum standards, accommodations, and modifications. Most importantly, this course is designed to help candidates think and reflect on how to design instruction that is appropriate given the unique students and communities in which candidates will teach throughout their career. Previously SE 0537.

**SPED 6550 Collaboration and Consultation for the Special Educator** **3 Credits**

This course presents an overview of models that support the role of the consulting teacher as a facilitator and collaborator with school-based personnel and families of students with disabilities in the process of decision making and service delivery to children, youth, and young adults with special learning needs. Major topics include: the application of consultation models and family systems theories to systems change; psychosocial stages of family structure and systemic interaction; stages of group process, working with paraprofessionals, and co-teaching. This class may require a fieldwork component. Previously SE 0550.

**SPED 6561 Diagnostic Procedures in Special Education of Youth with Disabilities** **3 Credits**

This course includes selection, administration, scoring, and interpretation of individually administered cognitive processing and academic achievement diagnostic instruments that help drive instructional decision-making. Candidates are also provided with detailed information/data as it pertains to administering varied diagnostic assessments used for disability identification, interpreting results for purposes of determining eligibility for various disabilities (e.g., dyslexia, dyscalculia, dysgraphia, etc.) and understanding varied diagnostic assessments and procedures by using various models of interpretation and theoretical foundations. Also, the course provides a foundation for understanding the strengths and weaknesses of students undergoing diagnostic evaluations. Previously SE 0561.

**SPED 6565 Evidence-Based Strategies in the Inclusive Classroom** **3 Credits**

**Prerequisite:** EDUC 3350 or SPED 5403.

This course builds on the foundational knowledge about exceptional learners examined during SE 0405, and shifts the focus to strategies that can be used to differentiate instruction for exceptional learners in the inclusive classroom. General education candidates will learn about their role in the pre-referral/referral process and how to develop IEP goals and objectives. Next, candidates will be introduced to a range of social and academic assessment devices that are used to drive instruction. Using videos and case studies, candidates will analyze patterns of behavior in order to design evidenced-based classroom behavior management plans. By the end of the course, candidates will be able to make modifications to their curriculum, and accommodations to their instructional delivery, to meet the needs of exceptional learners. Previously SE 0565.

**SPED 6575 Developmental Literacy Remediation for Students in Grades 3+ 1 Credit****Fee:** \$141 GSEAP Fee

This course examines reading research and the five essential components of reading in relation to students in Grade 3+ with persistent phonological coding deficits. Candidates will learn about the principles and practices of Structured Literacy and multi-sensory language instruction through study of the Wilson Reading System (WRS), including student identification and placement, program implementation, progress monitoring, scheduling, creating a successful classroom environment, principles of language structure, and how to teach language with direct, multi-sensory methods. Crosslisted with RLDV 6575. Previously SE 0575.

**SPED 6576 Intensive Instruction I for the Non-Responsive Reader Using the Wilson Reading System 3 Credits****Fee:** \$423 GSEAP Fee**Corequisite:** SPED 6577.**Prerequisite:** SPED 6575.

This course presents in detail how the principles and practices of multi-sensory, structured language instruction are applied to support the remedial reading needs of students with word-level deficits in Grades 3+ who have not adequately responded to intervention. This course features practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provided specific procedures to teach the following syllable types: closed, vowel-consonant-e, open, and consonant-le. The course includes additional topics on diagnostic teaching and differentiating instruction, program pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting. Candidates explore the above in relation to Steps 1-6 of the Wilson Reading System (WRS). Crosslisted with RLDV 6576.

**SPED 6577 Clinical Intensive Instruction I for the Non-Responsive Reader in Grades 3+ 1.5 Credits****Fee:** \$211.5 GSEAP Fee**Corequisite:** SPED 6576.**Prerequisite:** SPED 6575.

This supervised practicum experience prepares candidates to effectively implement a multi-sensory structured language reading program with students in Grades 3-12 that present with significant word-level reading and spelling deficits, including those diagnosed with a language-based learning disability or dyslexia. Candidates will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling. This Wilson Reading System Steps 1-6 web-based practicum is supervised by a Wilson Credentialed Trainer. Crosslisted with RLD 6577. Previously SE 0577.

**SPED 6578 Intensive Instruction II for the Non-Responsive Reader Using the Wilson Reading System 3 Credits****Fee:** \$423 GSEAP Fee**Corequisite:** SPED 6579.**Prerequisite:** SPED 6576.

This course is a continuation of SPED 6576 and presents in detail how the principles and practices of multi-sensory structured language instruction are applied to support the remedial reading needs of students with word-level deficits in Grades 3+ who have not adequately responded to intervention. This course features practical application of reading research, and expands upon the topics of phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provides additional opportunities to refine procedural skill associated with teaching the following syllable types: closed, vowel-consonant-e, open, and consonant-le. The course includes additional topics on diagnostic teaching and differentiating instruction, program pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting. Candidates explore the above in relation to Steps 1-6 of the Wilson Reading System (WRS). Crosslisted with RLDV 6578. Previously SE 0578.

**SPED 6579 Clinical Intensive Instruction II for the Non-Responsive Reader in Grades 3+ 1.5 Credits****Fee:** \$211.5 GSEAP Fee**Corequisite:** SPED 6578.**Prerequisite:** SPED 6576.

This supervised practicum experience is a continuation of SE 0577 and prepares candidates to effectively implement a multi-sensory structured language reading program with students in Grades 3-12 that present with significant word-level reading and spelling deficits, including those diagnosed with a language-based learning disability or dyslexia. Candidates will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling. This Wilson Reading System Steps 1-6 web-based practicum is supervised by a Wilson Credentialed Trainer. Crosslisted with RLDV 6579. Previously SE 0579.

**SPED 6599 Seminar in Special Education 3 Credits**

This advanced synthesizing seminar directs the candidate toward an in-depth study of special topics in the field, using a research-oriented approach. Open only to matriculated students in the Special Education program with permission from the candidate's university advisor and the Director of Special Education. Previously SE 0599.

**SPED 6900 Special Topics (Shell) 3 Credits**

This course explores advanced topics in the field of special education. Topics may vary each semester and are determined by the special education faculty as a reflection of pertinent themes of interest in the field. Previously SE 0568.

**SPED 6951 Practicum/DSAP in Special Education****3 Credits**

This course consists of an experiential opportunity for candidates pursuing a cross-endorsement or DSAP in special education. Each practicum is individually designed to meet the candidate's needs and fulfill the certification requirement of working with at least two different disabilities. Practicum requirements include seminar attendance (SPED 6954) in one semester of practica/DSAP in conjunction with the on-site experience and supervision. Candidates fulfilling the cross-endorsement/DSAP in comprehensive special education confirm placements in conjunction with the candidate's University advisor and the Director of Student Teaching Placement. Enrollment requires successful completion of required courses, passing of the PRAXIS II in Special Education and the Foundations of Reading Test, and permission of the candidate's University advisor. Candidates must notify their University advisor and the Director of Field Experiences of their intent to start these courses in the semester prior to their anticipated practicum/DSAP placement. For cross-endorsement and DSAP candidates only. Pass/Fail. Previously SE 0591.

**SPED 6952 Practicum/DSAP in Special Education****3 Credits**

This course consists of an experiential opportunity for candidates pursuing a cross-endorsement or DSAP in special education. Each practicum is individually designed to meet the candidate's needs and fulfill the certification requirement of working with at least two different disabilities. Practicum requirements include seminar attendance (SPED 6954) in one semester of practica/DSAP in conjunction with the on-site experience and supervision. Candidates fulfilling the cross-endorsement/DSAP in comprehensive special education confirm placements in conjunction with the candidate's University advisor and the Director of Student Teaching Placement. Enrollment requires successful completion of required courses, passing of the PRAXIS II in Special Education and the Foundations of Reading Test, and permission of the candidate's University advisor. Candidates must notify their University advisor and the Director of Field Experiences of their intent to start these courses in the semester prior to their anticipated practicum/DSAP placement. For cross-endorsement and DSAP candidates only. Pass/Fail. Previously SE 0592.

**SPED 6953 Student Teaching in Special Education****6 Credits**

This course consists of a semester-long, full time placement in a public school or an approved setting working with a trained cooperating teacher who supervises the candidate pursuing an initial certificate in special education as he or she works with students identified with at least two different disabilities. Student teaching requirements include attendance in Student Teaching and Practicum/DSAP Seminar (SPED 6954) in conjunction with the on-site experience and supervision. Candidates fulfilling the initial certificate in special education coordinate their site placements with their academic advisor, University supervisor, and/or the director of Student Teaching Placement. Enrollment requires successful completion of required courses and permission of the candidate's University advisor. Candidates must notify their University advisor, and the Director of Field Experiences of their intent to start this course in the semester prior to their anticipated student teaching experience. For initial certification candidates only. Pass/Fail. Previously SE 0593.

**SPED 6954 Student Teaching, Practicum, DSAP Seminar in Special Education****3 Credits****Corequisite:** SPED 6951 or SPED 6952 or SPED 6953.

Participants take this weekly seminar concurrently with student teaching/practica/DSAP. Although much of the seminar's subject matter flows from the ongoing student teaching/practica/DSAP experience, it deliberately addresses areas such as understanding IEPs, goal writing, lesson planning, due process, mindfulness, communication with parents/caregivers, sensitivity to multicultural issues, and roles and responsibilities as a case manager. It also provides opportunities to collaborate with regular education certification candidates in ways authentic to the work of both categories of teachers and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. The job application process, including resume writing, interviewing skills, and developing a teaching philosophy, are also addressed. Candidates also receive information on the certification process. Previously SE 0594.

**SPED 6990 Independent Study****3-6 Credits**

The course provides opportunities for advanced candidates to pursue their interests in diverse aspects of special education under the guidance of a faculty member. Enrollment by permission of the instructor and the Director of Special Education only. Previously SE 0595.

**SPED 6999 Comprehensive Examination in Special Education****0 Credits****Prerequisites:** SPED 5410, SPED 5411, SPED 5413, SPED 5417.

The comprehensive examination is required of all candidates earning an MA degree in Special Education. The comprehensive exam is taken after successful completion of at least 18 credits in the program in special education and is designed to assess a candidate's understanding, skills and knowledge base in the four areas associated with the State of Connecticut certification law: a) Psycho-educational theory and development of children with disabilities, b) Diagnosis of children and youth with disabilities, c) Program planning and education of children and youth with disabilities, and d) Curriculum and methods of teaching children and youth with disabilities. If the candidate fails one or more sections of the comprehensive examination, he/she will have one additional opportunity to re-take and pass the section(s) during the scheduled administration of the examination. Grading method: Pass with distinction/Pass/Fail. Previously SE 0099.

## Five-Year Integrated Bachelor and Master of Arts in Special Education with Initial Certification

The five-year integrated BA/MA special education program includes the completion of the 18-credit minor in Educational Studies: Special Education plus two additional required courses and the comprehensive exam that are taken in senior year and applied to the year-long master's program of 30 additional credits. In total, the five-year program is comprised of 54 credits spread across the undergraduate and graduate years. A minimum of thirty credits must be completed at the graduate level.



## Requirements

### Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 3350	Special Learners in the Mainstream	3
SPED 4410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 4411	Introduction to Individuals with Intellectual Disabilities	3
SPED 4413	Theories of and Introduction to Learning Disabilities	3
SPED 4417	Introduction to Children and Youth with Emotional Disturbances	3
<b>Total Credits</b>		<b>18</b>

### Graduate Courses

Code	Title	Credits
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	3
SPED 5419	Special Learners in the Bilingual/ESL Classroom	3
SPED 5432	Management Techniques in Special Education	3
SPED 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SPED 5487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SPED 6534	Skill Development for Individualized Educational Plans	3
SPED 6537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
SPED 6550	Collaboration and Consultation for the Special Educator	3
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
SPED 6953	Student Teaching in Special Education	6
SPED 6954	Student Teaching, Practicum, DSAP Seminar in Special Education	3
SPED 6999	Comprehensive Examination in Special Education	0
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> \$300 edTPA registration fee required

## Master of Arts in Special Education

### Requirements

The MA in Special Education provides candidates with theoretical and pedagogical knowledge and skills needed by Special Educators, within an advocacy based, culturally responsive framework.

Candidates interested only in the Master of Arts (MA) in the Special Education Program, not pursuing initial or cross-endorsement certification, take the 30-credit MA program outlined below. Course options are available for candidates after a transcript review and approval from the candidate's advisor and Co-Director of Special Education. The MA program requires completion of a minimum of 30 credits and a passing score on the comprehensive examination (SPED 6999).

Code	Title	Credits
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	3
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SPED 5410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 5411	Introduction to Individuals with Intellectual Disabilities	3
SPED 5413	Theories of and Introduction to Learning Disabilities	3
SPED 5417	Introduction to Children and Youth with Social and Emotional Disturbances	3
SPED 5419	Special Learners in the Bilingual/ESL Classroom	3
SPED 5432	Management Techniques in Special Education	3
SPED 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SPED 5487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SPED 6999	Comprehensive Examination in Special Education	0
<b>Total Credits</b>		<b>30</b>

## Master of Arts in Special Education with Cross-Endorsement

### Requirements

The MA in Special Education with a Cross-Endorsement in Special Education is designed to provide certified teachers with coursework designed to fulfill the cross-endorsement requirements for Special Education. The MA with Cross-Endorsement program requires a total of 39 credits.

Cross-endorsement in special education (without the MA) is 30 credits and is in alignment with the State of Connecticut guidelines. Candidates must submit proof of their initial teaching certificate at time of application. All courses in each of the following content areas specified under the current Connecticut state cross-endorsement regulations must be taken.

Code	Title	Credits
<b>Psycho-Educational Theory and Development of Handicapped Children</b>		
SPED 5410	Autism Spectrum Disorders: Theories and Interventions	3

SPED 5411	Introduction to Individuals with Intellectual Disabilities	3
SPED 5413	Theories of and Introduction to Learning Disabilities	3
SPED 5417	Introduction to Children and Youth with Social and Emotional Disturbances	3
<b>Diagnosis of Handicapped Children</b>		
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
<b>Program Planning and Evaluation of Handicapped Children</b>		
SPED 6534	Skill Development for Individualized Educational Plans	3
<b>Curriculum and Methods of Teaching Handicapped Children</b>		
SPED 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SPED 6537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
<b>Practica and Seminar</b>		
SPED 6951	Practicum/DSAP in Special Education <sup>1</sup>	3
SPED 6952	Practicum/DSAP in Special Education <sup>1</sup>	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> Candidates must pass the PRAXIS II in Special Education and the Foundations of Reading Test prior to taking the practica and seminar courses.

The MA degree with cross-endorsement requires three additional courses and a passing score on the comprehensive exam, in addition to the requirements listed above.

Code	Title	Credits
SPED 5419	Special Learners in the Bilingual/ESL Classroom	3
SPED 6999	Comprehensive Examination in Special Education	0
Select two elective courses from the following: <sup>2</sup>		6
EDTC/RLDV 6503	Research and Evaluation in K-12 Consultation and Leadership	
PSYG 6534	Theories of Learning	
PSYG 6537	Psychoeducational Assessment I: Behavioral Approaches	
RLDV 6530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	
SPED 5432	Management Techniques in Special Education	
SPED 5487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	
SPED 6550	Collaboration and Consultation for the Special Educator	

SPED 6599	Seminar in Special Education	
<b>Total Credits</b>		<b>9</b>

<sup>2</sup> In collaboration with academic advisor, candidates select courses from the recommended list. Courses from other graduate programs, such as RLD, Psychology, or Educational Technology relevant to the candidate's area of focus in Special Education may be used to fulfill this requirement.

## Master of Arts and Sixth Year Certificate in Special Education with Initial Certification

### Certification Requirements

The certification program in comprehensive special education at Fairfield University is sequentially organized across categories, providing participants with a frame of reference for evaluating the learning strengths and weaknesses of each child with exceptional learning needs (ELN).

The planned professional comprehensive program in special education is presented according to the format of Connecticut certification law and includes courses in the following areas:

- **Psychoeducational Theory and Development of Individuals with Exceptionalities**

Developmental growth from infancy to adulthood is a baseline against which children with exceptionalities are viewed. Various theories pertaining to areas of disability are also presented and explored.

- **Diagnosis of Children and Youth with Exceptionalities**

Graduate candidates possessing developmental information and theoretical foundations can view each child with an exceptionality against this background and thereby assess developmental strengths and weaknesses, and identify exceptional learning needs.

- **Program Planning and Education of Children and Youth with Exceptionalities**

Courses survey, analyze, and evaluate programs available for children with disabilities. Theory, development, diagnostic procedures, curricula, and methods are used as the baseline for comparison and for the development of individualized education plans designed to meet each student's needs.

- **Curriculum and Methods of Teaching Children and Youth with Exceptionalities**

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, attention, pace of cognitive processing, capacity for organization, and capability for developing appropriate relationships. Opportunity is provided within the special education program for future professional educators to be exposed to such variables. The future professional educator is expected to learn to observe children, to understand them, and to modify programs and plans to address the variables, as well as be able to shift gears, shift areas, and use several alternative approaches to achieve the same end goal.

- **Student Teaching in Special Education**

The student teaching experiences are designed to provide opportunities for the graduate candidate to engage in professional

practice as a special education teacher under the supervision of University, school, and educational agency personnel. The experience offers the graduate candidate exposure in various settings to observe, evaluate, plan, instruct, and interact with pupils having special learning needs and challenging behaviors. Requirements are detailed in the Special Education Program Student Teaching Handbook. Placements are coordinated through the Director of Teacher Education in collaboration with the candidate's advisor. An application for student teaching must be submitted to the Director of Teacher Education in the semester prior to the start of student teaching. Candidates work with a minimum of two different exceptionality categories and may have experiences at two different grade levels. Candidates must student teach in a district other than where they are currently working. Additionally, the student teaching placement must be in a diverse setting in comparison to current/past teaching experience.

#### • Course Plans and Institutional Endorsement

Special education course planning is in concert with the candidate's advisor.

The certification regulations in effect at the time of application for Connecticut certification must be met for the University to issue an institutional endorsement.

## Requirements

### Initial Educator Certification Sequence of Courses

The following list of courses is designed to reflect the current plan of study required by Fairfield University for Connecticut certification as an initial educator in comprehensive special education (51 credits). To be considered for an initial certificate and/or to receive an institutional endorsement from the Connecticut Department of Education, a candidate must successfully complete all coursework in the planned program, pass all PRAXIS (Praxis Core and Praxis II) assessments and the Foundations of Reading Test and the edTPA portfolio assessment required by the state for the intended certification, and pass the program's Comprehensive Examination in Special Education. The program for those seeking an initial certificate in special education is designed so that candidates first earn a Master of Arts degree (30 credits).

During the final semester of the MA, students make application to be awarded the MA degree and complete an abbreviated application for admittance into the SYC program. Application for admittance to the SYC is reviewed by the Director of Programs in Special Education and the faculty. At this time, candidates whose personal/dispositional qualities are deemed not appropriate to the field may be denied recommendation for admission to the certification portion of this Initial Certification Program. Please note that the Disposition Statement presented in this catalog is applicable to the special education programs as it is to all programs offered by the School of Education and Human Development.

Once admitted to the SYC program, candidates complete the additional 21 credits required for certification.

### Master of Arts

Code	Title	Credits
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	3

SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SPED 5410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 5411	Introduction to Individuals with Intellectual Disabilities	3
SPED 5413	Theories of and Introduction to Learning Disabilities	3
SPED 5417	Introduction to Children and Youth with Social and Emotional Disturbances	3
SPED 5419	Special Learners in the Bilingual/ESL Classroom	3
SPED 5432	Management Techniques in Special Education	3
SPED 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SPED 5487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SPED 6999	Comprehensive Examination in Special Education	0
<b>Total Credits</b>		<b>30</b>

### Sixth Year Certificate

The following 21 credits are required to complete the initial certification sequence:

Code	Title	Credits
SPED 6534	Skill Development for Individualized Educational Plans	3
SPED 6537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
SPED 6550	Collaboration and Consultation for the Special Educator	3
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
SPED 6953	Student Teaching in Special Education	6
SPED 6954	Student Teaching, Practicum, DSAP Seminar in Special Education	3
EDUC 6598	edTPA Portfolio <sup>1</sup>	0
<b>Total Credits</b>		<b>21</b>

<sup>1</sup> \$300 edTPA registration fee required

Note: Candidates are eligible to request an endorsement for initial certification after successfully completing the above courses.

### Self-Design

In collaboration with their academic advisor, candidates select 9 credits or one concentration from the recommended list below to complete the Sixth Year Certificate. Courses from EDTC, PSYG, RLDV, and/or programs that are related to the candidate's area of focus in special education may be used to fulfill these requirements.

### Sixth Year Certificate Concentrations

Candidates have the option of selecting one of the following concentrations to fulfill elective courses above.

## Concentration in Remedial Reading and Remedial Language Arts

Electives for candidates interested in pursuing their #102 Remedial Reading and Remedial Language Arts Certification:

Code	Title	Credits
RLDV 5583	Tests and Measurement in Reading and Language Arts Contexts	3
RLDV 6586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
RLDV 6951	Clinical Practicum: Structured Literacy	3
RLDV 6952	Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements	3
<b>Total Credits</b>		<b>12</b>

## Dyslexia Interventionist Certificate with Wilson Level I Certification

Code	Title	Credits
RLDV/SPED 6575	Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+	1
RLDV/SPED 6576	Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6	3
RLDV/SPED 6577	Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
RLDV/SPED 6578	Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6	3
RLDV/SPED 6579	Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
Select one course from the following:		3
RLDV 5585	Writing Components and Processes in the Language Arts Program	
RLDV 6586	Diagnosis and Remediation of Reading and Language Arts Difficulties	
RLDV 6951	Clinical Practicum: Structured Literacy	
<b>Total Credits</b>		<b>13</b>

## Sixth Year Certificate in Special Education

### Requirements

The SYC in Special Education is an advanced professional degree for experienced Special Educators who wish to deepen and expand their knowledge of teaching and learning. For candidates who already hold an MA in Special Education, and are interested in a Sixth Year Certificate only, not pursuing initial or cross-endorsement certification, take the 30-credit SYC program outlined below. Students pursuing the SYC only are not eligible to take SPED 6951, SPED 6952, SPED 6953, or SPED 6954.

Code	Title	Credits
SPED 6534	Skill Development for Individualized Educational Plans	3
SPED 6537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3

SPED 6550	Collaboration and Consultation for the Special Educator	3
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
Select 18 elective credits from the following: <sup>1</sup>		18
RLDV 6503	Research and Evaluation in Multidisciplinary Contexts	
RLDV 6530	Content Language & Reading Acquisition for English Language Learners and Students with Special Needs	
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	
SPED 5410	Autism Spectrum Disorders: Theories and Interventions	
SPED 5411	Introduction to Individuals with Intellectual Disabilities	
SPED 5413	Theories of and Introduction to Learning Disabilities	
SPED 5417	Introduction to Children and Youth with Social and Emotional Disturbances	
SPED 5419	Special Learners in the Bilingual/ESL Classroom	
SPED 5432	Management Techniques in Special Education	
SPED 5487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	
SPED 6599	Seminar in Special Education	
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> These courses are recommended options and are available dependent upon the candidate's previous coursework, course availability, and career focus.

## Sixth Year Certificate Concentrations

Candidates have the option of selecting one of the following concentrations to fulfill elective courses above.

### Concentration in Remedial Reading and Remedial Language Arts

Electives for candidates interested in pursuing their #102 Remedial Reading and Remedial Language Arts Certification:

Code	Title	Credits
RLDV 5583	Tests and Measurement in Reading and Language Arts Contexts	3
RLDV 6586	Diagnosis and Remediation of Reading and Language Arts Difficulties	3
RLDV 6951	Clinical Practicum: Structured Literacy	3
RLDV 6952	Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements	3
<b>Total Credits</b>		<b>12</b>



## Dyslexia Interventionist Certificate with Wilson Level I Certification

Code	Title	Credits
RLDV/SPED 6575	Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+	1
RLDV/SPED 6576	Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6	3
RLDV/SPED 6577	Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
RLDV/SPED 6578	Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6	3
RLDV/SPED 6579	Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
Select one course from the following:		3
RLDV 5585	Writing Components and Processes in the Language Arts Program	
RLDV 6586	Diagnosis and Remediation of Reading and Language Arts Difficulties	
RLDV 6951	Clinical Practicum: Structured Literacy	
<b>Total Credits</b>		<b>13</b>

## Cross-Endorsement in Special Education

### Requirements

Cross-endorsement in special education (without the MA) is 30 credits and is in alignment with the State of Connecticut guidelines. Candidates must submit proof of their initial teaching certificate at time of application. All courses in each of the following content areas specified under the current Connecticut state cross-endorsement regulations must be taken.

Code	Title	Credits
<b>Psycho-Educational Theory and Development of Handicapped Children</b>		
SPED 5410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 5411	Introduction to Individuals with Intellectual Disabilities	3
SPED 5413	Theories of and Introduction to Learning Disabilities	3
SPED 5417	Introduction to Children and Youth with Social and Emotional Disturbances	3
<b>Diagnosis of Handicapped Children</b>		
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
<b>Program Planning and Evaluation of Handicapped Children</b>		
SPED 6534	Skill Development for Individualized Educational Plans	3
<b>Curriculum and Methods of Teaching Handicapped Children</b>		
SPED 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3

SPED 6537	Curriculum and Methods for Students with Mild to Moderate Disabilities	3
<b>Practica and Seminar</b>		
SPED 6951	Practicum/DSAP in Special Education <sup>1</sup>	3
SPED 6952	Practicum/DSAP in Special Education <sup>1</sup>	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> Candidates must pass the PRAXIS II in Special Education and the Foundations of Reading Test prior to taking the practica and seminar courses.

## TESOL and Bilingual Education

The TESOL and Bilingual Education programs are offered at the Master's and Sixth Year Certificate levels. The MA TESOL degree programs are designed for prospective teachers seeking initial certification or certified teachers seeking a K-12 cross-endorsement in TESOL. Candidates in the TESOL certification programs are prepared to educate K-12 students who are learning English as a second or additional language. A TESOL MA only option for candidates interested in teaching adults is also available.

The Bilingual Education programs prepare certified teachers (elementary K-6 or secondary 7-12 in an academic area) to teach the grade-level academic curriculum in a language other than English. Applicants interested in the bilingual education cross-endorsement and must demonstrate proficiency in English and at least one other language in accordance with current Connecticut State Department of Education regulations.

The Sixth Year Certificates (SYC) are designed for certified teachers with an MA in TESOL or bilingual education or an MA, professional development training, or some coursework in TESOL or bilingual education, and extensive experience working with language minority populations.

### Programs

- Bilingual Education
  - MA in Bilingual Education with Elementary or Secondary Cross-Endorsement
  - MA in Bilingual Education: Elementary or Secondary Concentration in Leadership in English Acquisition Pedagogy
  - SYC in Bilingual Education
  - Cross-Endorsement in Bilingual Education
- TESOL
  - MA in TESOL for Non-K-12 Educators
  - MA in TESOL with Cross-Endorsement
  - MA in TESOL with Initial Certification
  - MA in TESOL: Concentration in Leadership in English Acquisition Pedagogy
  - SYC in TESOL
  - Cross-Endorsement in TESOL

## Courses

### **TSLA 5419 Special Learners in the Bilingual/ESL Classroom 3 Credits**

Designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms. Crosslisted with SPED 5419. Previously SL 0419.

### **TSLA 5420 Linguistic Foundations of English Acquisition 3 Credits**

This course focuses on the various theoretical components related to developing linguistic competency in English and provides related information associated with the foundational knowledge of reading and language arts. A primary focus is phonology and related contrastive linguistics, and its relationship to reading decoding. Also addressed are the linguistic components of: (a) morphology and vocabulary; (b) syntax, grammar, and sentence structure; and (c) associated constructs of attention such as working memory and executive functions that impact maintaining newly learned information. Students will have the opportunity to: (a) explore current research regarding developing linguistic competency; (b) analyze linguistic similarities and differences between languages; (c) read about typical and atypical reading and language development of English learners (ELs); and (d) become acquainted with current technological tools to support ELs acquisition of linguistic skills. Previously SL 0420.

### **TSLA 5422 Teaching Grammar in Second Language Settings 3 Credits**

Grammar is a necessary component of language programs. This course provides foreign/second language and bilingual teachers with techniques to facilitate their students' acquisition of grammar, to illustrate effective contextualization of grammatical principles, and to examine instructional strategies that draw the learner's attention to specifically structural regularities. The course also analyzes the theoretical considerations of second language grammar teaching. Previously SL 0422.

### **TSLA 5423 Foundations of Bilingualism and Bilingual Education 3 Credits**

This foundation course examines research and theories underlying bilingualism. Candidates gain an understanding of the concepts and issues involved in using the principles of bilingualism in educational settings. The course also includes an overview of the historical development of bilingual education in the United States and other countries and a discussion of major programs and social models for bilingual education. Previously SL 0423.

### **TSLA 5436 TESOL Methods and Materials Development 3 Credits**

Designed for second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to teaching English language learners, emphasizing the development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. Previously SL 0436.

### **TSLA 5441 Teaching and Learning within Multicultural Contexts of Education 3 Credits**

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Crosslisted with EDUC 5441. Previously SL 0441.

### **TSLA 5453 Differentiated Instruction for English Language Learners 3 Credits**

Designed for foreign/second language/TESOL and bilingual teachers, this course will also assist content area and classroom teachers. Its purpose is to explore the basic concepts, research, and principles of differentiated instruction as a means to meet the diverse needs of students in today's classrooms. Participants will be able to align the concepts to their present teaching environments. Previously SL 0453.

### **TSLA 5461 Reading and Writing in a Second Language 3 Credits**

Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying first- and second-language reading and composing processes. Additional topics include procedures for understanding and analyzing the problems that characterize second language readers and writers; strategies for assessing student performance; evaluating and adapting materials; and enhancing the comprehension and creation of written second language discourse. Previously SL 0461.

### **TSLA 5467 Language Acquisition 3 Credits**

This course introduces the core hypotheses of current theory on language acquisition. Participants learn to recognize fundamental patterns of social and cultural contexts that facilitate language acquisition, build upon the processes and stages of language acquisition and literacy to provide comprehensible input, facilitate communicative competence and evaluate teaching and learning strategies across ability levels and within discipline-specific content areas. This course is approved for the Elementary Foreign Language cross-endorsement. Previously SL 0467.

### **TSLA 5475 Sociolinguistics 3 Credits**

This course examines variability in language use according to region, race or ethnic background, gender, and personality with the goal of developing sensitivity to variation in one's own language and that of others, and examining language variation using the methods and insights of contemporary linguistics. Previously SL 0475.

### **TSLA 5477 Culture and Second Language Acquisition 3 Credits**

Designed for second language and bilingual teachers, this course treats culture and language as interdependent phenomena, exploring the basic concepts, research, and principles applicable to culture and language learning with an emphasis on the practical application of these concepts to the language classroom. Participants also gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence language teaching and learning. Previously SL 0477.

**TSLA 5527 Testing and Assessment in TESOL and Bilingual Programs****3 Credits**

Designed for TESOL and bilingual teachers, this course provides an overview of formal and authentic techniques for assessing second language and bilingual proficiency. Participants evaluate standardized instruments currently in use; analyze techniques for assessing factors relevant to second language and bilingual proficiency such as academic achievement, language aptitude, and competence in reading, writing, speaking, and listening; and discuss controversial issues affecting language assessment. Previously SL 0527.

**TSLA 5951 Elementary TESOL/Bilingual Advanced Practicum****3 Credits**

This course provides TESOL/Bilingual Education candidates with opportunities for supervised internships in TESOL or bilingual elementary classroom settings. Students complete a minimum of 48 hours fieldwork in classroom settings where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In practicum seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress. Previously SL 0433.

**TSLA 5952 Secondary TESOL/Bilingual Advanced Practicum****3 Credits**

This practicum provides TESOL/Bilingual Education candidates with opportunities for supervised internships in the TESOL or bilingual secondary classroom settings. Students complete a minimum of 48 hours of fieldwork where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In practicum seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress. Previously SL 0489.

**TSLA 6421 Linguistics and Language Assessment****3 Credits**

This course focuses on the instructional application of the theoretical concepts learned in TSLA 5420 to English learners' reading and language development. Areas of study include the following: 1) Assessment of English learners' development of English phonology, morphology, and syntax; 2) interpretation of assessment results for the purpose of diagnosing English development; and 3) the use of language assessment results to develop instruction and intervention strategies to support English learners in mainstream, as well as Tier 1, Tier 2, and Tier 3 programs. Previously SL 0421.

**TSLA 6439 Methods of Foreign Language Teaching for Elementary School****3 Credits**

This course is designed for pre- and in-service World Language teachers seeking the Elementary World Languages cross-endorsement. Candidates will gain an understanding of current theory and methods of teaching foreign languages in the elementary school (FLES) grades K-6. They will examine similarities and differences between FLES program models and develop and understand of the issues related to program development. Topics will include the selection of developmentally appropriate strategies and materials for elementary foreign language teaching, lesson planning and curriculum development, and use of technology-assisted instruction. Candidates will develop their ability to integrate the ACTFL and CT World Languages Standards into FLES instructional program development and lesson planning. Previously SL 0439.

**TSLA 6451 Infusing Content Language into TESOL/Bilingual Curriculum (Grades 4-12)****3 Credits**

Designed for ESL and bilingual teachers, this course examines the discourse of content subjects and implications for curriculum development and instructional planning in TESOL/Bilingual programs. Topics include strategies to develop academic language, oral presentation skills, content specific syntax and grammar, and writing. Participants will examine textbooks and develop a curriculum unit that infuses content-area language into the ESL program. Procedures for assessing student progress in content area language development will be discussed. Previously SL 0451.

**TSLA 6504 English Language Learners in the Regular Classroom****3 Credits**

Designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are linguistically and culturally diverse, this course employs an overview of second language acquisition theory as the framework for discussing ways to meet the needs of English language learners. Teachers also learn strategies for developing and adapting materials for creating communicative classroom environments and assessing student performance. Previously SL 0504.

**TSLA 6522 Emergent Literacy in the TESOL/Bilingual Curriculum****(PK-3)****3 Credits**

This course is designed to prepare childhood education (PK-3) teachers to work effectively with culturally diverse children who are learning English as an additional language in preschool and school contexts. The course focus is on first and second language development in the young child with implications for emergent literacy curriculum development and instructional planning. Culture and child-rearing practices, their impact on schooling, and strategies to build successful partnerships with families and communities will also be discussed. Previously SL 0522.

**TSLA 6530 Content Language and Reading Acquisition for English Language Learners and Special Needs Students****3 Credits**

Using a train-the-trainer model, this course develops literacy leadership skills to train others and develops understanding of foundational reading concepts and strategies to better prepare PK-12 teachers to teach EL students how to read. This course is designed for candidates to learn about the developmental learning needs of culturally and linguistically diverse students, exceptional learners, and bilingual students with special needs, as well as working in collaborative data teams. Candidates will explore the similarities and differences between bilingual/TESOL students and students with special needs with a focus on reading skills development (e.g. phonology, orthography, morphology, syntax, semantics, etc.). Candidates will learn about instructional strategies that all teachers can use in their classroom to support reading development for all students. Crosslisted with RLDV 6530. Previously SL 0530.

**TSLA 6581 Directed Observation and Supervised Student Teaching****6 Credits**

**Prerequisites:** Formal acceptance into teacher preparation program and completion of all certification requirements.

This course for candidates who have been approved as qualified candidates for teaching in TESOL or bilingual education involves candidates in observation and teaching five days a week for one semester. In accordance with certification regulations, candidates spend half of the student-teaching period in an elementary setting and half in a secondary setting. The course emphasizes classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates participate in group seminars and individual conferences; the university supervisor(s) and the cooperating teacher(s) assist, observe, and evaluate each candidate. Previously SL 0581.

**TSLA 6582 TESOL Student Teaching and DSAP Seminar 3 Credits**

Candidates take this weekly seminar concurrently with student teaching or DSAP Part I. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar's subject matter flows from the on-going student teaching experience, it address issues such as school governance, school and district organizational patterns in TESOL and bilingual programs, classroom management, conflict resolution, communication with parents, and sensitivity to multicultural issues and inclusion, as well as the job application process, including resume writing, interviewing, and the development of professional and teaching portfolios. Previously SL 0582.

**TSLA 6588 Directed Observation I for TESOL/Bilingual DSAP****Candidates****3 Credits**

**Prerequisites:** All requirements for student teaching; approval of program director and dean.

This course is designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, their mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience. Previously SL 0588.

**TSLA 6589 Directed Observation II for TESOL/Bilingual DSAP****Candidates****3 Credits**

These courses are designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, their mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience. Previously SL 0589.

**TSLA 6900 Special Topics (Shell)****1-3 Credits**

**Prerequisite:** Completion of 12-15 credits of program coursework.

The special topics course in TESOL and Bilingual Education varies in content, as needed, in order to provide timely opportunity to explore time-sensitive, new and emerging topics and foci on a one-time basis, or to offer a pilot section of a new course in development. Previously SL 0568.

**TSLA 6951 Sixth Year Certificate Advanced Research Practicum in TESOL/Bilingual Education****3 Credits**

Candidates solve a practical problem in classroom teaching, applying educational research to a specific ESL/bilingual school situation. Previously SL 0590.

**TSLA 6990 Independent Study****1-3 Credits**

Candidates complete individual study with the written permission of the department chair, having submitted their proposals prior to registration. Previously SL 0595.

**TSLA 6999A Capstone Seminar in Inclusive Language Teaching 3 Credits**

This course provides candidates in the TESOL and Bilingual Education MA programs with the opportunity to conduct an action research project in their classroom related to teaching English language learners. Through the course seminar and discussions, as well as individual conference sessions, students will deepen their understanding of the ways in which the learning environment, personal challenges, and educational needs of ESL and bilingual students from linguistically and culturally diverse backgrounds impact their academic progress. By conducting research in field settings, course participants will become familiar with the various issues and factors that influence the development and implementation of programs for second language learners and those who teach them. The research practicum will enable candidates to apply their understanding of prior bilingual and ESL coursework to the development and implementation of instructional support activities and/or a research project related to the education of ESL and bilingual K-12 students. Candidates must have completed 24 credits in their program of study before enrolling in this course. Previously SL 0540.

**TSLA 6999B Comprehensive Examination in TESOL and Bilingual****Education****0 Credits**

The comprehensive examination provides candidates with an opportunity to critically analyze ideas and practices studied in the TESOL or bilingual programs. Candidates will synthesize and apply the knowledge and understandings gained in the program to address a critical issue related to educating English learners and demonstrate their ability to advocate for ELs and provide leadership as TESOL and bilingual educators. Candidates are strongly encouraged to meet with their advisor before they register for the comprehensive examination. Previously SL 0099.

## Bilingual Education

Fairfield University has one of the oldest bilingual teacher education programs in Connecticut. Bilingual education courses have been offered since 1974 and the bilingual certification programs since 1981. Currently, the School of Education and Human Development offers MA degrees and a Sixth Year Certificate (SYC) in elementary or secondary bilingual education. The SYC is designed for certified teachers with an MA in TESOL or bilingual education or an MA, professional development training, or some coursework in TESOL or bilingual education, and extensive experience working with language minority populations.

The Bilingual Education programs are only open to certified teachers with 1-6 elementary or 7-12 secondary academic subject certification. Programs of study are tailored to meet the specific needs and teaching contexts of the candidates.

The Bilingual programs prepare educators to teach the K-12 grade-level academic curriculum in a language other than English to students who are learning English as a second or additional language. They also prepare teachers to work in dual language programs in which native English speakers learning a second language and students learning English as an additional language are taught together.

The Fairfield bilingual programs benefit from the University's proximity to schools with long-established ESL, bilingual, and World Language programs, as well as from extensive collaboration with communities and local schools. The programs are continuously updated to meet the changing demographics of today's English language learners.



## Connecticut State Bilingual Cross-Endorsement and Testing Requirements

The elementary and secondary cross-endorsements requires 18 hours of approved coursework in each of the following areas: first and second language acquisition, including language and literacy development; linguistic and academic assessment; cross-cultural sensitivity and communication, and implications for instruction; strategies for modifying English content area instruction; methods of teaching English as a second language; and methods of teaching bilingual education. All coursework must be completed at one university.

Connecticut requires all bilingual cross-endorsement candidates to pass the American Council of Teachers of Foreign Languages Oral Proficiency Interview (ACTFL OPI) and Written Proficiency Interview (ACTFL WPT) with a score of "Advanced Low" or higher on both exams.

## Bilingual Leadership in English Acquisition Pedagogy (LEAP)

Fairfield University's MA program track in Leadership In English Acquisition Pedagogy (LEAP) is designed for practicing teachers in K-12 schools serving English Learners. It provides a scientific research-based program of study and opportunities to develop evidence-based practices and strategies to ensure today's English Learners' academic success. Candidates in the LEAP program will deepen their knowledge of linguistics, second language acquisition, and second language reading development at different language levels and across content areas. Grounded in the science of teaching, LEAP prepares candidates to work with student support teams to design and provide supplemental language support, instructional design, assessment, and progress monitoring of English Learners. Program courses also fulfill the bilingual education cross-endorsements.

## Bilingual Durational Shortage Area (DSAP) Permit

Certified teachers seeking a DSAP position in bilingual education must be employed by a school district and be fully enrolled in a bilingual MA or SYC program. Districts may also require completion of a minimum of credits before considering a candidate for a DSAP. Passing scores on the ACTFL Oral Proficiency Interview and Written Proficiency Test are highly recommended before a candidate applies for a DSAP position.

## Admission

After an initial application review, successful applicants are invited to campus for an interview. The purpose of the interview is twofold: to offer applicants an opportunity to review the program with an advisor and help the advisor assess the applicant's potential for success as a graduate candidate. Once a formal admission letter is received, each candidate must reply using the link provided in the letter, accept the offer of admission, and contact their assigned faculty advisor to finalize a planned program of study. The bilingual programs have rolling admission, and candidates can start in fall and spring semesters or summer.

Admission to the Bilingual Education elementary or secondary cross-endorsement only or the MA degree programs requires the following:

1. An earned BA degree.
2. Proof of certification as a teacher.
3. Proficiency in a language other than English.

Note: It is highly recommended that candidates take the ACTFL OPI and WPT prior to application for admission to the program. In the event that they do not achieve "Advanced Low" on the ACTFL OPI and WPT, they will be able to remediate this and develop their language proficiency while they are in the program and before they apply to the State for certification.

Candidates are expected to behave in accordance with the State of Connecticut's Teachers Code of Professional Responsibility. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the School of Education and Human Development. Any matriculated candidate whose relevant academic productivity is marginal or inadequate, who does not embody a socially responsible professional disposition, or who demonstrates unsuitable personal qualities, may not be recommended for continuation in the program.

## Programs

- MA in Bilingual Education with Elementary or Secondary Cross-Endorsement
- MA in Bilingual Education: Elementary or Secondary Concentration in Leadership in English Acquisition Pedagogy
- SYC in Bilingual Education
- Cross-Endorsement in Bilingual Education

## Master of Arts in Bilingual Education with Elementary or Secondary Bilingual Cross-Endorsement

### Requirements

Code	Title	Credits
<b>Education Courses</b>		
EDTC 5401	Introduction to Educational Technology	3
EDUC 5429	Philosophical Foundations of Education	3
EDUC 6512	Contemporary Schooling in Society	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
<b>TESOL/Bilingual Courses</b>		
TSLA 5423	Foundations of Bilingualism and Bilingual Education	3
TSLA 5436	TESOL Methods and Materials Development	3
TSLA 5527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 6999B	Comprehensive Examination in TESOL and Bilingual Education	0
Select one state-approved bilingual education methods class		3
Select one state-approved culture course		3
Select one course in the area of Strategies for Modifying English Content Area Instruction		3
Select one additional elective course		3
<b>Total Credits</b>		<b>33</b>

## Additional Requirements

1. Competence in a second language such as Spanish, Portuguese, or French/Haitian is required.
2. Pass the American Council of Foreign Language Teachers (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test with a minimum score of "Advanced Low" in the world language of instruction.

# Master of Arts in Bilingual Education with a Concentration in Leadership in English Acquisition Pedagogy, Elementary or Secondary

## Requirements

Code	Title	Credits
<b>Methods of Teaching Bilingual Education</b>		
TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
<b>First and Second Language Acquisition</b>		
TSLA 5420	Linguistic Foundations of English Acquisition	3
<b>Methods of Teaching English as a Second Language</b>		
TSLA 5436	TESOL Methods and Materials Development	3
<b>Cross-Cultural Sensitivity and Communication and Implications for Instruction</b>		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
<b>Linguistic and Academic Assessment</b>		
TSLA 6421 or TSLA 5527	Linguistics and Language Assessment Testing and Assessment in TESOL and Bilingual Programs	3
<b>Strategies for Modifying English Content Area Instruction</b>		
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
<b>Additional Courses</b>		
TSLA 5951 or TSLA 5952	Elementary TESOL/Bilingual Advanced Practicum Secondary TESOL/Bilingual Advanced Practicum	3
Select three elementary-focused or three secondary-focused electives		9
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
<b>Total Credits</b>		<b>33</b>

## Sixth Year Certificate in Bilingual Education

The Sixth Year Certificate (SYC) in Bilingual Education is designed for certified teachers with an MA in TESOL or Bilingual Education or professional development training, some coursework in TESOL or

Bilingual Education, and extensive experience working with language minority populations.

Candidates seeking to complete their elementary or secondary bilingual education cross-endorsement requirements may complete them as part of their 18 credits of elective credit.

## Requirements

Code	Title	Credits
EDUC 6534	Theories of Learning	3
TSLA 6951	Sixth Year Certificate Advanced Research Practicum in TESOL/Bilingual Education	3
Select one course in second language curriculum development		3
Select six additional courses in an area of concentration and/or approved program electives		18
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
<b>Total Credits</b>		<b>30</b>

## Cross-Endorsement in Bilingual Education

## Requirements

Code	Title	Credits
Select 18 hours of approved coursework, including study in each of the following areas:		18
First and Second Language Acquisition, including Language and Literacy Development		
Linguistic and Academic Assessment		
Cross-Cultural Sensitivity and Communication and Implications for Instruction		
Strategies for Modifying English Content Area Instruction		
Methods of Teaching English as a Second Language		
Methods of Teaching Bilingual Education		
<b>Total Credits</b>		<b>18</b>

## TESOL

### TESOL MA with Initial Certification

Fairfield University's TESOL MA with initial certification program has been nationally recognized by the TESOL International Association since 2009. A nationally recognized program is one that has systematically assessed candidates' learning and met rigorous standards developed by the specialty professional association (SPA) in that discipline. SPA recognition informs prospective students that the accredited college or university and nationally recognized program have met national standards for the profession and operate at a high level of educational quality and integrity. Candidates in the initial certification program are prepared to educate K-12 students who are learning English as a second or additional language.

## Connecticut State TESOL Certification and Cross-Endorsement Testing Requirement

Connecticut requires all TESOL initial certification and cross-endorsement candidates to pass the new PRAXIS Test Teaching English to Speakers of Other Languages Test #0362 with a score of 155. This score may change with new versions of the test.

Note: Candidates must meet all current state requirements when they apply for certification.

## Leadership in English Acquisition Pedagogy (LEAP)

Fairfield University's TESOL Programs offer an MA program track in Leadership In English Acquisition Pedagogy (LEAP). The LEAP track is designed for practicing teachers in K-12 schools serving English Learners. They provide scientific research-based programs of study and opportunities to develop evidence-based practices and strategies to ensure today's English Learners' academic success. Candidates in the LEAP program will deepen their knowledge of linguistics, second language acquisition, and second language reading development at different language levels and across content areas. Grounded in the science of teaching, LEAP prepares candidates to address the changing roles of TESOL and bilingual professionals: push-in language instruction; co-teaching; and working with teams to design and provide supplemental language support, instructional design, assessment, and progress monitoring of ELs. The MA TESOL LEAP coursework also fulfills the requirements for the TESOL cross-endorsement.

## TESOL Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for initial certification candidates seeking a University endorsement for a DSAP position. In lieu of student teaching, candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching/DSAP seminar the first semester of the DSAP assignment.

Certified teachers seeking a DSAP position in TESOL must be fully enrolled in an MA or SYC program and must have completed 12 hours before being considered for a University DSAP endorsement.

## Admission

After an initial application review, successful applicants are invited to campus for an interview. The purpose of the interview is twofold: to offer applicants an opportunity to review the program with an advisor and help the advisor assess the applicant's potential for success as a graduate candidate. Once a formal admission letter is received, each candidate must reply using the link provided in the letter, accept the offer of admission, and contact their assigned faculty advisor to finalize a planned program of study. Application deadlines are listed online.

Admission to the TESOL initial certification program with MA requires the following:

1. An earned bachelor's degree.
2. Completion of general education coursework as specified in the State of Connecticut regulations and program requirements.
3. A minimum undergraduate GPA of 2.67 and a minimum 3.00 GPA in the major or certification subject area.

4. **Testing Requirements for Programs Leading to Initial Certification.** Candidates must take PRAXIS CORE, SAT, ACT, or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.00) or above and provide an official transcript to the Dean's office prior to student teaching. Please see advisor for additional details and recommendations.
5. **Prior to Student Teaching:** Candidates must complete all program courses required for certification.
6. **Prior to Certification:** Candidates in the TESOL initial certification or cross-endorsement program must attain passing scores on the PRAXIS II Teaching English to Speakers of Other Languages.

Any matriculated candidate whose relevant academic productivity is marginal or inadequate, who does not embody a socially responsible professional disposition, or who demonstrates unsuitable personal qualities, may not be recommended for continuation in the program, a student teaching placement, or state certification. Candidates are expected to behave in accordance with the State of Connecticut's Teachers Code of Professional Responsibility. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the School of Education and Human Development.

## Programs

- MA in TESOL for Non-K-12 Educators
- MA in TESOL with Cross-Endorsement
- MA in TESOL with Initial Certification
- MA in TESOL: Concentration in Leadership in English Acquisition Pedagogy
- SYC in TESOL
- Cross-Endorsement in TESOL

## Master of Arts in TESOL for Non-K-12 Educators

### Requirements

Code	Title	Credits
<b>Education Courses</b>		
EDTC 5401	Introduction to Educational Technology	3
EDUC 5429	Philosophical Foundations of Education	3
EDUC 6512	Contemporary Schooling in Society	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
<b>TESOL Courses</b>		
TSLA 5423	Foundations of Bilingualism and Bilingual Education	3
or TSLA 5467	Language Acquisition	
TSLA 5436	TESOL Methods and Materials Development	3
TSLA 5475	Sociolinguistics	3

TSLA 5527	Testing and Assessment in TESOL and Bilingual Programs	3
Select three elective courses in consultation with advisor		9
TSLA 6999B	Comprehensive Examination in TESOL and Bilingual Education	0
<b>Total Credits</b>		<b>33</b>

## Master of Arts in TESOL with Cross-Endorsement

### Requirements

Code	Title	Credits
<b>Education Courses</b>		
EDTC 5401	Introduction to Educational Technology	3
EDUC 5429	Philosophical Foundations of Education	3
EDUC 6512	Contemporary Schooling in Society	3
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
<b>TESOL Courses</b>		
TSLA 5423	Foundations of Bilingualism and Bilingual Education	3
or TSLA 5467	Language Acquisition	
TSLA 5436	TESOL Methods and Materials Development	3
TSLA 5475	Sociolinguistics	3
TSLA 5527	Testing and Assessment in TESOL and Bilingual Programs	3
Select 4-6 additional courses from the TESOL program in consultation with advisor <sup>1</sup>		12-18
TSLA 6999B	Comprehensive Examination in TESOL and Bilingual Education	0
<b>Total Credits</b>		<b>36-42</b>

<sup>1</sup> Must include one course in English Syntax and Composition.

## Master of Arts in TESOL with Initial Certification

### Requirements

Code	Title	Credits
<b>Education Courses</b>		
EDUC 5429	Philosophical Foundations of Education	3
EDUC 5442	Educational Psychology	3
EDTC 5401	Introduction to Educational Technology	3
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
<b>TESOL Courses</b>		
TSLA 5423	Foundations of Bilingualism and Bilingual Education	3
or TSLA 5467	Language Acquisition	

TSLA 5436	TESOL Methods and Materials Development	3
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
TSLA 5527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 5951	Elementary TESOL/Bilingual Advanced Practicum <sup>1</sup>	3
or TSLA 5952	Secondary TESOL/Bilingual Advanced Practicum	
TSLA 6451	Infusing Content Language into TESOL/Bilingual Curriculum (Grades 4-12)	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Select 1-3 elective courses in consultation with advisor <sup>2</sup>		3-12
<b>Additional Certification Requirements <sup>3</sup></b>		
TSLA 6581	Directed Observation and Supervised Student Teaching <sup>4</sup>	6
or TSLA 6588 & TSLA 6589	Directed Observation I for TESOL/Bilingual DSAP Candidates and Directed Observation II for TESOL/Bilingual DSAP Candidates	
TSLA 6582	TESOL Student Teaching and DSAP Seminar	3
<b>Additional MA Degree Requirements</b>		
EDUC 6598	edTPA Portfolio <sup>5</sup>	0
TSLA 6999B	Comprehensive Examination in TESOL and Bilingual Education <sup>2</sup>	0
<b>Total Credits</b>		<b>48-57</b>

<sup>1</sup> Required for candidates with no school experience.

<sup>2</sup> Must include one course in English Language Syntax and Composition.

<sup>3</sup> Based on transcript evaluation, some prior coursework (up to 12 credits) may apply toward the TESOL/Bilingual Education certification requirements. These replace elective credit.

<sup>4</sup> Includes 7-8 weeks in an elementary and 7-8 weeks in a secondary TESOL education placement. A passing grade of B or better in student teaching is required.

<sup>5</sup> \$300 edTPA license fee required. Taken concurrently with TSLA 6582.

<sup>6</sup> Taken concurrently with TSLA 6999A.

### Notes

- The State of Connecticut requires nine credits of bilingualism/ language study. This may include undergraduate courses. Candidates who have not taken world language coursework have the option of taking College Level Examination Program (CLEP) tests and receiving college credit to fulfill this requirement.



# Master of Arts in TESOL with a Concentration in Leadership in English Acquisition Pedagogy

## Requirements

Code	Title	Credits
<b>English Syntax and Composition</b>		
TSLA 5422	Teaching Grammar in Second Language Settings	3
<b>Language Theory</b>		
TSLA 5420	Linguistic Foundations of English Acquisition	3
<b>Linguistic and Academic Assessment</b>		
TSLA 6421 or TSLA 5527	Linguistics and Language Assessment Testing and Assessment in TESOL and Bilingual Programs	3
<b>Culture and Intergroup Relations</b>		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
<b>Curriculum and Methods of Teaching ESL</b>		
TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
TSLA 5436	TESOL Methods and Materials Development	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
<b>Additional Courses</b>		
TSLA 5951 or TSLA 5952	Elementary TESOL/Bilingual Advanced Practicum Secondary TESOL/Bilingual Advanced Practicum	3
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Select two elective courses in consultation with advisor		6
<b>Total Credits</b>		<b>33</b>

## Sixth Year Certificate in TESOL

The Sixth Year Certificate (SYC) in TESOL is designed for certified teachers with an MA in TESOL or Bilingual Education, an MA that included some coursework in TESOL, or an MA in education with additional professional development training and extensive experience working with language minority populations.

Candidates with an MA in TESOL seeking TESOL PK-12 initial certification must enroll in the Sixth Year Certificate. For certification, they must complete 12 credits of required professional education coursework, 6 credits of supervised teaching or DSAP, and 3 credits of student teaching/DSAP seminar. The additional 9 credits of coursework complete the Sixth Year Certificate.

Candidates seeking to complete their elementary or secondary bilingual education cross-endorsement requirements may complete them as part of their 18 credits of elective credit.

## Requirements

Code	Title	Credits
EDUC 6534	Theories of Learning	3
TSLA 6951	Sixth Year Certificate Advanced Research Practicum in TESOL/Bilingual Education	3
Select one course in second language curriculum development		3
Select six additional courses in an area of concentration and/or approved program electives		18
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3

**Total Credits** **30**

Note: Candidates seeking the TESOL cross-endorsement may need to complete additional coursework.

## Cross-Endorsement in TESOL

## Requirements

Code	Title	Credits
Select 30 hours of approved coursework, including study in each of the following areas:		30
English Syntax and Composition		
Language Theory		
Culture and Intergroup Relations		
Linguistic and Academic Assessment		
Curriculum and Methods of Teaching ESL		
<b>Total Credits</b>		<b>30</b>

## Family Therapy and Social Work

The Department of Family Therapy and Social Work is comprised of two programs in the mental health field that are recognized by the prestigious accrediting bodies of those professions (Commission on Accreditation of Marriage and Family Therapy Education and Council on Social Work Education). The Master of Arts in Marriage and Family Therapy and the Master of Social Work prepare students for careers as licensed marriage and family therapists and licensed social workers, respectively. The department also is home to the Master of Arts in Family Studies, and certificates in school-based family therapy and sexual and gender minority mental health.

## Programs

- Marriage and Family Therapy
  - Master of Arts in Family Studies
  - Master of Arts in Marriage and Family Therapy
  - Certificate in School-Based Marriage and Family Therapy
  - Certificate in Sexual and Gender Minority Mental Health
- Social Work
  - Master of Social Work

## Faculty

### Associate Professors

Preli, *Chair*

O'Brien, *Program Director, Marriage and Family Therapy Program (MFT)*

Hartwell, *Program Director, SGMMH Certificate*

### Assistant Professors

Berrett-Abebe

Smith

### Instructors of the Practice

DeBiase, *Program Director, Master of Social Work Program*

LaBella, *Clinical Director, MFT Program and Koslow Center Administrator*

Taylor, *Clinical Director, Master of Social Work Program*

## Marriage and Family Therapy

The Marriage and Family Therapy program offers a master's degree in Marriage and Family Therapy, as well as one advanced training certificate and one professional development certificate. The Master of Arts (MA) degree in marriage and family therapy prepares candidates for careers as marriage and family therapists. The curriculum and clinical training at Fairfield University equips the candidate to work in a wide variety of professional settings with diverse populations who are experiencing a broad range of problems. The program is dedicated to providing a learning context that fundamentally values diversity and nondiscrimination. The core curriculum, the clinical training component of the program and the faculty and supervisors strive to address diversity, power, privilege, and social justice in all aspects of training and education. Toward that end, the faculty is committed to creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty, instructors, and supervisors.

The program is accredited through 2027 by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT). Upon completion of the planned program of study, candidates may apply for pre-clinical fellow membership in AAMFT and are eligible to take the licensing examination in the State of Connecticut. Upon completion of additional required clinical experience, supervision and a passing score on the national licensing exam, according to Connecticut statutes, graduates may apply for Connecticut licensure in marriage and family therapy and Clinical Fellow membership in AAMFT.

The School-Based Marriage and Family Therapy (SB-MFT) certificate is an advanced training certificate program that prepares candidates to fulfill the requirements for certification with the State Board of Education to work in the public school system. The program is available to current MFT master's students and to licensed graduates of COAMFTE-accredited programs.

The Sexual and Gender Minority Mental Health certificate prepares mental health professionals to meet the diverse mental health needs of sexual and gender minority (SGM) youth and adults. The program is designed for the working professional or graduate student and is suited for marriage and family therapists, counselors, social workers, psychologists, nurses, and more.

## Mission Statement

The Marriage and Family Therapy program at Fairfield University is designed to prepare students for careers as competent professional marriage and family therapists by providing them with a solid conceptual knowledge base and the clinical skills necessary for effective practice. Students are exposed to the broad range of family systems theories and models with a particular emphasis on the utilization of the Structural and Strategic approaches. The program is dedicated to providing a learning context that fundamentally values diversity, nondiscrimination and the promotion of justice. The program seeks to educate students to be socially aware and ethically responsible professionals.

## Philosophy Statement

The philosophy statement of the Marriage and Family Therapy program is an extension of the Mission Statement and incorporates the Conceptual Scholar-Practitioner Framework of the School of Education and Human Development and the Ignatian Jesuit values of the university. The Marriage and Family Therapy program instills in graduates the value of the inherent worth and dignity of all people and promotes the wellbeing of individuals, couples, families and communities, is committed to serving a diverse society; possesses strong conceptual and clinical knowledge and upholds the highest standards of professional conduct. The program supports the development of intellectual rigor, personal integrity, multidisciplinary collaboration, informed decision-making, self reflection and social responsibility.

## Admission to the Program

Application deadlines are listed online.

All potential candidates will be required to participate in a mandatory *in person* on-campus group interview as part of the admission process and will be notified via the online admission portal of their eligibility for the group interview.

Given the professional responsibility one assumes as a marriage and family therapist, candidates whose work continues to be of marginal academic quality despite remedial efforts or who demonstrate personal qualities that are not conducive to the role of the marriage and family therapist as cited in the Marriage and Family Therapy Program Student Handbook, or after an unsuccessful attempt to maintain or be placed in a practicum or internship site, may be terminated from the program. All candidates are required to adhere to the AAMFT Code of Ethics and the Marriage and Family Therapy Program policies and procedures. Failure to comply with ethical and professional standards may also result in termination from the program. In addition, the disposition statement presented in this catalog is applicable to this program as it is to all programs in the School of Education and Human Development.

## Kathryn P. Koslow Center for Marriage and Family Therapy

The Marriage and Family Therapy program operates a clinical facility on the campus of Fairfield University. The Kathryn P. Koslow Center for Marriage and Family Therapy is a new, state-of-the-art facility that was made possible through a generous gift. The Center is a beautiful facility that is equipped with the latest in technology which enables advanced master's degree candidates to receive the finest professional training for students entering the profession. The Koslow Center offers a wide range of clinical services available to the community, as well as new and

exciting opportunities for students to engage in research, grants, and community partnerships.

The Koslow Center for Marriage and Family Therapy is dedicated to providing therapeutic services to individuals, couples, and families; to excellence in the training of professional marriage and family therapists; and to creating a community of professionals where both graduates and current students can be engaged and remain connected. In keeping with Fairfield University's identity as a Jesuit and Catholic institution of higher learning, the Koslow Center is committed to the ideals of embracing difference, examining social systems critically, and becoming directly involved with those who are underprivileged and underserved.

## Programs

- Master of Arts in Family Studies
- Master of Arts in Marriage and Family Therapy

- 
- Certificate in School-Based Marriage and Family Therapy
  - Certificate in Sexual and Gender Minority Mental Health

## Courses

### **MFTH 5433 Social Justice and Diversity in Professional Practice 3 Credits**

Students examine professional practice with individuals, couples, and families from diverse ethnic, cultural, racial, religious, and socioeconomic backgrounds with a focus on issues of diversity, social justice, power, privilege, and underserved communities, in accordance with Key Element IV-B and Foundational Curriculum Area (FCA) 3 of the accreditation standards set forth by the American Association for Marriage and Family Therapy Education (COAMFTE). The course addresses the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from the professional literature. Previously FT 0433.

### **MFTH 5447 Lifespan Human Development 3 Credits**

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adult, and family development, the course examines the modifications of family structures over time and psycho-social development within family systems and cultural contexts. Crosslisted with COUN 5447. Previously FT 0447.

### **MFTH 5465 Introduction to Substance Abuse and Addictions 3 Credits**

Candidates explore basic information about the history and current use/abuse of various drugs and alcohol. Topics include addiction, the 12-step programs, physiological effects, FAS, COAs, and family systems as well as culturally relevant prevention, intervention, and treatment strategies for individuals and families. Previously FT 0465.

### **MFTH 5470 Sexual and Gender Minority Mental Health 3 Credits**

This class is designed to expand candidates' multicultural competence when working with sexual and gender minority (SGM) individuals, couples, and families in educational, mental health, and healthcare settings. This course adopts an intersectional, critical, and social justice perspective by interrogating heterosexism, homophobia, transphobia, power, privilege, and oppression. Using the minority stress model, candidates will examine health disparities and critical presenting concerns, such as coming out, depression, suicide, and gender transition. Candidates will engage in critical self-reflection of their own multicultural identities and the influence of these on the therapeutic process or the educational setting. Previously FT 0470.

### **MFTH 5471 Sexual and Gender Minority Mental Health**

#### **Treatment**

**2 Credits**

**Prerequisite:** MFTH 5470.

This course is designed to follow MFTH 5470 and expand candidates' multicultural competence when working with sexual and gender minority (SGM) individuals, couples, and families in educational, mental health, and healthcare settings. This course adopts an intersectional, relational, and family life cycle perspective. Topics include barriers to accessing treatment, effective approaches to treatment, and mental health prevention and promotion. Candidates will integrate professional practice standards, research evidence, healing and liberation practices, and critical reflection of their own multicultural identities to articulate an affirmative approach to treating SGM individuals, couples, and families. Previously FT 0471.

### **MFTH 5480 Transgender and Gender Expansive Affirming Care 1.5 Credits**

**Prerequisite:** MFTH 5470.

This course is designed to expand candidates' understanding of transgender and gender expansive youth, adults, and their families in educational, mental health, and healthcare settings. This course adopts an intersectional, relational, and family life cycle perspective. Topics include the unique challenges faced by transgender and gender expansive individuals, couples, and families, gender identity development, and letters of support for medical gender transition. Candidates will integrate professional practice standards, research evidence, and critical reflection of their own social identities to articulate an affirmative approach to treating transgender and gender expansive individuals and their families.

### **MFTH 5481 Conversations with Queer and Trans Youth**

**1.5 Credits**

**Prerequisite:** MFTH 5470.

This course is designed to expand candidates' understanding of queer and trans youth, their families, and their communities through a critical, intersection, and queer lens. In particular, we will consider the implications for family work with young people whose identities are relationally and discursively constructed and situated. Candidates will focus on cultivating a praxis of self-reflexivity and accountability for power relations. Candidates will integrate queer theory, research evidence, and critical reflection of their own multicultural identities to articulate an affirmative approach to treating sexual minority youth and their families.

### **MFTH 5525 Divorce, Single Parenting, and Remarriage**

**3 Credits**

This course considers the implications of divorce, single parenting, remarriage, and step-parenting for families experiencing these transitions and for society at large. Specific topics include boundary issues during transition, legal aspects of divorce custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families, with an emphasis on recent research regarding divorce and its aftermath. Previously FT 0525.

**MFTH 5550 Introduction to Marriage and Family Therapy 3 Credits**

This course provides an overview of the historical development of the field of family therapy, acquainting candidates with the models developed by Minuchin, Haley, Madanes, Satir, Bowen, Whitaker, and others. The course focuses on distinguishing between the systemic approaches in terms of assessment, conceptualization, diagnosis, treatment, and theoretical foundations, and explores contemporary directions of the field. Previously FT 0550.

**MFTH 5999G Sexual and Gender Minority Mental Health Capstone 3 Credits**

**Prerequisite:** MFTH TBD.

In this course, candidates apply the knowledge and skills gained throughout the certificate program to create and implement a project in their place of employment, other sponsoring organization, or community. The project is developed with a faculty mentor and community partner to directly impact the mental health of SGM individuals, couples, or families. Candidates take this course after completing all other coursework required for the Certificate in Sexual and Gender Minority Mental Health. Previously FT 0499.

**MFTH 6425 Private Practice and Small Business Management 3 Credits**

This course will provide an overview of small business and private practice management. Students will become acquainted with the technical and personal elements necessary to create and sustain a private practice. Attention will be focused on narrowing student focus in order to develop a feasible strategy for creating, implementing, and maintaining small business goals. Previously FT 0425.

**MFTH 6450 Techniques of Narrative and Solution-Focused Therapy 3 Credits**

**Prerequisite:** MFTH 6553.

This course will provide an overview of two postmodern and strengths-based therapeutic theories, concepts and applications. The student will become acquainted with the theories and concepts developed by White, Epston, Anderson, Freedman, Combs, de Shazer, Berg, and others. Attention will be focused on distinguishing between the postmodern approaches in terms of assessment, conceptualization, treatment and theoretical foundations. Previously FT 0450.

**MFTH 6552 Intervention in Structural and Strategic Family Therapy 3 Credits**

**Prerequisite:** MFTH 5550.

This course focuses on the models of Minuchin, Haley, Madanes, and MRI, with an emphasis on developing a substantive understanding of diagnosis, assessment, and intervention design. The course addresses the range of techniques associated with each orientation, indications and contra-indications for using specific techniques, rationale development for intervention, and the role of the therapist. Previously FT 0552.

**MFTH 6553 Family Therapy Pre-Practicum 3 Credits**

**Prerequisites:** MFTH 5550, MFTH 6552.

Taken with the approval of the clinical director, this course provides simulated experiences in the practice of family therapy and focuses on developing skills in joining and forming a therapeutic relationship, designing and implementing interventions, and the use of self at the various stages of therapy. The course emphasizes the structural, strategic, and systemic family therapy models and addresses culturally sensitive practice, management, and treatment of cases of suicide, child abuse, domestic violence, and incest. Successful completion of this course and the requirements determines readiness for clinical practice. Candidates must have a signed clinical training agreement on file before registration. Previously FT 0553.

**MFTH 6555 Foundations of Marital and Family Therapy 3 Credits**

This course exposes candidates to the theories upon which the models of family therapy are based, exploring the critical epistemological issues in family therapy theory. Furthermore, it helps candidates think about therapy theoretically applying systems theory to an understanding of the variety of contexts in which marriage and family therapists work, including mental health systems, medical systems, etc. The course prepares candidates to understand and contribute to current thinking in the field in regard to theory and practice. Topics include general systems theory, cybernetics, communication theory, constructivism, and current developments in epistemology. Previously FT 0555.

**MFTH 6556 Research in Marriage and Family Therapy 3 Credits**

This course covers the methodology, design, and statistical procedures for research in marriage and family therapy. The course addresses selecting appropriate experimental designs, data analysis and understanding the inferential potential of statistical procedures, and evaluating published research, including efficacy and outcome studies in marriage and family therapy. The course content includes quantitative and qualitative research in the field with recognition of cultural factors in research design and methodology. Previously FT 0556.

**MFTH 6561 Advanced Interventions in Family Therapy 3 Credits**

**Prerequisite:** MFTH 6951.

This course explores in depth the theory and techniques of Bowen Family Systems Theory. It focuses on developing a substantive understanding of the theoretical assumptions and clinical applications of Bowen theory and emphasizes self-of-therapist processes as central to effective practice of Bowen therapy. Previously FT 0561.

**MFTH 6565 Ethical, Legal, and Professional Issues in Family Therapy 3 Credits**

**Prerequisite:** MFTH 5550.

This course examines issues specific to the clinical practice and profession of marriage and family therapy. Areas of study include ethical decision-making and the code of ethics; professional socialization and the role of professional organizations; licensure and certification; legal responsibilities and liabilities of clinical practice; research, family law, confidentiality issues, AAMFT Code of Ethics, inter-professional cooperation, and mental health care delivery systems. Previously FT 0565.

**MFTH 6566 Substance Abuse and the Family 3 Credits**

**Prerequisite:** MFTH 5465.

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and inter-generational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. Previously FT 0566.



**MFTH 6567 Couples Therapy****3 Credits****Prerequisite:** MFTH 6553.

This course examines couple relationships including issues of intimacy and sexuality throughout the lifespan. The focus is on understanding, conceptualizing, and treating couple relationships across sexual orientations and partnership types. The course addresses assessment and intervention in critical cases as well as treatment of common presenting problems such as infertility, child-rearing conflict, infidelity, domestic violence, and chronic health issues. The course also covers sexual dysfunction as it occurs in each phase of the couple relationship. Students learn methods for biopsychosocial assessment and diagnosis and develop ethically informed treatment formulations using systemic models of therapy. Previously FT 0567.

**MFTH 6569 Assessment Techniques in Marriage and Family Therapy****3 Credits**

This advanced family therapy course addresses clinical diagnosis and assessment in the treatment process. Topics include major family therapy assessment methods and instruments, familiarity with the DSM V, pharmacological treatments, and recognition and critical assessment of cultural factors. Previously FT 0569.

**MFTH 6570 School-Based Practicum in Marriage and Family Therapy****3 Credits**

This course is a requirement in the Area of Specialization in School Marriage and Family Therapy and provides an opportunity for candidates to apply theory to practice in the context of the public school system. The practicum is an advanced level clinical experience that is specifically designed to meet the requirements established by the Connecticut State Board of Education for certification in School Marriage and Family Therapy. Enrollment by permission only. Previously FT 0570.

**MFTH 6900 Special Topics (Shell)****1-3 Credits**

This course explores advanced topics in the field of family therapy. Topics may vary each semester and are determined by the marriage and family therapy faculty as a reflection of pertinent themes of interest in the field. Previously FT 0568.

**MFTH 6951 Practicum in Family Therapy I****3 Credits****Prerequisites:** MFTH 5433, MFTH 6553, MFTH 6565.

This course provides clinical experience working with families and meets the standards for training established by the American Association for Marriage and Family Therapy and the Connecticut Department of Health and Addiction Services. Candidates provide five hours per week of service in the Koslow Center plus five to 10 hours per week of service in a community agency offering family therapy treatment under supervision. Previously FT 0559.

**MFTH 6952 Practicum in Family Therapy II****3 Credits****Prerequisite:** MFTH 6951.

This course is a continuation of MFTH 6951. Previously FT 0560.

**MFTH 6971 Thesis****3 Credits****Prerequisite:** MFTH 6556.

This elective seminar is for candidates wishing to conduct original research in the field of family therapy or family science. The thesis is expected to make a scholarly contribution to the field. Credit for this course is contingent upon approval of the completed thesis. Prior to beginning this course, candidates must consult with their advisor and complete the prerequisite steps, including the preparation and acceptance of a thesis proposal. Previously FT 0598.

**MFTH 6981 Internship in Family Therapy I****3 Credits****Prerequisite:** MFTH 6952.

During internship candidates provide 10 to 15 hours of clinical services at an off-campus internship site. They receive weekly individual and group supervision by an approved site supervisor and weekly group supervision by University faculty. Previously FT 0580.

**MFTH 6982 Internship in Family Therapy II****3 Credits****Prerequisite:** MFTH 6981.

This course is a continuation of MFTH 6981. Candidates must complete all clinical and supervisory hours by the close of the grading period to be eligible for graduation. Previously FT 0581.

**MFTH 6983 Continuing Internship in Family Therapy****1 Credit****Prerequisite:** MFTH 6981.

This course is a continuation of MFTH 6981. Candidates must complete all clinical and supervisory hours by the close of the grading period to be eligible for graduation. Previously FT 0582.

**MFTH 6990 Independent Study****3-6 Credits**

Candidates undertake individual projects in consultation with a faculty member based on proposals submitted one semester in advance of course registration. Previously FT 0595.

**MFTH 6999F Comprehensive Exam in Family Studies****0 Credits**

The family studies comprehensive exam is a standardized exam in which the candidate answers questions that require them to demonstrate understanding and mastery of terms reflecting the content they have learned throughout the program. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate. Previously FT 0098.

**MFTH 6999T Comprehensive Exam in Marriage and Family Therapy****0 Credits**

The marriage and family therapy comprehensive exam is a standardized exam in which the candidate answers questions that require them to demonstrate understanding and mastery of terms reflecting the content they have learned throughout the program. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate. Previously FT 0099.

## Master of Arts in Family Studies

The Family Studies program offers a master's degree in Family Studies. The Master of Arts (MA) degree in Family Studies is an advanced educational track in early childhood, human development, interpersonal relations, and family studies. Graduates of the program may enter a variety of human services vocations and/or pursue further advanced degrees in human and family development including early childhood, adolescence, marriage and geriatrics.

The Family Studies program focuses on basic human developmental and behavioral characteristics of the individual within the context of the family system. The curriculum includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems.

The curriculum is designed to prepare the candidate to pursue doctoral studies in related areas to become educators and researchers. The Family Studies program also provides an advanced educational track for the candidate who wishes to seek employment in the non-clinical areas of social service delivery, research, family policy and family law, parenting and family life education, health and well-being, prevention and program evaluation. The curriculum covers theory, research and practice

with individuals and families across the life span. The curriculum strives to address diversity, power, privilege and social justice with the goal of creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty and instructors.

## Admission to the Program

Application deadlines are listed online.

All potential candidates will be required to attend an interview with one of the faculty members in the Department of Family Therapy and Social Work. Candidates will be notified about interviews shortly after the application deadline.

### Requirements

The MA in Family Studies requires completion of a minimum of 33 credits. Candidates must maintain an overall grade point average of 3.0 and pass a comprehensive examination and/or master's thesis at the end of the program.

Students are required to complete the following courses:

Code	Title	Credits
PSYC 5810	Behavioral Statistics	3
PSYC 5820	Research in Psychology	3
PSYC 6230	Program Evaluation	3
Select 8 courses from the following, in consultation with advisor:		24
MFTH 5433	Social Justice and Diversity in Professional Practice	
MFTH 5447	Lifespan Human Development	
MFTH 5465	Introduction to Substance Abuse and Addictions	
MFTH 5470	Sexual and Gender Minority Mental Health	
MFTH 5525	Divorce, Single Parenting, and Remarriage	
MFTH 5550	Introduction to Marriage and Family Therapy	
MFTH 6552	Intervention in Structural and Strategic Family Therapy	
MFTH 6555	Foundations of Marital and Family Therapy	
MFTH 6556	Research in Marriage and Family Therapy	
MFTH 6561	Advanced Interventions in Family Therapy	
MFTH 6565	Ethical, Legal, and Professional Issues in Family Therapy	
MFTH 6567	Couples Therapy	
MFTH 6900	Special Topics (Shell)	
MFTH 6999F	Comprehensive Exam in Family Studies	0
<b>Total Credits</b>		<b>33</b>

## Master of Arts in Marriage and Family Therapy

The Master of Arts degree in Marriage and Family Therapy requires completion of 60 credits. Candidates must maintain an overall grade point average of 3.0, complete a five-semester continuous and uninterrupted clinical training sequence, in which they provide a minimum of 500 direct contact hours of clinical treatment (200 of which must

be relational hours) and receive 100 hours of supervision (50 of which must be individual supervision using direct observation of candidates' clinical work). Candidates must evidence required clinical, ethical, and conceptual competencies and pass a comprehensive examination at the end of the program.

The 60-credit master's degree program is typically completed within a 3-6 year period, although students may attend on a full-time basis which will enable them to complete the program more quickly. A personalized program of study is designed for candidates upon admission to determine their progression through the program.

### Requirements

Code	Title	Credits
<b>FCA 1: Foundations of Relational/Systemic Theories and Models</b>		
MFTH 5550	Introduction to Marriage and Family Therapy	3
MFTH 6555	Foundations of Marital and Family Therapy	3
<b>FCA 2: Clinical Treatment with Individual, Couples, and Families</b>		
MFTH 6450	Techniques of Narrative and Solution-Focused Therapy	3
MFTH 5525	Divorce, Single Parenting, and Remarriage	3
MFTH 6552	Intervention in Structural and Strategic Family Therapy	3
MFTH 6553	Family Therapy Pre-Practicum	3
MFTH 6561	Advanced Interventions in Family Therapy	3
MFTH 6567	Couples Therapy	3
<b>FCA 3: Diverse, Multicultural, and/or Underserved Communities</b>		
MFTH 5433	Social Justice and Diversity in Professional Practice	3
<b>FCA 4: Research and Evaluation</b>		
MFTH 6556	Research in Marriage and Family Therapy	3
<b>FCA 5: Professional Identity, Law, Ethics, and Social Responsibility</b>		
MFTH 6565	Ethical, Legal, and Professional Issues in Family Therapy	3
<b>FCA 6: Bio-Psycho-Social Health and Development Across the Lifespan</b>		
MFTH 5447	Lifespan Human Development	3
<b>FCA 7: Systemic/Relational Assessment and Mental Health Diagnosis and Treatment</b>		
MFTH 6569	Assessment Techniques in Marriage and Family Therapy	3
<b>FCA 8: Contemporary Issues</b>		
MFTH 5465	Introduction to Substance Abuse and Addictions	3
MFTH 5470	Sexual and Gender Minority Mental Health	3
<b>FCA 9: Community Intersections and Collaborations</b>		
MFTH 6425	Private Practice and Small Business Management	3
<b>Foundational Clinical Practice</b>		

The following courses must be taken in sequence and without interruption:

MFTH 6951	Practicum in Family Therapy I	3
MFTH 6952	Practicum in Family Therapy II	3
MFTH 6981	Internship in Family Therapy I	3
MFTH 6982	Internship in Family Therapy II	3
<b>Comprehensive Exam, Capstone, and Thesis</b>		
MFTH 6999T	Comprehensive Exam in Marriage and Family Therapy	0
Capstone Presentation		
Thesis Seminar		
<b>Total Credits</b>		<b>60</b>

## Concentration in Sexual and Gender Minority Mental Health

Code	Title	Credits
MFTH 5470	Sexual and Gender Minority Mental Health	3
MFTH 5480	Transgender and Gender Expansive Affirming Care	1.5
MFTH 5481	Conversations with Queer and Trans Youth	1.5
MFTH 5999G	Sexual and Gender Minority Mental Health Capstone	3
<b>Total Credits</b>		<b>9</b>

## Certificate in School-Based Marriage and Family Therapy

The School-Based Marriage and Family Therapy (SB-MFT) certificate program prepares candidates to fulfill the requirements for certification with the State Board of Education to work in the public school system. The program is available to current MFT master's students and to licensed graduates of COAMFTE-accredited programs.

### State Certification as a School Marriage and Family Therapist

In 2007, Connecticut passed the first school certification law for MFTs in the country. Connecticut State Board of Education Regulations require applicants to meet specialized training and experience requirements for school MFT certification. Applicants must be licensed by the Department of Public Health, meet test requirements (required of all educators), fulfill a minimum of 300 hours of supervised experience in public schools, and complete graduate coursework in special education, developmental, learning and school-based systems theory.

Section 10-145d-566d of the Regulations of Connecticut State Agencies specifies:

To receive an initial educator certificate to serve as a school marriage and family therapist, the applicant shall meet the following requirements:

1. Holds a bachelor's degree from an approved institution
2. Holds a master's degree from an approved institution with a planned program in marriage and family therapy accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
3. Has successfully met test score requirements

4. Holds a valid license from the Connecticut Department of Public Health pursuant to Section 20-195c of the Connecticut General Statutes to practice marriage and family therapy
5. Has completed graduate coursework in the following areas:
  - a. Child and adolescent development
  - b. Learning theories
  - c. School-based systems theory
  - d. Federal and state education laws including, but not limited to, the Individuals with Disabilities Education Improvement Act (IDEIA), Americans with Disabilities Act Section 504, professional ethics and code of professional responsibility for educators, Family Educational Rights and Privacy Act (FERPA), and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability
  - e. 300 hours of school-based marriage and family therapy practicum jointly supervised by faculty of a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and a special service staff member of a board of education
6. Has completed a course of study in special education comprised of not fewer than 36 clock hours which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom

## Admission and Matriculation Requirements

1. Please contact Dr. Nicole O'Brien by email ([nobrien@fairfield.edu](mailto:nobrien@fairfield.edu)) for information on how to apply for the School-Based Marriage and Family Therapy certificate.
2. To complete the application, candidates must take the PRAXIS CORE, SAT, ACT or the GRE. Candidates who do not have passing scores on one or more sections of the test may be required to remediate any deficient area. Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities. If additional courses are required, the candidate must complete the coursework at a grade of B (3.0) or above and provide an official transcript to the Dean's office. Please see advisor for additional details and recommendations. When you take the Praxis Core exam, use the University's code of 3390 and provide ETS with your social security number so that your scores will be sent to the Dean's Office and uploaded into the system. Information on applying to take the Praxis Core examination can be obtained at [ets.org](http://ets.org).
3. Fingerprinting/background check requirement: Students registering for coursework with a fieldwork component will be required to adhere to the requirements of the district where the fieldwork takes place: Check with the Program Director or faculty advisor for more information.

### Requirements

The seven required courses may be taken concurrently with the candidate's master's program or after completion of the degree. Completion of the master's degree and certificate are noted on the

student's transcript. The courses required for the certificate are as follows:

Code	Title	Credits
EDUC 5442	Educational Psychology	3
EDUC/PSYG 6534	Theories of Learning	3
MFTH 5447	Lifespan Human Development	3
MFTH 6555	Foundations of Marital and Family Therapy	3
MFTH 6570	School-Based Practicum in Marriage and Family Therapy	3
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SPED/TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
or TSLA 5477	Culture and Second Language Acquisition	
<b>Total Credits</b>		<b>21</b>

#### Notes:

- MFTH 5447 and MFTH 6555 are core courses in the regular MFT master's degree program and are taken as part of the MA curriculum. These courses will count toward the certificate program as well.
- EDUC 5442, EDUC 6534/PSYG 6534, MFTH 6570, SPED 5403, SPED 5419/TSLA 5419, and TSLA 5477 may be taken by MFT master's degree candidates *only* after completing a brief paper application for the SB-MFT certificate and providing passing test scores on the Praxis Core, SAT, ACT, or GRE.
- Completion of the SB-MFT admission application does not commit the student to completion of the certificate program. It does ensure that, if the certificate program is completed, notification will be posted on the student's transcript after graduation from the MFT master's degree program.
- MFTH 6570 may be taken concurrently with or after completion of EDUC 5442 and SPED 5403. Candidates must receive approval prior to enrollment in MFTH 6570. Approval is obtained from the Department Chair after the Department Chair verifies with all instructors that the candidate demonstrates both interpersonal and academic suitability for work in the public school system. Any candidate who is denied permission to take MFTH 6570 may not continue in the program or receive the certificate of completion. Candidates also will not receive endorsement from the program faculty or administrators for certification with the State of Connecticut. Interpersonal suitability refers to all dispositional characteristics that might interfere with the candidate's ability to function effectively in the capacity of a school-based marriage and family therapist. Academic suitability refers to the demonstration of sufficient aptitude conceptually and in coursework to function effectively as a school-based marriage and family therapist.
- Any candidate who does not receive approval to enroll in MFTH 6570 will be unable to use all courses completed at Fairfield University towards certification from the Department of Education.

## Certificate in Sexual and Gender Minority Mental Health

Fairfield University offers a 9-credit certificate for mental health professionals to serve a diverse range of sexual and gender minority (SGM) youth and adults. The program is designed for the working

professional or graduate student and is suited for marriage and family therapists, counselors, social workers, psychologists, nurses, and more.

Candidates complete a 9-credit planned program of study over the course of one year.

Coursework includes an emphasis on the minority stress model to understand the impact of stigma on mental health; an analysis of SGM health disparities; barriers and pathways to accessing treatment; theoretical and evidence-based approaches to treatment; and mental health prevention and promotion. All courses will adopt an intersectional, relational, and life cycle perspective by examining how biological, social, cultural, and political contexts intersect to influence the development, coupling, and family formation processes of SGM individuals. Conversely, the curriculum will also emphasize how SGM individuals influence culture and society and develop resilience to stigma through coping and social support. The certificate culminates with a capstone project in which candidates create, implement, and evaluate a project, program, or product that impacts SGM mental health.

## Learning Objectives

Learning outcomes for this program are based in professional standards for clinical treatment of SGM clients (i.e., American Counseling Association, American Psychological Association), the GSEAP Conceptual Framework, and the Jesuit mission of Fairfield University. The certification in Sexual and Gender Minority Mental Health prepares candidates who:

1. Recognize their own biases, privileges, and worldviews as it pertains to SGMs and take responsibility for how these impact assessment and treatment.
2. Distinguish how biological, familial, cultural, socioeconomic, and psychological factors influence the development, growth, life cycle, and relationship and family formation for SGM individuals.
3. Recognize how sexual and gender identity intersect with other social identities (e.g., race, ethnicity, nationality, class, ability, religion/spirituality) to create diverse experiences of development, privilege, and oppression.
4. Articulate an affirmative approach to mental health treatment that includes a strength-based, normative view of sexual and gender diversity as well as an understanding of how stigma impacts mental health and well-being.
5. Seek and access resources for client care and continued professional development, including training, consultation, and research findings.
6. Create solutions that directly impact service delivery, community resources, or policy initiatives that improve SGM well-being.

## Admission Requirements

Applicants must hold a bachelor's degree from a regionally accredited college or university and demonstrate a minimum cumulative GPA of 2.67 across all degrees.

The program is intended for mental health professionals or graduate students with some clinical experience. Students are expected to have, at minimum, a basic knowledge of clinical assessment, diagnosis, and treatment and possess basic clinical skills.



## Requirements

Code	Title	Credits
MFTH 5470	Sexual and Gender Minority Mental Health	3
MFTH 5480	Transgender and Gender Expansive Affirming Care	1.5
MFTH 5481	Conversations with Queer and Trans Youth	1.5
MFTH 5999G	Sexual and Gender Minority Mental Health Capstone	3
<b>Total Credits</b>		<b>9</b>

## Plan of Study

Courses will be offered in sequence as follows:

Course Spring	Title	Credits
MFTH 5470	Sexual and Gender Minority Mental Health	3
<b>Credits</b>		<b>3</b>
<b>Summer</b>		
MFTH 5480	Transgender and Gender Expansive Affirming Care	1.5
MFTH 5481	Conversations with Queer and Trans Youth	1.5
<b>Credits</b>		<b>3</b>
<b>Fall</b>		
MFTH 5999G	Sexual and Gender Minority Mental Health Capstone	3
<b>Credits</b>		<b>3</b>
<b>Total Credits</b>		<b>9</b>

## Social Work

The primary mission of the social work profession is to enhance human well-being and help meet the basic needs of all people. Social work is rooted in the core values of service, social justice, dignity and worth of the person, and the importance of human relationships.

The master of social work (MSW) at Fairfield University focuses on the promotion of social justice and social change on behalf of individuals, families, groups, organizations, and communities. Fairfield's MSW is a clinical specialist program. Clinical social workers have specialized knowledge and skills in the prevention, assessment, diagnosis, treatment, and evaluation of emotional, mental, and behavioral health problems. Clinical social workers provide services in a variety of settings including private practice, hospitals, community mental health, primary care, and agencies.

Fairfield offers two tracks of study including a two-year, full-time program, and for graduates of a Council on Social Work Education (CSWE) accredited bachelor of social work (BSW) program, the advanced standing three-semester, full-time program. Graduates of any accredited CSWE BSW program may apply for advanced standing. Fairfield's MSW curriculum is offered in a low residency format with hybrid and online courses. The MSW is a widely recognized degree offering students the opportunity, once licensed, to work in a range of social service settings including gerontology, social and human services, veterans services,

private practice, hospitals, advocacy and coalition groups, addiction support services, social policy and community organization, and more.

Fairfield's MSW program was awarded initial accreditation through 2029 by CSWE. In its review, the Commission found that the program was in full compliance with all accreditation standards and educational policies and granted accreditation for eight years. All students admitted to the MSW program will graduate from an accredited social work program. All faculty members are licensed clinical social workers in the state of Connecticut and maintain national and international recognition in the field through published works, research presentations, and service on numerous professional, state, and national committees.

MSW courses are offered in an online/in-person hybrid model. As this is an advanced clinical degree, to ensure high quality, intensive clinical training, most courses are hybrid (online and in-person seminars) and therefore have a low residency component. Students are required to participate in on-campus seminar hours which are determined by course requirements and will consist of multiple day residencies between 8 - 12 hours. All fieldwork requires students be present on-site and be engaged in clinical social work practice. Fieldwork is fundamental to social work education and training, and provides the opportunity for students to integrate the theoretical and conceptual learning in the classroom with clinical practice. Field experiences enable students to gain clinical competency, while providing clinical services to clients and communities in need.

## Program Mission Statement

The Social Work degree programs at Fairfield University prepare graduates to recognize and value the inherent worth and dignity of all people and promote the well-being of individuals, families, groups, organizations and communities. The Programs are committed to serving a diverse society and advancing respect for diversity, human rights and social, economic and environmental justice. The Programs seek to prepare graduates who possess strong knowledge, skills and values, and uphold the highest standards of professional social work conduct. The Programs educate students in collaboration with community partners and advance the social work profession through the scholarly contributions of faculty.

## Program Vision Statement

The Social Work degree programs at Fairfield University aim to develop intellectual rigor, personal integrity, multidisciplinary collaboration, informed decision-making, self-reflection and social responsibility and promote the profession of social work by educating students to become leaders for social change. The Programs aspire to prepare highly competent professionals who are skilled at providing effective service, integrating interdisciplinary knowledge, theory, and social work values with practice to address social needs. The Programs seek to inspire students to academic and practice excellence.

## Admission to the Program

Application deadlines are listed online.

All potential candidates will be required to participate *in person* in a mandatory on-campus group interview as part of the admission process and will be notified in writing of their eligibility for the group interview.

The MSW program requires continuous enrollment and completion of 60 credits. In addition, candidates must maintain an overall grade point average of 3.0 and complete two years of field experience totaling

900 hours. The first year of field experience is in generalist social work practice. The second year of field experience is in clinical specialist practice.

Given the professional responsibility one assumes as a clinical social worker, candidates whose work continues to be of marginal academic quality despite remedial efforts or who demonstrate personal qualities that are not conducive to the role of a clinical social worker, or after an unsuccessful attempt to maintain or be placed in a practicum or internship site, may be terminated from the program. Failure to comply with ethical and professional standards may also result in termination from the program. In addition, the disposition statement presented in this catalog is applicable to this program as it is to all programs in the School of Education and Human Development.

## Programs

- Master of Social Work

## Courses

### **SWRG 5433 Social Justice and Diversity in Professional Practice**

**3 Credits**

Students will examine issues in professional practice with individuals, couples and families from diverse ethnic, cultural, racial, religious, and socioeconomic backgrounds. Students increase their self-awareness of their own social identity, values and biases, and impacts on their clinical (other professional) work. Collaboration and interdisciplinary contextual factors will be considered. The course addresses the role of power, privilege, and oppression in the lives of individuals, families, and the society. The course addresses the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from the professional literature. Crosslisted with MFTH 5433. Previously SK 0433.

### **SWRG 5447 Lifespan Human Development**

**3 Credits**

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adolescent, adult, and family development, the course examines the modification of family structures over time and psychosocial development within family systems and cultural contexts. Crosslisted with COUN 5447, MFTH 5447. Previously SK 0447.

### **SWRG 5533 Human Behavior in the Social Environment**

**3 Credits**

This course is designed to introduce social work students to various theoretical models that explain how human behavior is shaped by groups, organizations, and communities. The ecological and strength perspectives are employed for understanding human behavior within the context of these systems. Attention is also placed on the influence of social class and ethnicity on human behavior. This course will look at the different worldviews of diverse populations in order to help students develop and achieve cultural competencies. Previously SK 0533.

### **SWRG 5551 Generalist Social Work Practice I**

**3 Credits**

Social work practice is based on a foundation of generalist social work. This course begins with an overview of the profession through its history and conceptual development and an examination of fundamental social work knowledge, values, and skills. The content focuses on social work interventions appropriate at the macro environment, mezzo and micro levels of practice. All aspects of practice will be presented in the context of cultural competence and social justice. Previously SK 0550.

### **SWRG 5553 Social Policy and Practice**

**3 Credits**

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services. Previously SK 0552.

### **SWRG 5561 Social Work Fieldwork I**

**3 Credits**

This course offers field practice and immersion into social work process under direct supervision of an LCSW social worker. The field placement engages the student in social work practice, integrates policy formulation into a coherent professional position, and builds an understanding of social justice as integral to the profession. The field placement (and accompanying integrative seminar) is designed to support students in developing and integrating skills and knowledge learned in coursework into their professional social work practice. Fieldwork I and II require a student to spend a minimum of 450 hours in a supervised field setting. Each student is expected to assess her/his social work learning needs, and to plan and complete, with the assistance of the agency-based field instructor, activities that support achievement of structured learning goals. Student progress is monitored throughout the placement using a competency development model. Two formal student evaluations are completed: at mid-placement and at the end of the field placement. All social work fieldwork requires participation in integrative practice seminars throughout the semester. Students must complete 450 hours in generalist social work practice field placement prior to enrollment in this course. Previously SK 0559.

### **SWRG 5566 Research Methods in Social Work I**

**3 Credits**

This required course is part of the research sequence in the generalist practice curriculum. The purpose of this course is to develop students' understanding and skills in the approaches, techniques, and challenges of conducting social work research and to enable students to be competent and discerning consumers of social science literature. Previously SK 0566.

### **SWRG 6425 Organizational and Business Management**

**3 Credits**

This course will provide an overview of small business and private practice management. Students will become acquainted with the technical and personal elements necessary to create and sustain a small business. Attention will be focused on narrowing student focus in order to develop a feasible strategy for creating, implementing, and maintaining small business goals. The course will draw on program evaluation research to prepare the student to assess business outcomes to ensure attainment of practice goals. Emphasis will be placed on the mastery of key components required to create and sustain a business including defining the scope and purpose of the professional practice as mandated by licensure and professional standards, marketing, financial, and legal implications, and personal and professional resources, all within the framework of the conceptualized brand. Focus will also be placed upon problem solving through case studies related to student's development of sound business knowledge. Course content will be examined through a self-reflective lens, incorporating self of the therapist, mindfulness and ethical and professional practice. Crosslisted with MFTH 6425. Previously SK 0425.

**SWRG 6450 Narrative and Solution-Focused Therapy 3 Credits**  
**Prerequisite:** SWRG 5561.

This course will provide an overview of two postmodern and strengths-based therapeutic theories, concepts and applications. Students will become acquainted with the theories and concepts developed by White, Epston, Anderson, Freedman, Combs, de Shazer, Berg, and others. Attention will be focused on distinguishing between the postmodern approaches in terms of assessment, conceptualization, treatment, and theoretical foundations. Previously SK 0450.

**SWRG 6552 Generalist Social Work Practice II 3 Credits**  
**Prerequisite:** SWRG 5551.

Social work practice is based on a foundation of generalist social work. This course begins with an overview of the profession through its history and conceptual development and an examination of fundamental social work knowledge, values, and skills. The content focuses on social work interventions appropriate at the macro environment, mezzo and micro levels of practice. All aspects of practice will be presented in the context of cultural competence and social justice. Previously SK 0551.

**SWRG 6562 Social Work Fieldwork II 3 Credits**  
**Prerequisite:** SWRG 5561.

This course offers field practice and immersion into social work process under direct supervision of a Licensed Clinical Social Worker. The field placement engages the student in social work practice, integrates policy formulation into a coherent professional position, and builds an understanding of social justice as integral to the profession. The field placement (and accompanying integrative seminar) is designed to support students in developing and integrating skills and knowledge learned in coursework into their professional social work practice. Fieldwork I and II require a student to spend a minimum of 450 hours in a supervised field setting. Each student is expected to assess their social work learning needs, and to plan and complete, with the assistance of the agency-based field instructor, activities that support achievement of structured learning goals. Student progress is monitored throughout the placement using a competency development model. Two formal student evaluations are completed, at mid-placement and at the end of the field placement. All social work fieldwork requires participation in integrative practice seminars throughout the semester. Previously SK 0560.

**SWRG 6562P Social Work Fieldwork II 6 Credits**  
 See SWRG 6562.

**SWRG 6563 Advanced Clinical Skills and Practice I 3 Credits**  
**Prerequisites:** SWRG 5433, SWRG 5447, SWRG 5533, SWRG 5553, SWRG 5566, SWRG 6552, SWRG 6562.

Motivational Interviewing (MI) is "a collaborative conversation style for strengthening a person's own motivation and commitment to change" (Miller and Rollnick, 2012). The definition has intentionally evolved throughout the "lifespan" of this counseling posture (since its inception in the 1980s) to reflect its applicability and effectiveness not only across clinical populations, but also indeed among non-clinical populations. This first required course (of a two course sequence in MI) offers both theoretical foundations and critical skill acquisition for "beginner" competency. Methods of instruction will include didactic modules, written exercises, small-group exercises, video analyses, and many opportunities to practice key skills. Previously SK 0562.

**SWRG 6564 Advanced Clinical Skills and Practice II 3 Credits**  
**Prerequisite:** SWRG 6563.

This advanced course in Motivational Interviewing (MI) presumes successful completion of the Motivational Interviewing I course, the acquisition of a counseling posture suggesting the collaborative "MI spirit," and elementary proficiency of critical microskills (OARS: Open-Ended Questions, Affirmations, Reflections, Summaries). This required course intentionally builds upon the theoretical foundations and skill development introduced in the fall. MI II will enhance students' readiness to integrate MI principles and skills in their own clinical practice. Students will be able to demonstrate competent use of the 4 Key Principles and Techniques as described in the Miller and Rollnick's 3rd edition textbook: Engaging, Focusing, Evoking, and Planning. This course will also introduce the MITI (Motivational Interviewing Treatment Integrity): a reliable and valid instrument utilizing a coding system for interviews, measuring the practitioner's MI competency. The MITI provides structured, formal feedback to increase "MI Adherence" through objective measures. Methods of course instruction will include didactic modules, small and large group exercises and discussions, video analyses, and repeated student MITI taping, reviews, and structured feedback. The MITI, in particular, will support deeper learning and integration of MI skills into the developing clinician's clinical repertoire and practice. Previously SK 0564.

**SWRG 6568 Advanced Social Work Research and Program Evaluation 3 Credits**

**Prerequisites:** SWRG 5433, SWRG 5447, SWRG 5533, SWRG 5553, SWRG 5566, SWRG 6552, SWRG 6562.

Students will develop knowledge of evidence-based practice, including skills needed to identify, acquire, and assess appropriate interventions for practice and basic skills required to evaluate their own social work clinical practice. Previously SK 0568.

**SWRG 6569 Assessment Techniques and Psychopathology 3 Credits**  
**Prerequisites:** SWRG 5433, SWRG 5447, SWRG 5533, SWRG 5553, SWRG 5566, SWRG 6552, SWRG 6562.

This advanced social work course addresses clinical diagnosis and assessment in the treatment process. Diagnosis and assessment represent the integration of information from multiple sources to provide a perspective of current individual, partner, and family functioning for the purpose of decision-making, treatment planning, evaluation, and interdisciplinary and larger system communication. This course will highlight an awareness of gender and diversity issues in diagnosis and the ethical use of formal and informal assessments. It will provide an introduction to the nomenclature and decision-making procedures of the DSM-5, and an overview of standardized assessment instruments and self-report inventories available for use with individuals, couples, and families. Previously SK 0569.

**SWRG 6577 Advanced Social Justice, Diversity, and Ethical Professional Practice in Clinical Social Work 3 Credits**

**Prerequisites:** SWRG 5433, SWRG 5447, SWRG 5533, SWRG 5553, SWRG 5566, SWRG 6552, SWRG 6562.

This course will focus on the key theories that explain the impact of the environment on human experience to be followed by an examination of how dimensions of culture, power, oppression, and cultural contexts can shape individual values, beliefs, worldviews, and identities and therefore play a role in the helping process. The course will build on Social Justice and Diversity in Professional Practice and will continue to explore areas of universality and difference in the context of gender, race, ethnicity, sexual orientation, spiritual beliefs, and socioeconomic status, as well as the realities and influence of multiple forms of oppression. Empathic and skillful clinical interventions with individuals, groups, and communities require self-understanding as well as understanding of others. This course provides an opportunity for increased self-awareness. The goal of the course is to enable students to develop a culturally competent framework for analyzing human behavior in order to create empathic, empowering relationships with individuals, families, groups, organizations, and communities. The course will also explore ethical decision-making theories and processes. Ethical decision-making is informed by knowledge of legal statutes and the NASW Code of Ethics. Exploration of interdisciplinary collegiality, ethical codes, and professional identity will also be discussed. Previously SK 0577.

**SWRG 6581 Advanced Clinical Specialist Field Work I 3 Credits**

**Prerequisites:** SWRG 5433, SWRG 5447, SWRG 5533, SWRG 5553, SWRG 5566, SWRG 6552, SWRG 6562.

In Advanced Clinical Field Work, students are placed in clinical settings where they provide therapy to individuals, couples, families and groups. Students will apply clinical models and interventions in their work with clients across the lifespan. All social work fieldwork requires participation in integrative practice seminars throughout the semester. Previously SK 0580.

**SWRG 6582 Advanced Clinical Specialist Field Work II 3 Credits**

**Prerequisite:** SWRG 6581.

This course is a continuation of SWRG 6581. Previously SK 0581.

## Master of Social Work

### Requirements

Code	Title	Credits
SWRG 5433	Social Justice and Diversity in Professional Practice	3
SWRG 5447	Lifespan Human Development	3
SWRG 5533	Human Behavior in the Social Environment <sup>1</sup>	3
SWRG 5551	Generalist Social Work Practice I <sup>1</sup>	3
SWRG 5553	Social Policy and Practice <sup>1</sup>	3
SWRG 5561	Social Work Fieldwork I <sup>1</sup>	3
SWRG 5566	Research Methods in Social Work I	3
SWRG 6425	Organizational and Business Management	3
SWRG 6450	Narrative and Solution-Focused Therapy	3
SWRG 6552	Generalist Social Work Practice II <sup>1</sup>	3
SWRG 6562	Social Work Fieldwork II	3
SWRG 6563	Advanced Clinical Skills and Practice I	3
SWRG 6564	Advanced Clinical Skills and Practice II	3

SWRG 6568	Advanced Social Work Research and Program Evaluation	3
SWRG 6569	Assessment Techniques and Psychopathology	3
SWRG 6577	Advanced Social Justice, Diversity, and Ethical Professional Practice in Clinical Social Work	3
SWRG 6581	Advanced Clinical Specialist Field Work I	3
SWRG 6582	Advanced Clinical Specialist Field Work II	3
Select two elective courses		6
<b>Total Credits</b>		<b>60</b>

<sup>1</sup> Course is waived for Advanced Standing students.

## Concentration in Sexual and Gender Minority Mental Health

Candidates in the MSW Program have the opportunity to add a concentration in Sexual and Gender Minority Mental Health by using the following courses toward their free electives:

Code	Title	Credits
MFTH 5470	Sexual and Gender Minority Mental Health	3
MFTH 5480	Transgender and Gender Expansive Affirming Care	1.5
MFTH 5481	Conversations with Queer and Trans Youth	1.5
MFTH 5999G	Sexual and Gender Minority Mental Health Capstone	3
<b>Total Credits</b>		<b>9</b>

## Plan of Study

### Two-Year Program

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
SWRG 5433	Social Justice and Diversity in Professional Practice	3
SWRG 5447	Lifespan Human Development	3
SWRG 5551	Generalist Social Work Practice I	3
SWRG 5553	Social Policy and Practice	3
SWRG 5561	Social Work Fieldwork I	3
<b>Credits</b>		<b>15</b>
<b>Spring</b>		
SWRG 5533	Human Behavior in the Social Environment	3
SWRG 5566	Research Methods in Social Work I	3
SWRG 6552	Generalist Social Work Practice II	3
SWRG 6562	Social Work Fieldwork II	3
Elective		3
<b>Credits</b>		<b>15</b>
<b>Second Year</b>		
<b>Fall</b>		
SWRG 6450	Narrative and Solution-Focused Therapy	3
SWRG 6563	Advanced Clinical Skills and Practice I	3



SWRG 6568	Advanced Social Work Research and Program Evaluation	3
SWRG 6569	Assessment Techniques and Psychopathology	3
SWRG 6581	Advanced Clinical Specialist Field Work I	3
<b>Credits</b>		<b>15</b>
<b>Spring</b>		
SWRG 6425	Organizational and Business Management	3
SWRG 6564	Advanced Clinical Skills and Practice II	3
SWRG 6577	Advanced Social Justice, Diversity, and Ethical Professional Practice in Clinical Social Work	3
SWRG 6582	Advanced Clinical Specialist Field Work II	3
Elective		3
<b>Credits</b>		<b>15</b>
<b>Total Credits</b>		<b>60</b>

## Advanced Standing Program

Course	Title	Credits
<b>Summer</b>		
SWRG 5433	Social Justice and Diversity in Professional Practice	3
SWRG 5447	Lifespan Human Development	3
SWRG 5566	Research Methods in Social Work I	3
SWRG 6562	Social Work Fieldwork II	3
Elective		3
<b>Credits</b>		<b>15</b>
<b>Fall</b>		
SWRG 6450	Narrative and Solution-Focused Therapy	3
SWRG 6563	Advanced Clinical Skills and Practice I	3
SWRG 6568	Advanced Social Work Research and Program Evaluation	3
SWRG 6569	Assessment Techniques and Psychopathology	3
SWRG 6581	Advanced Clinical Specialist Field Work I	3
<b>Credits</b>		<b>15</b>
<b>Spring</b>		
SWRG 6425	Organizational and Business Management	3
SWRG 6564	Advanced Clinical Skills and Practice II	3
SWRG 6577	Advanced Social Justice, Diversity, and Ethical Professional Practice in Clinical Social Work	3
SWRG 6582	Advanced Clinical Specialist Field Work II	3
Elective		3
<b>Credits</b>		<b>15</b>
<b>Total Credits</b>		<b>45</b>

## Concentration in Sexual and Gender Minority Mental Health

Course	Title	Credits
<b>Spring</b>		
MFTH 5470	Sexual and Gender Minority Mental Health	3
<b>Credits</b>		<b>3</b>

### Summer

MFTH 5480	Transgender and Gender Expansive Affirming Care	1.5
MFTH 5481	Conversations with Queer and Trans Youth	1.5
<b>Credits</b>		<b>3</b>

### Fall

MFTH 5999G	Sexual and Gender Minority Mental Health Capstone	3
<b>Credits</b>		<b>3</b>
<b>Total Credits</b>		<b>9</b>

## Psychological and Educational Consultation

The Department of Psychological and Educational Consultation offers concentrations in studies that prepare candidates for careers in a variety of areas. The department has, as its primary objective, a collaborative approach to contributing to the quality of life in our changing schools, organizations, and society. The department is dedicated to making significant contributions to the:

- Enhancement of student self-awareness and self-understanding
- Promotion of student self-care to develop optimal well-being and prevent burnout
- Improvement of service delivery options to children, adolescents, and adults
- Resolution of problems through effective consultation skills
- Promotion of effective communication skills and working relationships
- Increased effectiveness of interventions in schools, and community support agencies
- Leadership in schools and community in the areas of theory, assessment, and understanding of differences among children, youth, adults, and those with disabilities, with special emphasis on differentiating typical cultural characteristics from pathology
- Development of effective curricular, behavioral, and therapeutic interventions
- Enhancement of human potential, facilitation of healthy development, and primary prevention of problems in school, at home, and in the community

To supplement course work, faculty has established working relationships in settings where psychological and instructional skills are applied. These settings include schools, child and family mental health services. These relationships provide for the coordination of real life experiences with academic training and serve dual purposes. First, candidates have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by university faculty. Second, the addition of graduate candidates to established staff increases the resources available in schools and the community.

## Programs

- School Psychology
  - MA in School Psychology
  - SYC in School Psychology

## Faculty

### Associate Professors

Gill Lopez, *Director, School Psychology*  
Lolis, *Certification Officer*

### Associate Professors of the Practice

Regan

## School Psychology

The School Psychology program at Fairfield University is a 63-credit program approved by the National Association of School Psychologists (NASP). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct and indirect intervention. The program is shaped by the beliefs that school psychologists are best prepared when they are instilled with a scientist/practitioner problem-solving orientation, encouraged to think reflectively, motivated to intervene at the primary prevention level, inspired to be proactive agents of change, and taught to respect diversity and advocate for social justice. There is a special emphasis on self-care to insure optimal learning and practice in the field. Throughout the program, candidates develop and integrate who they are as individuals with their emerging professional identity. Candidates evolve as professionals through classroom experiences and opportunities to apply their growing knowledge and skills in school and mental health settings. The program culminates in an internship experience, consisting of 1200+ hours. Throughout the program, candidates develop portfolios documenting their personal and professional growth, which assist them in finding employment. To be endorsed for state certification, a student must complete both the Master of Arts (MA) degree and Sixth Year Certificate (SYC) requirements. Upon completing the MA, students must submit a formal application for entry into the SYC program. Those wishing to enter the program initially at the SYC level must hold a relevant master's degree, have a GPA of at least 3.00, and must complete a minimum of 30 credits at Fairfield University.

### Admission to the School Psychology Program

Application deadlines are listed online.

Those applicants who have a successful initial paper review, are invited to campus for a Admissions Interview. Day. Admissions Day is intended to clarify applicants' understanding of the program and the profession, and to assess applicants' potential for success in the program. When applicants are admitted, each candidate is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework. Candidates must complete requirements for both the MA degree and SYC program to be eligible for Connecticut state certification as a school psychologist.

### PREPaRE Workshops

All students are trained in the national evidenced-based crisis management program, PREPaRE, while in the SYC program during Practicum or Internship.

## School Psychologist Certification

A candidate who successfully completes all program requirements meets the Connecticut certification requirements. When the entire program has been completed (63 credits), and the Sixth Year Certificate program is posted, the candidate must apply for an endorsement from the School of Education and Human Development for Connecticut's Initial Educator's Certificate in School Psychology from the Connecticut State Department of Education.

Completion of all MA degree and SYC program requirements for those entering at the MA level, or completion of a minimum of 30 credits at Fairfield University for those entering at the SYC level is required for university endorsement for state certification as a school psychologist.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty reserve the right to discontinue the program of any candidate, at any time in the program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal characteristics are not appropriate to the field. Practica and internship candidates are also expected to demonstrate the NASP Professional Work Characteristics (Section 4.5, Standards for the Credentialing of School Psychologists, 2010). A candidate may be denied recommendation of certification for not demonstrating the NASP Professional Work Characteristics. The Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the School of Education and Human Development. Additionally, all students are evaluated by faculty each year on their dispositions and personal work characteristics through formal measures.

## Programs

- Master of Arts in School Psychology
- Sixth Year Certificate in School Psychology

## Courses

### PSYG 5430 Foundations of Ethical, Legal, and Professional Practice

**3 Credits**

Among the first courses that should be taken in the School Psychology program, this course presents a realistic view of school psychology, permitting participants to interview school psychologists and other school personnel in the field about the role of the school psychologist. It serves as a vehicle to affect the future of school psychology by empowering future school psychologists, and it introduces the issues primary to the profession and practice of school psychology. Topics include special education law, professional ethics, the history of school psychology, a tripartite model of service delivery, the "scientific practitioner" approach, consultation, child development and system theory as a basis for practice, advocacy for and education about the school psychologist's role, and an introduction to federal and state educational systems within which the profession operates. Previously PY 0430.

**PSYG 5436 Psychopathology and Classification I 3 Credits**

This course introduces candidates to advanced child and adolescent psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating children and adolescents who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-V and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Previously PY 0436.

**PSYG 5437 Psychopathology and Classification II 3 Credits**

This course introduces candidates to advanced adult psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating people who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-V and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Previously PY 0437.

**PSYG 5438 Treatment Models for School-Aged Youth 3 Credits**

**Prerequisites:** PSYG 5436\*.

In this course, candidates learn to develop treatment plans for children and adolescents in schools. Various psychotherapy models bridge the gap between theory and practice. Case studies serve as the primary learning vehicle. Given that children and adolescents frequently demonstrate emotional difficulties in the school setting, the course highlights theoretically informed therapeutic interventions that are pragmatic for use in the school setting, and emphasizes the importance of recognizing individual differences (cognitive, cultural, etc.) when designing interventions. (\*indicates concurrency allowed) Previously PY 0438.

**PSYG 5446 Advanced Foundations of Development and Learning: From Theory to Practice 3 Credits**

This course is designed to help emerging school-based clinical practitioners enhance their knowledge of the various domains of developmental psychology and the role of the school psychologist and/or educator in promoting and supporting child and adolescent development. Candidates will examine human development from the prenatal period through adolescence with an emphasis on the socio-cultural context and resiliency science. Candidates will increase their facility in examining case data from a developmental lens and infusing of the principals of positive psychological science to promote development and psychological wellness. Competence in developing clinically robust developmental questions is also a central feature of this course. Previously PY 0446.

**PSYG 5448 Foundations in Equity-Based Multi-Tiered Systems of Support 3 Credits**

Multi-Tiered Systems of Support (MTSS) is a service delivery paradigm currently used by school districts to provide a continuum of evidence-based multi-tiered supports to address students' academic, behavioral, and socioemotional vitality. This course will provide candidates with foundational knowledge in implementing and evaluating MTSS with an emphasis on equity and accessibility in service delivery. Through the use select texts and course assignments, candidates will gain facility in designing MTSS structures and leading support learning and interventions through an inclusive framework and equity-driven implementation lens. Previously PY 0444.

**PSYG 5900 Special Topics (Shell) 1-3 Credits**

The special topic course varies in content, as needed, in order to provide timely opportunity to explore time sensitive, new and emerging topics and foci on a one-time basis, or to offer a pilot section of a new course in development. Each special topic course will have a unique focus, clearly identified in the course title. Candidates may take a special topic course more than once, as long as the course content and foci are distinctly identified. Previously PY 0401.

**PSYG 6449 Introduction to Clinical Child Neuropsychology 3 Credits**

**Prerequisites:** PSYG 6538, PSYG 6540.

This course introduces candidates to brain structure, development, and function as the child grows to adulthood. Discussion topics include cognitive, academic, and behavioral sequelae of commonly encountered neuropathologies of childhood and adolescence, with case illustrations. Because of the emphasis placed on educational outcomes of neuropathology, the course addresses dyslexia, attention deficit disorder, and non-verbal learning disability. Previously PY 0449.

**PSYG 6534 Theories of Learning 3 Credits**

This course considers, in detail, the conditions of human learning found in the principal schools of psychology on the contemporary scene. Candidates investigate other theories for individual reports. Crosslisted with EDUC 6534. Previously PY 0534.

**PSYG 6535 Collaborative Consultation 3 Credits**

**Prerequisites:** PSYG 5430, PSYG 6548.

Designed to give candidates knowledge and consultation skills, this course presents consultation as a collaborative problem-solving process that is empowering and prevention-oriented. The course focuses on mental health consultation as described by Gerald Caplan. Candidates learn the major models of consultation, the generic stages of consultation, and four levels of consultation service. The course also addresses practice issues, such as consultee resistance, consultee perspective, and consultant self-awareness. The course includes a practicum component in which candidates consult with a teacher at a school site once a week for approximately 10 weeks. Previously PY 0535.

**PSYG 6537 Psychoeducational Assessment I: Behavioral Approaches 3 Credits**

Designed for school psychology candidates, this course is the first in a four-course sequence in the psycho-educational evaluation of school-aged children. It covers the key concepts and procedures used in the behavioral assessment of individuals with a dual emphasis on functional behavioral assessment and progress monitoring within a response-to-intervention model. Topics covered include direct observation procedures, indirect assessment procedures, data collection and progress monitoring, functional analysis, reinforcer assessment, social validity assessment, direct behavior ratings, inter-observer reliability, and linking assessment results to behavior intervention and support plans. Applications at all three tiers of a response-to-intervention model will be discussed. This course is also the first course in the three course program: Advanced Training in Applied Behavior Analysis. Previously PY 0537.

**PSYG 6538 Psychoeducational Assessment II: Standardized Approaches****3 Credits****Fee:** \$70 GSEAP Lab Fee**Corequisite:** PSYG 6540.**Prerequisite:** Completion of all MA degree requirements.

For school psychology candidates, this course is designed to advance their knowledge and skills of standardized assessment instruments commonly used by school psychologists in practice. This course will include review of psychometric constructs relevant to the measurement of intelligence and achievement, review of cross-battery assessment, (c) practice in the administration and scoring of standardized measures of intelligence, achievement and behavior, and (d) practice in the interpretation of test scores, (e) practice in the preparation of written reports summarizing test results, (f) exploration of multicultural issues related to assessment, and (g) review of the application of intelligence testing in school and clinical settings. Previously PY 0538.

**PSYG 6540 Psychoeducational Assessment III: Clinical Approaches****3 Credits****Fee:** \$70 GSEAP Lab Fee**Corequisite:** PSYG 6538.**Prerequisite:** Completion of all MA degree requirements.

This course provides an introduction to clinical approaches to assessment for candidates in the school psychology program. A variety of assessment techniques will be presented and critically reviewed, including clinical interview, clinical observation, and projective techniques commonly used by school psychologists to assess students in school settings. Candidates will gain practice in the administration and interpretation of clinical assessments as well as basic report-writing. Previously PY 0540.

**PSYG 6544 Psychoeducational Assessment IV: Integrated Assessment****3 Credits****Prerequisites:** PSYG 6538, PSYG 6540.

For school psychology majors only, this is the fourth and final course in the advanced study of applied psychoeducational assessment. Designed for graduate candidates who are in the final stages of preparing for on-site professional assessment, this course focuses on continuing instruction in the administration and interpretation of various assessment techniques, emphasizing cognitive measures, academic assessment, academic achievement tests, and projective techniques, as well as psychological report-writing that integrates all assessment data into clear, accurate, written psychological reports. The course also stresses cultural and ethical competence in order to meet the need to synthesize and integrate assessment data into comprehensive, non-biased psychological evaluations of children and youth. Candidates administer comprehensive psychoeducational batteries within a school or agency in preparation for their internship in school psychology. Previously PY 0544.

**PSYG 6548 Psychotherapeutic Techniques for School-Aged Youth****3 Credits****Prerequisites:** PSYG 5430, PSYG 5438, PSYG 5446.

This course provides school psychology, school counselor, and social work candidates with a first exposure to psychotherapeutic techniques. Topics include the purposes and rationale for such techniques, selection of appropriate methodologies, ethical considerations, and practice skills. Previously PY 0548.

**PSYG 6951 Practicum I: Assessment and Group Process****3 Credits****Corequisite:** PSYG 6544.

This course provides support and university supervision for candidates in their semester long school-based practicum. This course primarily provides opportunities to gain practice and facility in testing and report writing. Additionally, the course provides students with an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates also learn how to develop lesson plans and conduct whole class lessons. Enrollment by permission only. Previously PY 0576.

**PSYG 6952 Practicum II: Counseling and Group Process****3 Credits****Prerequisite:** PSYG 6951.

This course provides support and university supervision for candidates in their eight-week long mental health practicum. The primary purpose of this course is to provide opportunities to gain practice and facility in individual and group counseling, behavior modification, and interviewing in a mental health setting. Candidates typically work with challenging cases, which enables them to act as better liaisons to acute care facilities when in the schools. Additionally, the course provides students an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates take this course the summer before their internship. Previously PY 0577.

**PSYG 6981 Internship in School Psychology I****3 Credits**

This course provides weekly supervision and support at the University for candidates during the fall semester of the school psychology internship. This internship allows candidates to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. The course stresses a tripartite approach to school psychology, with equal emphasis on assessment, direct intervention, and consultation. Enrollment by approval of the program coordinator. Previously PY 0598.

**PSYG 6981P Internship in School Psychology I****3 Credits**

See PSYG 6981.

**PSYG 6982 Internship in School Psychology II****3 Credits****Prerequisite:** PSYG 6981.

This course provides weekly supervision and support at the university for candidates during the spring semester of the school psychology internship. This internship allows candidates to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. The course stresses a tripartite approach to school psychology, with equal emphasis on assessment, direct intervention, and consultation. Previously PY 0599.

**PSYG 6982P Internship in School Psychology II****3 Credits**

See PSYG 6982.

**PSYG 6990 Independent Study****3 Credits**

Candidates conduct individual projects in consultation with a faculty member from the Department of Psychological and Educational Consultation. Enrollment by approval of faculty advisor. Previously PY 0595.

**PSYG 6999 Comprehensive Examination in School Psychology****0 Credits**

The comprehensive examination in school psychology requires candidates to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays. Before candidates take the comprehensive examination, they must have completed, or be in the process of completing, 24 credits. Previously PY 0099.



# Master of Arts in School Psychology

## Requirements

All candidates admitted to the School Psychology program must satisfy the requirements for the MA degree as listed in the program of study. Those candidates admitted into the MA program who did not complete an undergraduate major in psychology may be required to take additional coursework as identified by their advisor.

Code	Title	Credits
COUN 5433	Multicultural Issues in Counseling	3
PSYC 5810	Behavioral Statistics	3
PSYG 5430	Foundations of Ethical, Legal, and Professional Practice	3
PSYG 5436	Psychopathology and Classification I	3
PSYG 5438	Treatment Models for School-Aged Youth	3
PSYG 5446	Advanced Foundations of Development and Learning: From Theory to Practice	3
PSYG 5448	Foundations in Equity-Based Multi-Tiered Systems of Support	3
PSYG 6537	Psychoeducational Assessment I: Behavioral Approaches	3
PSYG 6999	Comprehensive Examination in School Psychology <sup>1</sup>	0
RLDV 5486	Developmental Literacy I: Fundamentals of Reading and Language Development	3
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
SPED 5413	Theories of and Introduction to Learning Disabilities	3
<b>Total Credits</b>		<b>33</b>

<sup>1</sup> Before candidates take the comprehensive examination they must complete, or be in the process of completing, 24 credits. These credits must include PSYC 5230, PSYC 5810, PSYG 5430, PSYG 5436, PSYG 5438, and PSYG 5446.

## Sixth Year Certificate in School Psychology

### Requirements

A separate admission application for the SYC must be submitted. Those wishing to be accepted for matriculation at the SYC level must first complete all the MA course requirements in school psychology. Applicants with related MA degrees may be considered for admission into the SYC program. However, all MA degree requirements in the School Psychology program must be completed.

Candidates must submit their e-Portfolio before the completion of PSYG 6982 Internship in School Psychology II. Additionally, candidates must pass the Praxis II test in School Psychology.

Candidates who are accepted into the SYC program with related degrees must fulfill all program course requirements. They must also develop

and submit their e-Portfolios and complete three full day PREPaRE crisis management workshops presented by certified faculty trainers.

A prior master's degree (or higher) in a relevant field is required.

Code	Title	Credits
PSYG 6449	Introduction to Clinical Child Neuropsychology	3
PSYG 6535	Collaborative Consultation	3
PSYG 6538	Psychoeducational Assessment II: Standardized Approaches	3
PSYG 6540	Psychoeducational Assessment III: Clinical Approaches	3
PSYG 6544	Psychoeducational Assessment IV: Integrated Assessment	3
PSYG 6548	Psychotherapeutic Techniques for School-Aged Youth	3
PSYG 6951	Practicum I: Assessment and Group Process	3
PSYG 6952	Practicum II: Counseling and Group Process	3
PSYG 6981	Internship in School Psychology I	3
PSYG 6982	Internship in School Psychology II	3
<b>Total Credits</b>		<b>30</b>

## School Directory

### Administration

**Laurie L. Grupp, PhD**  
Dean

**Stephanie Burrell Storms, EdD**  
Associate Dean

**Pamela Kelly, MA**  
Assistant Dean

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Counselor Education

**Ryan Colwell, PhD**  
Educational Studies and Teacher Preparation

**Rona Preli, PhD**  
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## Faculty Emeriti

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## Advisory Boards

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**Michael Brosnan**

District Team Facilitator  
Student Teacher Coordinator/New Teacher Training Evaluation Mediator  
Bridgeport Public Schools

**Catherine Carmona**

Assistant Principal (Special Education)  
Kings Highway Elementary School  
Westport

**Steve Cassidy**

Principal  
Black Rock School

**Dr. Ryan Colwell**

Associate Professor of Educational Studies and Teacher Preparation

Fairfield University

**Dr. Bryan Ripley Crandall**

Associate Professor of Educational Studies and Teacher Preparation  
Connecticut Writing Project  
Fairfield University

**Nicole Fogliano**

Science, West Rocks Middle School  
Norwalk

**Susan Foss**

Assistant Principal  
Bullard Haven

**Ashley Furnari**

Assistant Principal  
West Elementary  
New Canaan

**Mindy Khamvongsa**

2nd grade teacher  
Savin Rock Community School

**Brynn Mandel**

Region 10

**Elena Mayorga**

Elementary Teacher  
Cesar Batalla School  
Bridgeport

**Scott McCarthy, PhD**

Program Director of Special Education and Student Services K-12  
Darien Public Schools

**Mary Nelson**

ELA Teacher  
Spring Glen Elementary  
Hamden

**Kelly O'Leary**

Principal  
St. Martin de Porres Academy

**Dr. Judy Primavera**

Professor and Bridgeport Community Outreach  
Psychology Department  
Fairfield University

**Allison Rivera**

President  
St. Martin de Porres Academy

**Michael Rizzo**

Assistant Superintendent, Pupil Personnel Services (Special Education)  
Weston Public Schools

**Laila Rudinas**

Human Resources/Clinical Placements  
Bethel Public Schools

**Hector Sanchez**

Principal  
Cesar Batalla School

**Steven Santoli**

Principal  
Assumption Catholic School

**Ken Seltzer**

Assistant Principal  
Fairfield Woods Middle School

**Dr. Emily Smith**

Professor of Educational Studies and Teacher Preparation  
Fairfield University

**Alexandra Sparzo**

Math teacher  
Fairfield Woods Middle School

**Dr. Stephanie Storms**

Associate Professor of Educational Studies and Teacher Preparation  
Fairfield University

**Dr. Joan Weiss**

Professor and Secondary Education Liaison  
College of Arts and Sciences, Math Department  
Fairfield University

## Advisory Board in Counselor Education

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Sacred Heart University Wellness Center

**James Geisler**

Program Manager and Clinician  
Interim Director of Counseling, Sacred Heart University, Fairfield, CT

**Joseph Graziano**

Professional Counselor in private practice  
Fairfield University, Adjunct faculty

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**Patricia A. Morrissey**

Professional School Counselor  
Stratford High School, Stratford, CT

**JoAnn O'Connell**

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Fairfield University, Adjunct faculty

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Helen Keller Middle School, Easton, CT

**Susan Unger**

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Coordinator of Support Services  
Stratford Public Schools

**Melissa Cohen**



School Psychologist  
West Haven Public Schools

## Advisory Board in Special Education

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Assistant Principal (Special Education)  
Kings Highway Elementary School, Westport

### Alyson Martin

Associate Professor and Co-director of Special Education  
Fairfield University

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Assistant Superintendent, Pupil Personnel Services (Special Education)  
Weston Public Schools

### Emily Shamash

Assistant Professor and Co-director of Special Education  
Danbury Public Schools

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Instructional Specialist-Bilingual/ESOL  
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### Anne Campbell

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Fairfield University

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Adjunct Faculty  
Fairfield University School of Education and Human Development

### Linda Chehy

ESOL Teacher  
Stratford High School

### Augusto Gomes

District Coordinator, ESL/Bilingual Education Program  
Danbury Public Schools

### Dr. Kristina Lawson

Department Head World Language and TESOL  
Stamford High School

### Mike Meyer

Director Student Support Services  
Stamford Public Schools

### Dr. Antonio Simoes

Dean Emeritus  
Fairfield University School of Education and Human Development

### Ana Sousa-Martins

Director of Bilingual Education and World Languages  
Bridgeport Public Schools

# 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 or 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 in the electrical or computer engineering disciplines. Furthermore, applicants should demonstrate aptitude in the subject matter of such bridge courses (undergraduate level) as ELEG 2213 and ELEG 3231, or begin their studies by registering for one or more of the bridge courses.

### Management of Technology

Admission will be granted to applicants with a Bachelor of Science degree in science or engineering, or the equivalent, or to applicants with extensive experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program. Applicants will have completed one

course in introductory probability and statistics, one course in computer programming that uses a high-level language and includes applications, and one course in financial accounting, or demonstrate aptitude in these subjects. Applicants who have not completed these courses and who are unable to demonstrate aptitude in these subjects must register for one or more of the bridge courses (undergraduate level) offered in these subjects early in their graduate studies.

Mechanical Engineering

Admission will be granted to applicants with a bachelor's degree in science or engineering, or its equivalent, in the general area of mechanical engineering, or to those with work experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program. Furthermore, applicants should demonstrate aptitude in the subject matter of engineering design, materials and thermodynamics, or begin their studies by registering for one or more bridge courses (undergraduate level) in these areas.

Software Engineering

Applicants must hold a bachelor's degree from a regionally accredited college or university (or the international equivalent) or demonstrate adequate experience as a professional software developer or programmer, whose academic and professional record-suggest the likelihood of success in a demanding graduate program. Applicants with an undergraduate degree in an area other than software engineering, computer science, or the equivalent, may need to take the following bridge courses to develop the required background for the program: 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

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.<sup>1</sup> 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.<sup>2</sup> 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.

<sup>1</sup> 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.  
<sup>2</sup> 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 (ooo@fairfield.edu), or call 203-254-4000 x2615.

Tuition, Fees, and Financial Aid

Tuition and Fees

Application Fee (non-refundable)	\$65
Tuition	\$925 per credit

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.

## 10-15 Week Courses

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

## 6-9 Week Courses

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

## 1-5 Week Courses

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

Refunds take two to three weeks to process.

## University Merit or Need-Based Aid Policy for Withdrawals

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

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

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

## Federal Return of Title IV Funds Policy

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



Withdrawal before the semester start will result in cancellation of federal aid.

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

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

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

## Example

The Spring semester begins on January 16, 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 ( $\$4,357.00 \times 47.7\% = \$2,078.29$ ). The amount of Title IV aid to be returned is calculated:

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

Next, the institution must also determine the percentage of unearned charges based on the total semester charges for the period in which the student will withdraw. First, add the total semester charges. For this example, Sarah's total semester charges is \$23,245.00. Sarah did not attend the full semester (100%). To determine the portion of the semester

that Sarah attended, subtract her percentage completed from the total:  $100\% - 47.7\% = 52.3\%$ . To determine Sarah's unearned charges, the school would calculate unearned charges in the following manner:

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

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

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

## Financial Aid Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department. Graduate assistantship information 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](mailto: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.

**Programs**

- 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

**Master of Science in Cybersecurity****Program**

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

Code	Title	Credits
SWEG 5530	Introduction to Information Security	3
SWEG 6404	Network Security	3
SWEG 6530	Applications and Data Security	3
SWEG 6599	Ethical Hacking	3

**Concentration Courses**

Select two courses in one of the following concentration areas: 6

**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: <sup>1</sup>		6
SWEG 5301	Software Engineering Methods	
SWEG 5302	Software Design Methods	
SWEG 5322	Visual Analytics	
SWEG 5355	Artificial Intelligence	
SWEG 5360	Machine Learning	
SWEG 5521	Information Visualization	
SWEG 6461	Pattern Recognition	
SWEG 6518	Data Mining and Business Intelligence	
SWEG 6596	Network Routing and Switching	
<b>Capstone Sequence</b>		
SWEG 6961	Capstone Professional Project I	3
SWEG 6962	Capstone Professional Project II	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> Electives may be chosen from the courses listed, SWEG 5990 Independent Study, or any other graduate-level course from a concentration or another area, under advisement of the department chair or academic advisor.

## Master of Science in 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." Current Data Science programs are either too technical or too specialized.

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:

Code	Title	Credits
BIOL 1171	General Biology I	4
CPSC 1101	Introduction to Computing	3
PSYC 1010	General Psychology	3
SOCI 1100	Introduction to Sociology	3

Students who are accepted into the program with certain bridge courses should complete the bridge requirement in the first semester with a grade of B or higher to satisfy the bridge requirement. Students may take graduate level courses and bridge courses at the same time. Bridge courses do not count for credit towards the degree.

## Program Requirements

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:

Code	Title	Credits
MATH 5417	Applied Statistics I	3
SWEG 5322	Visual Analytics	3
SWEG 6508	Data Warehouse Systems	3
SWEG 6518	Data Mining and Business Intelligence	3

### Concentration Courses

Select two courses in one of the following concentration areas:

#### Computational Analytics

SWEG 5357	Database Management Systems
SWEG 6461	Pattern Recognition

#### Health Analytics

NURS 7602	Healthcare Economics and Marketing
NURS 7613	Finance and Quality Management in Healthcare Organizations

#### Bioinformatics

BIOL 5365	Evolutionary Biology
SWEG 5315	Computational Biology
SWEG 5317	Computational Statistics for Biomedical Sciences

#### Behavioral Analytics

PSYC 5320	Gender and Mental Health
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#### Social Analytics

SOCI 5100	American Class Structure
SOCI 5110	Race, Cities, and Poverty

SOCI 5300	Sociology of Education
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Elective Courses		
Select two elective courses from the following: <sup>1</sup>		6
Computing Technical Electives		
SWEG 5349	Cloud Computing	
SWEG 5355	Artificial Intelligence	
SWEG 5360	Machine Learning	
SWEG 6499	Algorithms	
SWEG 6505	Advanced Database Concepts	
SWEG 6530	Applications and Data Security	
Mathematics Electives		
MATH 5418	Applied Statistics II	
MATH 5451	Probability Theory	
MATH 5452	Statistics Theory	
Capstone Sequence		
SWEG 6961	Capstone Professional Project I	3
SWEG 6962	Capstone Professional Project II	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> Electives may be chosen from courses listed, SWEG 5990 Independent Study, or any other graduate-level course from a concentration or another area, under advisement of the department chair or academic advisor.

## Master of Science in Electrical and Computer Engineering

Electrical and computer engineering at Fairfield University is an interdisciplinary program that enables its graduates to study several fields including (but not limited to) engineering, mathematics, science and business. The interdisciplinary nature of the program affords the students a chance to establish an educational identity that is unique. Students can learn from topics in subject areas that include computer hardware, power, VLSI, sensors, mixed signals, measurement, controls, biomedical, and nanotechnology.

An MSECE graduate student can focus on topics that can result in a leadership position in a high-technology industry. In a time when the ability to innovate is the only sustainable competitive advantage, an ECE degree unlocks the door to an entrepreneurial career. Our graduates work to design and build state-of-the-art products and are highly sought after by employers.

The MSECE program also allows elective courses offered by the School of Engineering master's degree programs in mechanical engineering, software engineering and management of technology. As a consequence, students gain technical skills and a sense of the economic and business values needed to employ technology to serve society's needs. Some of our students have selected to participate in business plan competitions and engage in engineering entrepreneurship. We have strong ties to the Inventors Association of Connecticut, the Technology Venture community and local industry.

## Program Overview

The MSECE program provides students with the knowledge and skills to innovate and lead in their discipline in the framework of research and development in academic institutions, the industrial workplace, research



laboratories, or service organizations. The basic objectives of the MSECE program include the following:

1. Students receive the tools they need to take the lead in creating next generation technologies using fundamental design disciplines. Sequences of electives, as well as a master's thesis, provide depth in their learning experiences.
2. Students gain exposure to the high-tech areas of electrical and computer engineering, including system and product engineering, hardware and software design, embedded systems, communications, control systems, computer architecture, and visualization and multimedia systems. Students have the opportunity to become skilled in creating unique object-oriented designs. State of the art facilities available in the School of Engineering, and close interactions with industry, assist in those tasks.
3. The MSECE program provides undergraduate students with the opportunity to pursue a graduate degree program that broadens their career path, ultimately leading to leadership roles.

## Students

Electrical and computer engineering embodies the science and technology of design, implementation, and maintenance of software and hardware components of modern electrical, electronics, computing and network systems. This discipline has emerged from the traditional fields of electrical engineering and computer science. Hence, the student population for the program has several origins. Typical examples include the following:

1. Engineers and scientists who, responding to the specific needs of their industry across the spectrum of electrical and computer engineering domains, need to acquire skills to effectively guide the development of technologies that will enhance product quality and business opportunities
2. Engineers and scientists who wish to fulfill their needs for personal and professional growth and achieve entrepreneurship in the IT domains
3. Engineers aspiring to a career change
4. Undergraduate engineering students and alumni with B.S. degrees, who seek an opportunity to continue their studies for a graduate engineering degree at Fairfield University.

In addition to mathematics and science, MSECE graduates have a solid foundation in electronics, logic design, micro-devices, computer organization and architecture, and networking, as well as an understanding of software design, data structures, algorithms, and operating systems.

## Graduates

Graduates are employed in several industries, including the computer, aerospace, telecommunications, power, manufacturing, defense, and electronics industries. They can expect to design high-tech devices ranging from tiny microelectronic integrated-circuit chips to powerful systems that use those chips, and efficient interconnected telecommunication systems. Applications include consumer electronics; advanced microprocessors; peripheral equipment; systems for portable, desktop, and client/server computing; communications devices; distributed computing environments such as local and wide area networks, wireless networks, Internets, Intranets; embedded computer systems; and a wide array of complex technological systems such

as power generation and distribution systems and modern computer-controlled processing and manufacturing plants.

## Program

### 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

Code	Title	Credits
ECEG 5415	Engineering Applications of Numerical Methods	3
ECEG 6971	Thesis I	3
ECEG 6972	Thesis II	3
Select 4 elective courses from ECE <sup>1</sup>		12
Select 3 elective courses from approved Engineering, Math, or Business graduate courses		9
<b>Total Credits</b>		<b>30</b>

#### Non-Thesis Option

Code	Title	Credits
ECEG 5415	Engineering Applications of Numerical Methods	3
Select 6 elective courses from ECE <sup>1</sup>		18
Select 3 elective courses from approved Engineering, Math, or Business graduate courses		9
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> Electives may be chosen from courses listed under Electrical and Computer Engineering, as well as ECEG 5990 Independent Study, or any other graduate-level engineering, math, or business course, under advisement of the department chair or academic advisor.

## ECE Elective Domains

Code	Title	Credits
<b>Power and Energy</b>		
ECEG 5361	Green Power Generation	3
ECEG 5377	Power Security and Reliability	3
ECEG 5385	Power Generation and Distribution	3
ECEG 5386	Fault Analysis in Power Systems	3
ECEG 5505	Advanced Power Electronics	3
<b>Communications Systems</b>		
ECEG 5379	Communication Systems	3
ECEG 5480	Wireless Systems I	3
<b>Electronic Systems</b>		
ECEG 5315	Nanoelectronics I	3
ECEG 5323	Thermal Management of Microdevices	3
ECEG 5335	Microelectronics	3
ECEG 5355	Sensor Design and Application	3
ECEG 5378	Electromagnetic Compatibility	3
ECEG 5405	Electronic Materials	3
ECEG 5510L	Product Design Lab	1
ECEG 5520L	System Design Lab	1
<b>Computer Engineering</b>		
ECEG 5303	Industrial Automation	3
ECEG 5325	Computer Graphics	3
ECEG 5346	Computer Systems Architecture	3
ECEG 5406	Advanced Digital Design	3
ECEG 5460	Network Programming	3
ECEG 5470	Network Embedded Systems	3
<b>Biomedical Engineering</b>		
ECEG 5309	Biosensors	3
ECEG 5331	Biomedical Signal Processing	3
ECEG 5332	Biomedical Imaging	3
ECEG 5333	Biomedical Visualization	3

## Plan of Study

Deviations from the required course list are permitted as a part of an advisor approved plan of study. Students must have an approved plan of study by the end of their first term. A plan of study may be changed at any time, with advisor approval.

### Courses

#### ECEG 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.

#### ECEG 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.

#### ECEG 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.

#### ECEG 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 investigation into computer architectures (past, present and future). We will explore various hardware and software techniques designed to maximize parallelism and improve performance. Front-end design (branch prediction, instruction fetch, trace caches), HW/SW techniques of parallelism, Memory system design (caching, prefetching), Technology issues (low power, scaling, reliability, nanotechnology), multiprocessors. Class will include a mix of lectures and discussions on assigned readings of recent publications. Students will be responsible for leading and participating in these discussions. A course project exploring a particular topic in depth will be required. 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.

**ECEG 5361 Green Power Generation****3 Credits**

This course compares various methods of green power generation including solar power, wind power, water power, and several others. This course covers how power is generated from these sources, the startup costs, the efficiency, and the practicality. These methods are compared to the present most common method of using oil and gas to heat water into steam to turn turbines. The student does not necessarily need a background in engineering and any necessary background material will be covered to the understanding of all. Undergraduate equivalent: ELEG 4361. Previously ECE 0461.

**ECEG 5377 Power Security and Reliability****3 Credits****Prerequisite:** ECEG 5385.

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.

**ECEG 5378 Electromagnetic Compatibility****3 Credits**

This course presents design techniques to minimize electromagnetic interference (EMI) from or to it. The various sources of Radio-frequency emissions from electronic systems, coupling paths for the transfer of undesired electromagnetic energy will be introduced. Electromagnetic Compatibility (EMC) requirements for electronic products will be presented along with techniques to measure EMI. High speed digital signal transmission integrity related issues and methods to overcome signal integrity will be introduced. Techniques to minimize conducted and radiated Emissions through filtering and grounding will be presented. System design for EMC will be presented. Undergraduate equivalent: ELEG 4378. Previously ECE 0478.

**ECEG 5379 Communication Systems****3 Credits**

This course focuses on analog and digital communication systems and the effects of noise on those systems. It includes analog modulation and demodulation techniques (amplitude, frequency, and phase modulation) and digital modulation and demodulation techniques (ASK, FSK, PSK, PCM, and delta modulation). It discusses performance analysis of analog and digital communication systems under noise with applications of probability theory to the analysis. It discusses information measure, source coding, error correcting codes and Spread spectrum systems. Undergraduate equivalent: ELEG 4379. Previously ECE 0479.

**ECEG 5385 Power Generation and Distribution****3 Credits**

This course considers the generation and distribution of electrical power to large areas. Three-phase networks are described in detail, including both generators and loads. Methods of modeling distribution systems by per-unit parameters are covered, along with power factor correction methods. Fault detection and lightning protection methods are also described. Some economic aspects of power generation and distribution are presented. Undergraduate equivalent: ELEG 4385. Previously ECE 0495.

**ECEG 5386 Fault Analysis in Power Systems****3 Credits**

**Prerequisite:** ECEG 5385.

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.

**ECEG 5405 Electronic Materials****3 Credits**

This course describes the properties and applications of certain materials used in the design and manufacture of electronic assemblies. Ceramics are often used as insulators, heat sinks, and substrates for interconnection structures. The course presents electrical, mechanical, and thermal properties of various ceramics, along with methods of fabricating and machining ceramic structures. Adhesives used to mount components and to replace mechanical fasteners such as screws and rivets provide connections that are stronger and take up less space. The course examines properties of adhesives such as epoxies, silicones, and cyanoacrylates under conditions of high temperature storage and humidity, along with methods of applications. Solders used to interconnect electronic components and assemblies are selected for temperature compatibility, mechanical properties, and reliability. The course emphasizes the new lead-free solder materials and presents the properties of plastic materials and the methods of forming plastic structures. Previously ECE 0405.

**ECEG 5406 Advanced Digital Design****3 Credits**

This course examines computer architecture implemented using a hardware design language and programmable logic devices. Students learn the VHDL hardware description language, and learn to use modern design, simulation, and synthesis software. Students design, verify, build and test digital logic circuits using industry standard development boards, and field programmable gate array (FPGA) technology. Previously ECE 0406.

**ECEG 5411 Digital Signal Processing****3 Credits**

Modern signal processing tools including vector spaces, bases and frames, operators, signal expansions and approximation, as well as classical signal processing tools including Fourier and z transforms, filtering and sampling, estimation, applications, and implementation. Previously ECE 0411.

**ECEG 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 MEEG 5415. Previously ECE 0415.

**ECEG 5420 Readings in Electrical and Computer Engineering****3 Credits**

Students formulate a project proposal, perform literature surveys, and learn the finer points of technical writing and presentation at the graduate level. The course requires a meta-paper written about the literature in the field. It emphasizes the basics of technical writing and research, and is organized to emphasize methods of the writing and the research process. Students learn to state a problem, the techniques of analysis, methods of investigation, and functional organization. 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 (fins 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 5990 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 reflects their interests. Of these courses, several are in the School of Business MBA program. A total of 12 courses, including the two-term capstone course, will earn a student the Master's degree. Entering students are 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:

Code	Title	Credits
ACCT 6500	Accounting Information for Decision-Making <sup>B</sup>	3
or FNCE 5400	Principles of Finance	
or ACCT 5400	Introduction to Accounting	

MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm <sup>B</sup>	3
MGMT 6584	Global Competitive Strategy <sup>B</sup>	3
or MGTN 6505	Introduction to Systems Engineering	
MGTN 5415	Information Systems	3
MGTN 5460	Project Management	3
MGTN 5470	Leadership in Technical Enterprise	3
MGTN 6961	Capstone I: Project Definition and Planning	3
MGTN 6962	Capstone II: Project Execution and Results	3
Select four elective courses <sup>1</sup>		12
<b>Total Credits</b>		<b>36</b>

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.

<sup>B</sup> Indicates a course offered by the Dolan School of Business.

<sup>1</sup> MSMOT students may select any of the courses listed below, or any graduate courses offered through the School of Engineering (mechanical engineering, software engineering, and electrical and computer engineering) or in the Dolan School of Business. Students should consult the MOT program director to discuss their specific needs.

## Elective Courses

In addition to the required courses, students must complete four elective courses. MSMOT students may elect to enroll in graduate courses in *any* discipline within the University that will assist them in meeting their career objectives. Care must be taken to meet the applicable prerequisite courses. Students may, if they choose, take courses in concentration areas such as Management of Design and Manufacturing, Strategic Management of Resources, Management of Information Technology, Systems Engineering Concepts and Methods, and healthcare. Representative concentrations and course electives are shown below:

Code	Title	Credits
<b>Management of Resources</b>		
MGMT 6540	Cross-Cultural Management <sup>B</sup>	3
MGMT 6584	Global Competitive Strategy <sup>B</sup>	3
MGTN 5420	Design for Economy and Reliability	3
MGTN 5450	Planning, Research, and Development	3
MGTN 5465	Agile Project Management	3
MGTN 5485	Management of Intellectual Property	3
MKTG 5400	Marketing Management <sup>B</sup>	3
MKTG 6500	Customer Value <sup>B</sup>	3
MKTG 6540	Advertising Management <sup>B</sup>	3
<b>Management of Information Technology</b>		
SWEG 5301	Software Engineering Methods	3
SWEG 5357	Database Management Systems	3
SWEG 5407	Java for Programmers	3
SWEG 5427	Operating Systems and Programming	3
SWEG 5530	Introduction to Information Security	3
SWEG 6404	Network Security	3

SWEG 6448	Server Management	3
SWEG 6505	Advanced Database Concepts	3
SWEG 6508	Data Warehouse Systems	3
SWEG 6512	Web Development II with ASP.NET	3
SWEG 6518	Data Mining and Business Intelligence	3
SWEG 6530	Applications and Data Security	3
SWEG 6596	Network Routing and Switching	3

### Mechanical Engineering

MEEG 5322	Advanced Dynamics	3
MEEG 5327	Fracture Mechanics	3
MEEG 5330	Mechanics of Composite Materials	3

### Systems Engineering Concepts and Methods

MGTN 6505	Introduction to Systems Engineering	3
MGTN 6525	Principles of Quality Management	3

<sup>B</sup> 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., Gantt charts), areas of risk and risk abatement concepts, and provide an explanation of the value of the work to be performed to fulfill the objectives. 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

Code	Title	Credits
MEEG 5415	Engineering Applications of Numerical Methods	3

### Core Concentration Courses

Select seven courses from the following: <sup>1</sup> 21

#### Thermal Systems

MEEG 5323	Thermal Management of Microdevices
MEEG 5346	Energy Conversion
MEEG 5353	Computational Fluid Dynamics
MEEG 5354	Heat and Mass Transfer
MEEG 5356	Renewable Wind Energy
MEEG 5362	Turbomachinery
MEEG 5364	Combustion

#### Mechanical Systems

MEEG 5301	Feedback and Control Systems
MEEG 5305	Design of Mechatronics Systems
MEEG 5310L	Product Manufacturing Lab
MEEG 5312	Advanced Product Design and Manufacturing
MEEG 5319	Applications of Finite Element Analysis
MEEG 5321	Theory and Applications of Robot Kinematics
MEEG 5322	Advanced Dynamics
MEEG 5324	Micro and Nano Manufacturing
MEEG 5327	Fracture Mechanics
MEEG 5330	Mechanics of Composite Materials
MEEG 5372	Applications of Theory of Elasticity
MEEG 5376	Stability of Structures

### MEEG 5410 Vibration Analysis

Thesis		
MEEG 6971	Thesis I <sup>2</sup>	3
MEEG 6972	Thesis II	3
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> Students following the non-thesis option will select two additional courses for a total of 27 elective credits.

<sup>2</sup> 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) mythologies. 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 (Castigliano's theorem), thin shells of revolution (equilibrium equations, pressure vessels), thin plates (rectangular and circular plates, moment-curvature relations), beams of elastic foundations and buckling. Students are required to 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 stabilities, plate elements, and cylindrical shells. Students will work on class project/research. Undergraduate equivalent: MEEG 4376.

**MEEG 5410 Vibration Analysis****3 Credits**

Fundamental laws of mechanics. Free and forced vibration of discrete single and multi-degree-of-freedom systems. Periodic and harmonic motion, viscous damping, and measures of energy dissipation. Modal analysis for linear systems. Computational methods in vibration analysis. Natural frequencies and mode shapes. Analytical dynamics and Lagrange equation. Longitudinal, torsional, and flexural vibration of continuous elastic systems, (strings, rods, beams). Energy methods. Approximate methods for distributed parameter systems. Dynamic response by direct numerical integration methods. ANSYS modeling will be covered. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research. Previously ME 0410.

**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:

Code	Title	Credits
SWEG 5357	Database Management Systems	3
SWEG 5407	Java for Programmers	3

Students who are accepted conditionally into the program with certain bridge courses should complete the bridge requirement within two semesters with a grade of B or higher to satisfy the bridge requirement.

Students may take graduate level courses and bridge courses at the same time. Bridge courses do not count for credit towards the degree.

### Program Requirements

MSSE students will complete three required courses, as described below. In addition, students should select additional electives from one or more specialization areas in which they have an interest, namely computer programming, web technologies, database architecture, computer networking, and data science. Students may also take two elective courses offered in any engineering, math, or business graduate program with approval.

The program requires two capstone or thesis courses and three required core courses listed below to cover the software project management and software development life cycle of requirements gathering, analysis, design, prototyping, implementation, testing, deployment, and maintenance. Completion of a minimum of 8 three-credit courses, plus the two-semester capstone or thesis course, for a total of 30 credits, comprise the graduation requirements for the MSSE program.

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

Code	Title	Credits
SWEG 5301	Software Engineering Methods	3
SWEG 5302	Software Design Methods	3
SWEG 5320	Software Testing and Maintenance	3
<b>Capstone or Thesis Option</b>		
SWEG 6961	Capstone Professional Project I <sup>1</sup>	3
or SWEG 6971 Thesis I		
SWEG 6962	Capstone Professional Project II <sup>1</sup>	3
or SWEG 6972 Thesis II		
<b>Elective Courses</b>		
Select five elective courses <sup>2</sup>		15
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> 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.

<sup>2</sup> Electives may be chosen from courses listed under Software Engineering Graduate Certificate Programs, as well as SWEG 5900 Special Topics (Shell) and SWEG 5990 Independent Study, or any other graduate-level engineering course, under advisement of the department chair or academic advisor.

## 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: CPSC 2304. Previously SW 0406.

**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 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****3 Credits**

**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 graphic 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

Code	Title	Credits
Select four courses from the following:		12
SWEG 5349	Cloud Computing	
SWEG 5530	Introduction to Information Security	
SWEG 6404	Network Security	
SWEG 6530	Applications and Data Security	
SWEG 6599	Ethical Hacking	
<b>Total Credits</b>		<b>12</b>

### Data Science and Big Data Technologies Certificate

Code	Title	Credits
Select four courses from the following:		12
SWEG 5321	Software Project Management	
SWEG 5322	Visual Analytics	
SWEG 5349	Cloud Computing	
SWEG 5360	Machine Learning	
SWEG 5530	Introduction to Information Security	
SWEG 6461	Pattern Recognition	
SWEG 6505	Advanced Database Concepts	
SWEG 6508	Data Warehouse Systems	
SWEG 6518	Data Mining and Business Intelligence	
SWEG 6530	Applications and Data Security	
<b>Total Credits</b>		<b>12</b>

## Network Technology Certificate

Code	Title	Credits
SWEG 6404	Network Security	3
SWEG 6448	Server Management	3
SWEG 6596	Network Routing and Switching	3
SWEG 6599	Ethical Hacking	3
<b>Total Credits</b>		<b>12</b>

**Note:** The sequence of courses SWEG 6404 and SWEG 6596 provides students with the course materials needed to prepare for and take Cisco Certified Networking Associate (CCNA) examination. These students are provided with the opportunity for a voucher to partially cover the cost of that certification test.

## Web and Mobile Application Development Certificate

Code	Title	Credits
Select four courses from the following:		12
SWEG 5304	Web Development I	
SWEG 5305	Mobile Application Development	
SWEG 5349	Cloud Computing	
SWEG 5530	Introduction to Information Security	
SWEG 6410	Enterprise Java	
SWEG 6512	Web Development II with ASP.NET	
SWEG 6516	PHP and MySQL	
SWEG 6530	Applications and Data Security	
<b>Total Credits</b>		<b>12</b>

## 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

**Andres Leonardo Carrano**  
*Dean and Professor of Mechanical Engineering*  
PhD, North Carolina State University

**Shahrokh Etemad**  
*Chair and Professor of Mechanical Engineering*  
PhD, University of Washington

**Naser Haghbini**  
*Visiting Assistant Professor of Mechanical Engineering*  
PhD, Ryerson University, Canada

**Harvey Hoffman**  
*Associate Dean, Director and Professor of the Practice of Management of Technology*  
EdD, Fordham University

**Elif Kongar**  
*Associate Dean for Graduate Studies and Research*  
PhD, Northeastern University

**Peter Kootsookos**  
*Assistant Professor of the Practice of Computer Science and Engineering*  
PhD, Australian National University

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PhD, Rensselaer Polytechnic Institute

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PhD, University at Buffalo, SUNY

**Amalia Rusu**  
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*Assistant Professor of Computer Science and Engineering*

PhD, University of Technology, Sydney

**Michael Zabinski**

*Professor of Mechanical Engineering*  
PhD, Yale University

## Lecturers

**Mobin Rastgar Agah**

Mechanical Engineering  
PhD, Temple University

**Clement Anekwe**

Mechanical Engineering  
PhD, West Virginia University

**George Bauer**

Mechanical Engineering  
MS, Rensselaer Polytechnic Institute

**Michael Cooper**

Management of Technology  
JD, Quinnipiac University

**Joseph Corcoran**

Computer Science and Engineering  
MS, Rensselaer Polytechnic Institute

**Jeffrey Denenberg**

Electrical Engineering  
PhD, Illinois Institute of Technology

**Thomas Galasso**

Computer Science and Engineering  
MS, Polytechnic University

**Pradeep Govil**

Electrical Engineering  
MS, Carnegie Mellon University

**Bama Govindaraja**

Computer Science and Engineering  
MS, Fairfield University

**Ruvinda Gunawardana**

Mechanical Engineering  
PhD, Rice University

**John Jagtiani**

Management of Technology  
PhD, University of Bridgeport

**Andrew Judge**

Mechanical Engineering  
PhD, Worcester Polytechnic Institute

**Joseph McFadden**

Mechanical Engineering  
MS, University of Bridgeport

**Mark Ramsey**

Computer Science and Engineering  
BS, Eastern Connecticut State University

**Adrian van der Kroef**

Management of Technology

MS, Fairfield University

**Kevin Violette**

Management of Technology  
MS, Fairfield University

## Technical Staff

**Dominic Figueiredo**

AS, Housatonic Community College

**Joseph P. Wilson**

BA, Maryland Institute College of Art

## Faculty Emeriti

**Jack Beal**

*Professor of Physics, emeritus*

**Evangelos Hadjimichael**

*Professor of Physics and Engineering, emeritus*

**Jerry Sergeant**

*Professor of Electrical Engineering, emeritus*

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# Marion Peckham Egan School of Nursing and Health Studies

## A Message from the Dean

It is my great pleasure to welcome you to Fairfield University'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

## 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](mailto: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](mailto:gradadmis@fairfield.edu))

## Doctor of Nursing Practice (DNP)

### Admission Policy

There are four tracks available in the BSN-DNP program: Family Nurse Practitioner, Psychiatric Nurse Practitioner, Nurse Midwifery and Nurse Anesthesia. Admission procedures vary by program. Applications are reviewed by the Graduate Admission Committee.

Applicants for the BSN-DNP at Fairfield must hold a baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent) with a grade point average of 3.00 or higher overall and in the nursing major, and a 3.20 or higher with a science GPA of 3.20 or higher for the nurse anesthesia program.

Applicants for the Advanced Practice and Executive DNP programs must hold a master's degree from a regionally accredited college or university (or the international equivalent), with a grade point average of 3.20 or higher overall and in the nursing major. Advanced Practice candidates

must be eligible for APRN licensure in the state of Connecticut. Applications are reviewed by the Graduate Admission Committee.

## Admission Procedures

### BSN-DNP Entry Application Deadlines

Family Nurse Practitioner	July 1
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Psychiatric Nurse Practitioner	July 1
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Nurse Anesthesia	August 1
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Nurse Midwifery	August 1
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### MSN-DNP Entry Application Deadlines

Advanced Practice	August 1
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Executive DNP	August 1
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### All DNP programs except Nurse Anesthesia

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

1. A completed application. Apply online.
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 a DNP will help you reach your goals
  - For Nurse Midwifery students, provide a 3 page, double-spaced personal statement that states (a) why you want to be a nurse midwife, (b) your career goals for the next 5-10 years, and (c) your future contributions to the profession of nurse midwifery.
5. Official transcripts from all previously attended colleges or universities sent to the Office of Graduate Admission. Transcripts verifying completion of an undergraduate degree (BSN entry) and Master's degree (MSN entry). All foreign transcripts must be evaluated by an approved evaluating service which can be found on our website. Electronic transcripts are preferred and should be sent by email (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. 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<sup>1</sup> 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.

<sup>1</sup> A total of 1000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include up to 600 documented hours of supervision in an MSN program.

### Nurse Anesthesia Program

Nurse Anesthesia applicants must meet the following requirements before applications will be processed:

- A baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent).
- Two semesters of biology, at least one semester of chemistry, one semester of microbiology, and one semester of college math. Physics is strongly recommended. 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  
1073 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/Nursing Leadership students licensed in another state must provide a copy of current Connecticut RN licensure. RN applicants who have a non-nursing bachelor's degree will be considered on an individual basis and will be required to complete a bridge program of three prerequisite courses (NURS 2270 Health Assessment, NURS 3310 Foundations of Research for Evidence Based Practice, and NURS 4330 Population Health) to be eligible for the MSN program.

## 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 online 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 your 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).
6. Two professional letters of recommendation (completed online), one of which must be from a current supervisor or professor, accompanied by the University online recommendation form.

## 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 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/notices.

Computer literacy skills are not taught as part of the graduate curriculum. Students not proficient in their use should inform a faculty member, who will help them locate resources from which they may obtain the requisite skills.

## Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online. 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.<sup>1</sup> 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.<sup>2</sup> 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.

<sup>1</sup> 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.

<sup>2</sup> 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

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	Approximately \$400
Fee (NURS 7604 - Required for FNP Students)	
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

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

## 6-9 Week Courses

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

## 1-5 Week Courses

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

Refunds take two to three weeks to process.

## University Merit or Need-Based Aid Policy for Withdrawals

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

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

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

## Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are

dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must be recalculated in these situations. You must begin enrollment in the semester in order to be eligible for a federal student aid disbursement. Withdrawal before the semester start will result in cancellation of federal aid.

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

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

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

## Example

The Spring semester begins on January 16, 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 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 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](mailto: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.

## Programs

- 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

## 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

Code	Title	Credits
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7611	Population Health	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7620	Advanced Concepts in Pathophysiology	3
NUTR 7005	Foundations of Nutrition Through the Lifecycle	3
NUTR 7010	Food Science	4
NUTR 7015	Nutrition Assessment and Diagnosis	3
NUTR 7020	Community Nutrition	3
NUTR 7025	Nutritional Biochemistry	3
NUTR 7030	Nutrition Pharmacology	3
NUTR 7035	Advanced Nutrition Counseling	3
NUTR 7040	Nutrition Metabolism	3
NUTR 7045	Food Systems Management	3
NUTR 7050	Nutrition for Prevention and Treatment of Chronic Disease	3
NUTR 7055	Nutrition and Global Health	3

NUTR 7060	Advanced Clinical Nutrition	3
NUTR 7951	Community Nutrition Practicum	1
NUTR 7952	Food Systems Practicum	2
NUTR 7953	Nutrition Practicum I	3
NUTR 7954	Advanced Practice Residency	3
NUTR 7961	DCN Project Seminar I	1
NUTR 7962	DCN Project Seminar II	1
<b>Total Credits</b>		<b>75</b>

## 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

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NUTR 7005	Foundations of Nutrition Through the Lifecycle	3
NUTR 7010	Food Science	4
<b>Credits</b>		<b>10</b>
<b>Spring</b>		
NUTR 7015	Nutrition Assessment and Diagnosis	3
NUTR 7020	Community Nutrition	3
NUTR 7025	Nutritional Biochemistry	3
NUTR 7951	Community Nutrition Practicum	1
<b>Credits</b>		<b>10</b>
<b>Summer</b>		
NUTR 7030	Nutrition Pharmacology	3
NUTR 7035	Advanced Nutrition Counseling	3
NUTR 7040	Nutrition Metabolism	3
<b>Credits</b>		<b>9</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7620	Advanced Concepts in Pathophysiology	3
NUTR 7045	Food Systems Management	3
NUTR 7952	Food Systems Practicum	2
<b>Credits</b>		<b>11</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NUTR 7050	Nutrition for Prevention and Treatment of Chronic Disease	3
NUTR 7953	Nutrition Practicum I	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3

NUTR 7055	Nutrition and Global Health	3
<b>Credits</b>		<b>9</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7611	Population Health	3
NUTR 7060	Advanced Clinical Nutrition	3
NUTR 7954	Advanced Practice Residency	3
NUTR 7961	DCN Project Seminar I	1
<b>Credits</b>		<b>10</b>
<b>Spring</b>		
NURS 7605	Advanced Healthcare Policy	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NUTR 7962	DCN Project Seminar II	1
<b>Credits</b>		<b>7</b>
<b>Total Credits</b>		<b>75</b>

## Doctorate in Clinical Nutrition: Part Time

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NUTR 7005	Foundations of Nutrition Through the Lifecycle	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NUTR 7015	Nutrition Assessment and Diagnosis	3
NUTR 7025	Nutritional Biochemistry	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
NUTR 7030	Nutrition Pharmacology	3
NUTR 7040	Nutrition Metabolism	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7620	Advanced Concepts in Pathophysiology	3
NUTR 7010	Food Science	4
<b>Credits</b>		<b>10</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NUTR 7020	Community Nutrition	3
NUTR 7951	Community Nutrition Practicum	1
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7612	Research Translation for Clinical Practice	3
NUTR 7035	Advanced Nutrition Counseling	3
<b>Credits</b>		<b>6</b>

**Third Year****Fall**

NURS 7611	Population Health	3
NUTR 7045	Food Systems Management	3
NUTR 7952	Food Systems Practicum	2
<b>Credits</b>		<b>8</b>

**Spring**

NUTR 7050	Nutrition for Prevention and Treatment of Chronic Disease	3
NUTR 7953	Nutrition Practicum I	3
<b>Credits</b>		<b>6</b>

**Summer**

NURS 7614	Information Technology for Healthcare Improvement	3
NUTR 7055	Nutrition and Global Health	3
<b>Credits</b>		<b>6</b>

**Fourth Year****Fall**

NUTR 7060	Advanced Clinical Nutrition	3
NUTR 7954	Advanced Practice Residency	3
NUTR 7961	DCN Project Seminar I	1
<b>Credits</b>		<b>7</b>

**Spring**

NURS 7605	Advanced Healthcare Policy	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NUTR 7962	DCN Project Seminar II	1
<b>Credits</b>		<b>7</b>
<b>Total Credits</b>		<b>75</b>

## Courses

**NUTR 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.

**NUTR 7020 Community Nutrition 3 Credits**

**Corequisite:** NUTR 7951.

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 I****3 Credits****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.

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

## 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

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.

## Programs

### BSN to DNP Programs

- Family Nurse Practitioner Track
- Nurse Anesthesia Track
- Nurse Midwifery Track
- Psychiatric Nurse Practitioner Track

### MSN to DNP Programs

- Advanced Practice
  - Advanced Practice DNP/PMHNP
- Executive Doctor of Nursing Practice

## 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 5272C Geriatric Nursing Clinical 0 Credits

Geriatric Nursing Clinical

### 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 5305C Mental Health Nursing Clinical 0 Credits

### 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 5312C Medical Surgical Nurs Clinical 0 Credits

### 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 5323C Pediatric Nursing Clinical****0 Credits**

Pediatric Nursing Clinical

**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 5325C Medical Surgical Nursing II Clinical****0 Credits**

Medical Surgical Nursing II Clinical

**NURS 5330 Population Health****4 Credits**

This course focuses on the care of people in their homes, in communities, and around the world. Principles 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 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 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****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.

**NURS 7650 Psychopathology****3 Credits**

This course examines theories of personality and development with an aim to understand what motivates human behavior. The neurophysiology of psychopathology is examined within a trauma-informed explanatory model. Approaches examined include attachment, relational, psychodynamic, and social psychology theories. These models are discussed as they pertain to various diagnostic categories and cultural groups with an emphasis on reflective analysis and application to practice. Case studies and reflective application papers are used to illustrate integration and synthesis of knowledge. 42 theory hours. 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 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****4 Credits****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 NURS 0666B.

**NURS 7956 Practicum III: PMHNP****4 Credits****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 intraabdominal, orthopedic, and thoracic procedures. Students analyze current best practices in the development of the anesthesia 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:** NURS 7641, NSMW 7622.

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 preconceptional, interconceptional, 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 and as the foundational course for intrapartum management of the low risk pregnant client. Skills are first taught in didactic and simulation settings, ensuring each student midwife is checked off on these skills prior to beginning clinical. This clinical focuses on normal labor and birth and introduces students to intrapartum skills and management. Application of theory and research from NSMW 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****2 Credits****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****6 Credits****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

Code	Title	Credits
<b>Foundation Core Courses</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
<b>DNP Core Courses</b>		
NURS 7611	Population Health	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion <sup>1</sup>	8
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
<b>Advanced Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
<b>Family Nurse Practitioner Courses</b>		
NURS 7642	Adult Health I	3
NURS 7643	Adult Health II	4
NURS 7645	Care of Children and Families	3
NURS 7647	Care of At-Risk Populations	3
NURS 7951	Practicum in Adult Health I	4
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	4
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	4
<b>Total Credits</b>		<b>73</b>

<sup>1</sup> A total of 1000 practicum/immersion hours is required for the DNP FNP.

## Plan of Study

### BSN to DNP: Family Nurse Practitioner Track (Full Time)

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3

NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7640	Advanced Physiology and Pathophysiology	4
<b>Credits</b>		<b>10</b>

#### Spring

NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
<b>Credits</b>		<b>10</b>

#### Summer

NURS 7604	Advanced Health Assessment	4
NURS 7611	Population Health	3
<b>Credits</b>		<b>7</b>

#### Second Year

##### Fall

NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7642	Adult Health I	3
<b>Credits</b>		<b>9</b>

##### Spring

NURS 7612	Research Translation for Clinical Practice	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7643	Adult Health II	4
<b>Credits</b>		<b>10</b>

##### Summer

NURS 7687	DNP Immersion <sup>1</sup>	2
NURS 7951	Practicum in Adult Health I	4
<b>Credits</b>		<b>6</b>

#### Third Year

##### Fall

NURS 7645	Care of Children and Families	3
NURS 7687	DNP Immersion	3
NURS 7699	DNP Seminar II	1
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	4
<b>Credits</b>		<b>11</b>

##### Spring

NURS 7647	Care of At-Risk Populations	3
NURS 7687	DNP Immersion	3
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	4
<b>Credits</b>		<b>10</b>
<b>Total Credits</b>		<b>73</b>

## BSN to DNP: Family Nurse Practitioner Track (Part Time)

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7640	Advanced Physiology and Pathophysiology	4
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7605	Advanced Healthcare Policy	3
<b>Credits</b>		<b>7</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7642	Adult Health I	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7643	Adult Health II	4
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7611	Population Health	3
NURS 7951	Practicum in Adult Health I	4
<b>Credits</b>		<b>7</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7645	Care of Children and Families	3
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	4
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7647	Care of At-Risk Populations	3
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	4
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion <sup>1</sup>	2
<b>Credits</b>		<b>5</b>
<b>Fourth Year</b>		
<b>Fall</b>		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3

NURS 7687	DNP Immersion	3
NURS 7699	DNP Seminar II	1
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>73</b>

<sup>1</sup> A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

## BSN to DNP: Nurse Anesthesia Track

The Nurse Anesthesia track prepares students as expert clinicians for every stage and in every setting in which anesthesia is delivered to patients. Because nurse anesthetists are responsible for direct patient care, students gain hands-on experience in 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

Code	Title	Credits
<b>Foundation Core Courses</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
<b>DNP Core Courses</b>		
NURS 7611	Population Health	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion <sup>1</sup>	5
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
<b>Advanced Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7641	Advanced Pharmacology	3
NURS 7669	Advanced Pathophysiology for Anesthesia Practice	4
<b>Nurse Anesthesia Courses</b>		
NURS 7670	Human Anatomy and Physiology for Nurse Anesthetists	3
NSAN 7671	Chemistry and Physics for Nurse Anesthetists	3
NSAN 7672	Pharmacologic Strategies in Anesthesia Practice	3
NSAN 7673	Principles of Nurse Anesthesia Practice I	2
NSAN 7674	Principles of Nurse Anesthesia Practice II	3
NSAN 7675	Clinical Orientation and Specialty Rotations	1
NSAN 7676	Regional Anesthesia and Pain Management in Clinical Practice	2
NSAN 7677	Principles of Nurse Anesthesia Practice III	3
NSAN 7678	Clinical Correlation Conference	2
NSAN 7679	Principles of Nurse Anesthesia Practice IV	2
NSAN 7951	Clinical Practicum I	1
NSAN 7952	Clinical Practicum II	1
NSAN 7953	Clinical Practicum III	2
NSAN 7954	Clinical Practicum IV	2
NSAN 7955	Clinical Practicum V	2
<b>Total Credits</b>		<b>77</b>

<sup>1</sup> A total of 2,000 clinical hours, 600 cases, and 250 immersion hours are required for the DNP in Nurse Anesthesia.

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Summer</b>		
NURS 7605	Advanced Healthcare Policy	3
NURS 7670	Human Anatomy and Physiology for Nurse Anesthetists	3
NSAN 7671	Chemistry and Physics for Nurse Anesthetists	3
<b>Credits</b>		<b>9</b>
<b>Fall</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7669	Advanced Pathophysiology for Anesthesia Practice	4
NSAN 7673	Principles of Nurse Anesthesia Practice I	2
<b>Credits</b>		<b>13</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NSAN 7672	Pharmacologic Strategies in Anesthesia Practice	3
NSAN 7674	Principles of Nurse Anesthesia Practice II	3
<b>Credits</b>		<b>12</b>
<b>Second Year</b>		
<b>Summer</b>		
NURS 7611	Population Health	3
NSAN 7675	Clinical Orientation and Specialty Rotations	1
NSAN 7676	Regional Anesthesia and Pain Management in Clinical Practice	2
NSAN 7677	Principles of Nurse Anesthesia Practice III	3
<b>Credits</b>		<b>9</b>
<b>Fall</b>		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7687	DNP Immersion <sup>1</sup>	1
NSAN 7679	Principles of Nurse Anesthesia Practice IV	2
NSAN 7951	Clinical Practicum I	1
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion	1
NSAN 7952	Clinical Practicum II	1
<b>Credits</b>		<b>8</b>
<b>Third Year</b>		
<b>Summer</b>		
NURS 7641	Advanced Pharmacology	3
NURS 7687	DNP Immersion	1

NSAN 7953	Clinical Practicum III	2
<b>Credits</b>		<b>6</b>
<b>Fall</b>		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion	1
NURS 7697	DNP Seminar I	1
NSAN 7954	Clinical Practicum IV	2
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7687	DNP Immersion	1
NURS 7699	DNP Seminar II	1
NSAN 7678	Clinical Correlation Conference	2
NSAN 7955	Clinical Practicum V	2
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>77</b>

<sup>1</sup> 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.

## Requirements

Code	Title	Credits
<b>Foundation Core Courses</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3

<b>DNP Core Courses</b>		
NURS 7611	Population Health	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion <sup>1</sup>	5
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
<b>Advanced Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3

<b>Midwifery Courses</b>		
NSMW 7620	Antepartum Care	3
NSMW 7622	Women's Primary Care and Gynecological Health I	3
NSMW 7623	Women's Primary Care and Gynecological Health II	3
NSMW 7625	Intrapartum Care	3
NSMW 7627	Advanced Midwifery Management: At-Risk Childbirth	3
NSMW 7951	Antepartum Clinical	2
NSMW 7952	Women's Primary Care and Gynecological Health Clinical	3
NSMW 7953	Intrapartum Clinical	2
NSMW 7954	Advanced Midwifery Clinical	2
NSMW 7955	Integration to Nurse-Midwifery Practice	6
<b>Total Credits</b>		<b>75</b>

<sup>1</sup> A total of 1000 practicum/immersion hours is required for the DNP Midwifery.

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7640	Advanced Physiology and Pathophysiology	4
NSMW 7620	Antepartum Care	3
NSMW 7951	Antepartum Clinical	2
<b>Credits</b>		<b>16</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1



NSMW 7622	Women's Primary Care and Gynecological Health I	3
<b>Credits</b>		<b>13</b>
<b>Summer</b>		
NURS 7612	Research Translation for Clinical Practice	3
NSMW 7623	Women's Primary Care and Gynecological Health II	3
NSMW 7952	Women's Primary Care and Gynecological Health Clinical	3
<b>Credits</b>		<b>9</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7614	Information Technology for Healthcare Improvement	3
NSMW 7625	Intrapartum Care	3
NSMW 7953	Intrapartum Clinical	2
<b>Credits</b>		<b>11</b>
<b>Spring</b>		
NURS 7605	Advanced Healthcare Policy	3
NURS 7687	DNP Immersion <sup>1</sup>	1
NSMW 7627	Advanced Midwifery Management: At-Risk Childbirth	3
NSMW 7954	Advanced Midwifery Clinical	2
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
NURS 7611	Population Health	3
<b>Credits</b>		<b>3</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7687	DNP Immersion	2
NSMW 7955	Integration to Nurse-Midwifery Practice	6
<b>Credits</b>		<b>8</b>
<b>Spring</b>		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion	2
NURS 7699	DNP Seminar II	1
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>75</b>

<sup>1</sup> A total of 1000 practicum/immersion hours are required for the DNP. One credit of immersion equals 50 hours.

## BSN to DNP: Psychiatric Nurse Practitioner Track

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings: institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders, including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the child throughout the lifespan, and are from diverse ethnic and

socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The DNP Psychiatric Nurse Practitioner track requires 77 credits of coursework and completion of a DNP Project.

### Requirements

Code	Title	Credits
<b>Foundation Core Courses</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
<b>DNP Core Courses</b>		
NURS 7611	Population Health	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion <sup>1</sup>	8
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
<b>Advanced Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
<b>Psychiatric Nurse Practitioner Courses</b>		
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7667	Psychopharmacology	2
NURS 7954	Practicum I: PMHNP	4
NURS 7955	Practicum II: PMHNP	4
NURS 7956	Practicum III: PMHNP	4
<b>Total Credits</b>		<b>77</b>

<sup>1</sup> A total of 1000 practicum/immersion hours is required for the DNP PMHNP.

## Plan of Study

### BSN to DNP: Psychiatric Nurse Practitioner Track (Full Time)

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7640	Advanced Physiology and Pathophysiology	4
<b>Credits</b>		<b>10</b>
<b>Spring</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
<b>Credits</b>		<b>11</b>
<b>Summer</b>		
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7611	Population Health	3
<b>Credits</b>		<b>9</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2
<b>Credits</b>		<b>11</b>
<b>Spring</b>		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
NURS 7667	Psychopharmacology	2
NURS 7687	DNP Immersion <sup>1</sup>	2
NURS 7954	Practicum I: PMHNP	4
<b>Credits</b>		<b>8</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7687	DNP Immersion	3

NURS 7699	DNP Seminar II	1
NURS 7955	Practicum II: PMHNP	4
<b>Credits</b>		<b>10</b>
<b>Spring</b>		
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7687	DNP Immersion	3
NURS 7956	Practicum III: PMHNP	4
<b>Credits</b>		<b>9</b>
<b>Total Credits</b>		<b>77</b>

### BSN to DNP: Psychiatric Nurse Practitioner Track (Part Time)

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7640	Advanced Physiology and Pathophysiology	4
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
<b>Credits</b>		<b>8</b>
<b>Summer</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7611	Population Health	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2
<b>Credits</b>		<b>8</b>
<b>Spring</b>		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
NURS 7667	Psychopharmacology	2
NURS 7954	Practicum I: PMHNP	4
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2

NURS 7955	Practicum II: PMHNP	4
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7956	Practicum III: PMHNP	4
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
NURS 7605	Advanced Healthcare Policy	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion <sup>1</sup>	1
<b>Credits</b>		<b>7</b>
<b>Fourth Year</b>		
<b>Fall</b>		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7687	DNP Immersion	3
NURS 7699	DNP Seminar II	1
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7687	DNP Immersion	4
<b>Credits</b>		<b>4</b>
<b>Total Credits</b>		<b>77</b>

<sup>1</sup> A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

## MSN to DNP: Advanced Practice

The Advanced Practice DNP is a practice-focused doctorate for those with certification in an advanced specialty of nursing practice; it is comparable to clinical doctorates in other health disciplines such as pharmacy, physical therapy, and medicine. The Advanced Practice MSN-DNP program will give you the skills you need to excel in today's complex, challenging and ever-changing healthcare environment.

### PMHNP Concentration

In response to the overwhelming demand for mental health care today and frequent requests from non-psychiatric Nurse Practitioners for education in psychiatric-mental health care to better meet the needs of their clients, the Egan School offers an expanded MSN-DNP program that includes the didactic and clinical courses required to sit for ANCC certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP). Individuals who currently hold certification as a non-psychiatric Nurse Practitioner (e.g. FNP, ANP, PNP, etc.) and are interested in achieving additional certification as a PMHNP may apply to the Advanced Practice MSN-DNP program with a specialization focus in advanced practice psychiatric nursing.

## Requirements

Code	Title	Credits
<b>Foundation Core Courses</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7609	Role Reflective Practice for MSN-DNP Students	1
<b>DNP Core Courses</b>		
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 <sup>1</sup>	8
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> A total of 1000 practicum/immersion hours is required for the DNP (1 credit = 50 hours). For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

Code	Title	Credits
<b>PMHNP Concentration Courses</b>		
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7667	Psychopharmacology	2
NURS 7954	Practicum I: PMHNP	4
NURS 7955	Practicum II: PMHNP	4
NURS 7956	Practicum III: PMHNP	4
<b>Total Credits</b>		<b>29</b>

## Plan of Study

### Advanced Practice MSN to DNP

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3

NURS 7609	Role Reflective Practice for MSN-DNP Students	1
NURS 7611	Population Health	3
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7697	DNP Seminar I	1
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7687	DNP Immersion <sup>1</sup>	2
<b>Credits</b>		<b>8</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion	2
NURS 7699	DNP Seminar II	1
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7687	DNP Immersion	4
<b>Credits</b>		<b>4</b>
<b>Total Credits</b>		<b>32</b>

## Advanced Practice MSN to DNP with PMHNP Concentration (Part-Time)

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7609	Role Reflective Practice for MSN-DNP Students	1
NURS 7611	Population Health	3
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NURS 7697	DNP Seminar I	1
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7667	Psychopharmacology	2
NURS 7954	Practicum I: PMHNP	4
<b>Credits</b>		<b>6</b>

### 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
<b>Credits</b>		<b>9</b>

#### 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
<b>Credits</b>		<b>9</b>

#### Summer

NURS 7602	Healthcare Economics and Marketing	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7687	DNP Immersion <sup>1</sup>	2
<b>Credits</b>		<b>8</b>

### Third Year

#### Fall

NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion	3
NURS 7699	DNP Seminar II	1
<b>Credits</b>		<b>7</b>

#### Spring

NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>61</b>

<sup>1</sup> A total of 1000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

## MSN to DNP: Executive Doctor of Nursing Practice

The Executive DNP is a practice-focused doctorate for current nurse executives/administrators that focuses on leadership and is specifically designed in a flexible, hybrid format for the working professional. This program, which is based on the DNP core, offers specialized leadership courses and integrates the content throughout the students' immersion experiences in hospitals, healthcare systems, and businesses.

### Requirements

Code	Title	Credits
<b>Foundation Core Courses</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7608	Research Methods for Evidenced-Based Practice	3



NURS 7609	Role Reflective Practice for MSN-DNP Students	1
<b>DNP Core Courses</b>		
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 <sup>1</sup>	8-20
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
<b>Executive DNP Courses</b>		
NURS 7605	Advanced Healthcare Policy	3
<b>Total Credits</b>		<b>35-47</b>

<sup>1</sup> A total of 1,000 practicum/immersion hours is required for the DNP (1 credit = 50 hours). For MSN to DNP students, these hours include documented hours of supervision in a MSN program.

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7609	Role Reflective Practice for MSN-DNP Students	1
NURS 7687	DNP Immersion <sup>1</sup>	2
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7687	DNP Immersion	2
NURS 7697	DNP Seminar I	1
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7687	DNP Immersion	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7611	Population Health	3
NURS 7687	DNP Immersion	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
NURS 7612	Research Translation for Clinical Practice	3

NURS 7687	DNP Immersion	3
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion	2
NURS 7699	DNP Seminar II	1
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7605	Advanced Healthcare Policy	3
NURS 7687	DNP Immersion	2
<b>Credits</b>		<b>5</b>
<b>Total Credits</b>		<b>47</b>

<sup>1</sup> A total of 1,000 practicum/immersion hours is required for the DNP (1 credit=50 hours). For MSN to DNP students, these hours include documented hours of supervision in a MSN program.

**Total Minimum Credits: 35**

## Master of Science in 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 semesters for full flexibility.

## Requirements

Code	Title	Credits
<b>Healthcare Administration Courses</b>		
HCAD 6100	Introduction to the United States Healthcare System	2
HCAD 6200	Healthcare Reimbursement and Organizational Performance	3
HCAD 6951	Healthcare Administration Practicum	3
HCAD 6999	Healthcare Administration Capstone	4
<b>Nursing Courses</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7602	Healthcare Economics and Marketing	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3

**Business Courses**

ACCT 5400	Introduction to Accounting	3
FNCE 5400	Principles of Finance	3
MGMT 6503	Legal and Ethical Environment of Business	3
MGMT 6504	Managing People for Competitive Advantage	3
MGMT 6525	Performance Management	3
<b>Total Credits</b>		<b>42</b>

**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**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
<b>First Year</b>		
<b>Summer</b>		
ACCT 5400	Introduction to Accounting	3
HCAD 6100	Introduction to the United States Healthcare System	2
NURS 7605	Advanced Healthcare Policy	3
<b>Credits</b>		<b>8</b>
<b>Fall</b>		
FNCE 5400	Principles of Finance	3
MGMT 6503	Legal and Ethical Environment of Business	3
MGMT 6504	Managing People for Competitive Advantage	3
MGMT 6525	Performance Management	3
<b>Credits</b>		<b>12</b>
<b>Spring</b>		
HCAD 6200	Healthcare Reimbursement and Organizational Performance	3
HCAD 6951	Healthcare Administration Practicum	3
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
<b>Credits</b>		<b>12</b>
<b>Second Year</b>		
<b>Summer</b>		
HCAD 6999	Healthcare Administration Capstone	4
NURS 7602	Healthcare Economics and Marketing	3
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Credits</b>		<b>10</b>
<b>Total Credits</b>		<b>42</b>

**Part Time**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
<b>First Year</b>		
<b>Summer</b>		
HCAD 6100	Introduction to the United States Healthcare System	2
<b>Credits</b>		<b>2</b>
<b>Fall</b>		
FNCE 5400	Principles of Finance	3
MGMT 6503	Legal and Ethical Environment of Business	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
HCAD 6200	Healthcare Reimbursement and Organizational Performance	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>Summer</b>		
ACCT 5400	Introduction to Accounting	3
NURS 7605	Advanced Healthcare Policy	3
<b>Credits</b>		<b>6</b>
<b>Fall</b>		
MGMT 6504	Managing People for Competitive Advantage	3
MGMT 6525	Performance Management	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
HCAD 6951	Healthcare Administration Practicum	3
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Summer</b>		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Credits</b>		<b>6</b>
<b>Fall</b>		
HCAD 6999	Healthcare Administration Capstone	4
<b>Credits</b>		<b>4</b>
<b>Total Credits</b>		<b>42</b>

## 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

practitioner. 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. In addition, the Egan School also offers a dual degree program to earn an MSN/MBA in conjunction with the Dolan School of Business. The master's degree programs require 38 to 76 course credits for completion, depending on the selected track.

The MSN programs prepare candidates to provide quality healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of hospitals and agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The 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.

## Program Outcomes

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.

## Programs

- Dual Degree Master of Science in Nursing and Master of Business Administration
- Master of Science in Nursing: Entry into the Practice of Nursing

- Master of Science in Nursing: Family Nurse Practitioner
- Master of Science in Nursing: Nursing Leadership, Clinical Systems Track
- Master of Science in Nursing: Nursing Leadership, Integrated Healthcare Track
- Master of Science in Nursing: Psychiatric Nurse Practitioner

## 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 5272C Geriatric Nursing Clinical

0 Credits

Geriatric Nursing Clinical

### 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 5305C Mental Health Nursing Clinical

0 Credits

### 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 5312C Medical Surgical Nurs Clinical

0 Credits

### 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 5323C Pediatric Nursing Clinical

0 Credits

Pediatric Nursing Clinical

### 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 5325C Medical Surgical Nursing II Clinical

0 Credits

Medical Surgical Nursing II Clinical

### NURS 5330 Population Health

4 Credits

This course focuses on the care of people in their homes, in communities, and around the world. Principles 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 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 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 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.

**NURS 7650 Psychopathology****3 Credits**

This course examines theories of personality and development with an aim to understand what motivates human behavior. The neurophysiology of psychopathology is examined within a trauma-informed explanatory model. Approaches examined include attachment, relational, psychodynamic, and social psychology theories. These models are discussed as they pertain to various diagnostic categories and cultural groups with an emphasis on reflective analysis and application to practice. Case studies and reflective application papers are used to illustrate integration and synthesis of knowledge. 42 theory hours. 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 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** **4 Credits****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 NURS 0666B.

**NURS 7956 Practicum III: PMHNP** **4 Credits****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.

## 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

Code	Title	Credits
<b>MSN Courses</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7602	Healthcare Economics and Marketing	3
NURS 7604	Advanced Health Assessment	4
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
NURS 7641	Advanced Pharmacology	3
NURS 6951	Master's Leadership Practicum	4
<b>MBA Courses</b>		
ACCT 5400	Introduction to Accounting	3
ACCT 6500	Accounting Information for Decision-Making	3
DATA 5400	Applied Business Statistics	3
FNCE 5400	Principles of Finance	3
FNCE 6500	Stakeholder Value	3
ISOM 5400	Business Operations	3
MGMT 6503	Legal and Ethical Environment of Business	3
MGMT 6504	Managing People for Competitive Advantage	3
MKTG 5400	Marketing Management	3
MKTG 6500	Customer Value	3
<b>Total Credits</b>		<b>62</b>

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Summer</b>		
ACCT 5400	Introduction to Accounting	3
MKTG 5400	Marketing Management	3
NURS 7605	Advanced Healthcare Policy	3
<b>Credits</b>		<b>9</b>
<b>Fall</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7604	Advanced Health Assessment	4

NURS 7608	Research Methods for Evidenced-Based Practice	3
<b>Credits</b>		<b>7</b>
<b>Second Year</b>		
<b>Summer</b>		
DATA 5400	Applied Business Statistics	3
NURS 7641	Advanced Pharmacology	3
<b>Credits</b>		<b>6</b>
<b>Fall</b>		
FNCE 5400	Principles of Finance	3
MGMT 6503	Legal and Ethical Environment of Business	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
ACCT 6500	Accounting Information for Decision-Making	3
NURS 7601	Epidemiology and Biostatistics	3
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Summer</b>		
ISOM 5400	Business Operations	3
NURS 7602	Healthcare Economics and Marketing	3
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Credits</b>		<b>9</b>
<b>Fall</b>		
MGMT 6504	Managing People for Competitive Advantage	3
MKTG 6500	Customer Value	3
<b>Credits</b>		<b>6</b>
<b>Winter</b>		
FNCE 6500	Stakeholder Value	3
<b>Credits</b>		<b>3</b>
<b>Spring</b>		
NURS 6951	Master's Leadership Practicum	4
<b>Credits</b>		<b>4</b>
<b>Total Credits</b>		<b>62</b>

## 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.

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 pre-requisite courses prior to admission.

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

## Requirements

Code	Title	Credits
NURS 5110	Introduction to Professional Nursing	3
NURS 5272	Geriatric Nursing	4
NURS 5305	Mental Health Nursing	4
NURS 5307	Fundamentals of Nursing Care	4
NURS 5312	Medical Surgical Nursing I	5
NURS 5314	Maternal and Newborn Nursing	4
NURS 5323	Pediatric Nursing	4
NURS 5325	Medical Surgical Nursing II	5
NURS 5330	Population Health	4
NURS 5332	Transition to Professional Nursing	4
NURS 5360	Critical Care Nursing	3
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 6951	Master's Leadership Practicum	4
NURS 7601	Epidemiology and Biostatistics	3
NURS 7604	Advanced Health Assessment	4
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
NURS 7641	Advanced Pharmacology	3
NURS 7668	Palliative Care Across the Lifespan	3
<b>Total Credits</b>		<b>76</b>

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Summer</b>		
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
<b>Credits</b>		<b>14</b>
<b>Fall</b>		
NURS 5305	Mental Health Nursing	4
NURS 5312	Medical Surgical Nursing I	5
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3

NURS 7641	Advanced Pharmacology	3
<b>Credits</b>		<b>15</b>
<b>Spring</b>		
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
<b>Credits</b>		<b>16</b>

### Second Year

#### Summer

NURS 5314	Maternal and Newborn Nursing	4
NURS 5330	Population Health	4
NURS 7601	Epidemiology and Biostatistics	3
<b>Credits</b>		<b>11</b>

#### Fall

NURS 7605	Advanced Healthcare Policy	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7668	Palliative Care Across the Lifespan	3
<b>Credits</b>		<b>9</b>

#### Spring

NURS 5332	Transition to Professional Nursing	4
NURS 5360	Critical Care Nursing	3
NURS 6951	Master's Leadership Practicum	4
<b>Credits</b>		<b>11</b>
<b>Total Credits</b>		<b>76</b>

## 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.

## Requirements

Code	Title	Credits
<b>Graduate Core Courses</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3



NURS 7614	Information Technology for Healthcare Improvement	3
<b>Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
<b>Family Nurse Practitioner Courses</b>		
NURS 7642	Adult Health I	3
NURS 7643	Adult Health II	4
NURS 7645	Care of Children and Families	3
NURS 7647	Care of At-Risk Populations	3
NURS 7951	Practicum in Adult Health I	4
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	4
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	4
<b>Total Credits</b>		<b>51</b>

NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	4
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7647	Care of At-Risk Populations	3
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	4
<b>Credits</b>		<b>7</b>
<b>Total Credits</b>		<b>51</b>

## 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.

### Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7640	Advanced Physiology and Pathophysiology	4
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7641	Advanced Pharmacology	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7605	Advanced Healthcare Policy	3
<b>Credits</b>		<b>7</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7642	Adult Health I	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7643	Adult Health II	4
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7951	Practicum in Adult Health I	4
<b>Credits</b>		<b>4</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7645	Care of Children and Families	3

### Requirements

Code	Title	Credits
<b>Graduate Core Courses</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
<b>Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7620	Advanced Concepts in Pathophysiology	3
NURS 7641	Advanced Pharmacology	3
<b>Clinical Systems Leadership Specialty Courses</b>		
NURS 6523	Quality Outcomes Management I	5
NURS 6524	Quality Outcomes Management II	5

NURS 7614	Information Technology for Healthcare Improvement	3
<b>Elective</b>		
Select one graduate-level elective (Arts and Sciences, Business, Education, Engineering)		3
<b>Total Credits</b>		<b>38</b>

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7641	Advanced Pharmacology	3
<b>Credits</b>		<b>7</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 6523	Quality Outcomes Management I	5
NURS 7605	Advanced Healthcare Policy	3
<b>Credits</b>		<b>8</b>
<b>Spring</b>		
NURS 6524	Quality Outcomes Management II	5
<b>Credits</b>		<b>5</b>
<b>Total Credits</b>		<b>38</b>

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.

Students are able to choose a concentration in Informatics Nursing within the Integrated Healthcare track of the MSN Leadership program. Students in this concentration would complete nine credits of coursework in Informatics Nursing and a four-credit clinical practicum in Informatics Nursing.

## Requirements

Code	Title	Credits
<b>Graduate Core Courses</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
<b>Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7620	Advanced Concepts in Pathophysiology	3
NURS 7641	Advanced Pharmacology	3
<b>Integrated Healthcare Leadership Specialty Courses</b>		
NURS 6951	Master's Leadership Practicum	4
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Electives</b>		
Select 3 graduate-level electives (Arts and Sciences, Business, Education, Engineering)		9
<b>Total Credits</b>		<b>38</b>

## Master of Science in Nursing: Nursing Leadership, Integrated Healthcare Track

The Nursing Leadership program is an advanced education, nurse generalist degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. Graduates of the program will provide leadership at all levels of healthcare to move organizations toward evidence-based systems. This is the perfect degree for graduate nurses who do not wish to be nurse practitioners, but do want to maximize career options in dynamic

## Informatics Nursing Concentration

To fulfill a concentration in Informatics Nursing, students will complete the following courses as their required electives:

Code	Title	Credits
DATA 6100	Fundamentals of Analytics	3
ISOM 6900	Contemporary Topics Seminar	3
MGTN 5415	Information Systems	3
<b>Total Credits</b>		<b>9</b>

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7641	Advanced Pharmacology	3
<b>Credits</b>		<b>7</b>
<b>Second Year</b>		
<b>Fall</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>Fall</b>		
NURS 7605	Advanced Healthcare Policy	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
NURS 6951	Master's Leadership Practicum	4
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
<b>Credits</b>		<b>7</b>
<b>Total Credits</b>		<b>38</b>

## Master of Science in Nursing: Psychiatric Nurse Practitioner Track

The MSN Psychiatric Nurse Practitioner program 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 through the lifespan, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The MSN Psychiatric Nurse Practitioner program requires 55 credits of coursework, including 12 credits (600 hours) of practicum experience.

## Requirements

Code	Title	Credits
<b>Graduate Core Courses</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Healthcare Policy	3
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Practice Core Courses</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
<b>Psychiatric Nurse Practitioner Courses</b>		
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7667	Psychopharmacology	2
NURS 7954	Practicum I: PMHNP	4
NURS 7955	Practicum II: PMHNP	4
NURS 7956	Practicum III: PMHNP	4
<b>Total Credits</b>		<b>55</b>

## Plan of Study

Course	Title	Credits
<b>First Year</b>		
<b>Fall</b>		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7640	Advanced Physiology and Pathophysiology	4
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
NURS 7604	Advanced Health Assessment	4
NURS 7641	Advanced Pharmacology	3
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
NURS 7608	Research Methods for Evidenced-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
<b>Credits</b>		<b>6</b>

**Second Year****Fall**

NURS 7601	Epidemiology and Biostatistics	3
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2

**Credits** 8

**Spring**

NURS 7605	Advanced Healthcare Policy	3
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3

**Credits** 9

**Summer**

NURS 7667	Psychopharmacology	2
NURS 7954	Practicum I: PMHNP	4

**Credits** 6

**Third Year****Fall**

NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7955	Practicum II: PMHNP	4

**Credits** 6

**Spring**

NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7956	Practicum III: PMHNP	4

**Credits** 6

**Total Credits** 55

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