

FAIRFIELD UNIVERSITY GRADUATE ACADEMIC CATALOG 2024-2025



College of Arts and Sciences

Dolan School of Business

School of Education and Human Development

School of Engineering and Computing

Marion Peckham Egan School of Nursing
and Health Studies

FAIRFIELD UNIVERSITY

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GRADUATE ACADEMIC 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. Nemeč, 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 6300 students; 5000 undergraduates and 1300 graduate students. Students represent 38 states, Washington, D.C., and 42 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, the School of Engineering and Computing, and the Marion Peckham Egan School of Nursing and Health Studies.

As a doctoral, professional university, Fairfield is proud to offer a wide range of opportunities for research, internships, service, civic engagement, and personal enrichment through 48 master's degree programs, 7 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. 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. We welcome you to learn more and read our University Diversity Narrative.

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.

College of Arts and Sciences

The Program Directors advise all fully matriculated graduate students in their respective degree areas. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The Program Director must be consulted each subsequent semester regarding course selection. Students must register no later than one week prior to the first day of class. The Assistant Dean for Graduate Studies may also provide outreach and academic guidance to graduate students.

Dolan School of Business

The 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 Program Director 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.

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. Use of AI to generate content may be considered plagiarism depending on the course being taught. Students should consult faculty directly to determine what is allowed for assignments in their courses.
- 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. Fifteen credits is the maximum load permitted (limited to select full-time programs). During summer sessions, full-time

students are permitted to carry a maximum load of 12 credits. Students who work full-time are encouraged to enroll in a part-time basis. Such individuals are advised to limit themselves to six credits during any fall, spring, or summer semester.

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 cumulative and semester grade point average to prevent probation or academic dismissal (see below). 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.

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 and Dismissal

To remain in good academic standing, a graduate student must achieve and maintain a 3.00 cumulative grade point average (GPA) on a 4.00 scale. A graduate student whose cumulative GPA falls below 3.00 in any semester is placed on academic probation for the following semester. Certain programs may mandate stricter requirements, including dismissal without probation.

Graduate students are responsible for being familiar with and complying with the standards applicable to their program as set out in appropriate handbooks and manuals. Graduate students are also responsible for monitoring their grades and GPA closely. Graduate students will be notified if they have been placed on academic probation via email. The graduate student may contact their Program Director or Dean's Office to address remedial actions.

Academic probation serves as an official notification of deficiency that requires graduate students to take immediate action. The purpose of academic probation is to alert the graduate student and the

institution to the problems associated with the graduate student's academic performance and to recommend or implement strategies for improvement. Graduate students on academic probation should meet with their program advisor or a Dean's office representative to collaboratively discuss how to improve and address the graduate student's poor academic performance, which may include adjustment of a graduate student's course load and/or other measures.

If, at the end of the probation (a minimum of one semester or 6 credits) the graduate student's overall GPA is again below 3.00, they may be dismissed. A graduate student may also be dismissed for failure to comply with program specific standards, including any requirement of the student's graduate degree program or graduate certificate program, including failure to maintain adequate academic progress, as set out in appropriate handbooks and manuals. This could include one or more of the following:

- Failure to maintain the minimum cumulative GPA required by the University (3.00);
- Receiving a grade of B- or lower in any course;
- Failure to satisfy personal and professional dispositions or requirements for a degree;
- Failure to produce an acceptable Doctoral Dissertation Proposal;
- Unsatisfactory performance in any aspect of the research or writing for a required master's thesis or doctoral dissertation;
- Failure of a final or general examination for the master's or doctoral degree;
- Programs may have additional requirements as specified by program requirements, including those required by accreditation agencies. Failure to meet these requirements may result in academic probation or dismissal.

READMISSION AFTER AN ACADEMIC DISMISSAL

Graduate students who have been academically dismissed may be eligible for readmission and may be readmitted to the University after one full semester away, at the discretion of the academic unit including Program Director with consultation of the Vice Provost for Graduate, Continuing and Professional Studies and program faculty as appropriate. Prior to formally requesting readmission after an academic dismissal, graduate students should consult with their Program Director and Dean's Office. Formal request for readmission should be made at least three weeks before the start of the semester in which the graduate student seeks to resume enrollment.

Note: Graduate students are expected to remain away for at least a full (fall or spring) semester before seeking readmission. Except in extraordinary circumstances, graduate students who are academically dismissed a second time will not be considered for readmission.

The graduate student seeking readmission must write a letter stating the rationale for the request including why the graduate student is ready to resume study, and a statement explaining the graduate student's plan for success in resuming study. The graduate student may also wish to provide additional information relating to academic work or experience that would adequately support the potential for graduate student's academic success upon readmission. The letter should be sent in advance to Program Director and Dean's Office. The letter should include the graduate student's name, ID, address, phone, current school and major, new school and major (if requesting a change), returning semester, and choice of full- or part-time studies. After formal review of the graduate student's request, the Program Director and Dean's Office will recommend whether the graduate student should or should not be readmitted. Recommendations for readmission may be made

in consultation with the Vice Provost for Graduate, Continuing and Professional Studies.

The Dean's Office will send an official letter of acceptance or denial to the graduate student, inclusive of any contingencies. The graduate student may not register for classes until the official letter of readmission is reviewed and processed. Additional questions or concerns can be directed to the Dean's Office.

Course Withdrawal

Graduate students 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 appropriate Dean for review. Late withdrawal approval is neither automatic nor guaranteed. 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.

Students should consult the Bursar's Office for tuition refund deadlines associated with course withdrawal.

Readmission following Administrative Withdrawal

Students who have been inactive for three terms or longer without requesting a Leave of Absence (see below) may be administratively withdrawn and must therefore 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

Students seeking a medical withdrawal should consult the section under Medical Leave of Absence and/or Medical Withdrawal. Depending on their specific circumstances, students may request and appropriate offices may recommend (a) only a medical leave of absence (for students unable to finish the current semester due to medical reasons but able to return in the immediately upcoming semester); (b) only a medical withdrawal (for students able to return in the immediately upcoming semester); or (c) both a medical leave of absence and medical withdrawal concurrently.

Fairfield University Student Leave of Absence Policy

Circumstances leading to an interruption in a student's continuous enrollment at Fairfield University may arise. This policy addresses the various types of leaves of absence available to students and the applicable procedures governing the same.

Prior to requesting any form of a Leave of Absence, students are strongly encouraged to discuss the implications of such a leave with appropriate offices, including but not limited to the Office of Financial Aid, Office of the Bursar, Global Fairfield, and Veteran's Affairs, as well as the student's academic dean's office.

The University may designate alternate procedures than those described below for instituting and/or returning from any leave of absence, within its discretion.

Personal Leave of Absence

Students may request to take a Personal Leave of Absence, for non-medical reasons. To qualify for a Personal Leave of Absence, the student must be in good academic standing at the time of the request. Personal leaves of absence can be taken only for non-medical reasons, and are limited to four semesters of absence.

To initiate a request for a Personal Leave of Absence, a student must contact their academic dean's office. The student must also submit a written request for a Personal Leave of Absence, which includes the reasons for the Personal Leave of Absence and future plans for returning to the University. Personal Leaves of Absence will not be granted retroactively.

Personal Leaves of Absence are typically subject to the following conditions:

1. The student must be in good standing with the Dean of Students Office;
2. The student must be in good academic standing; and
3. The student must be in good financial standing.

With prior approval from the dean's office, students may engage in focused activities while on leave (i.e. part-time coursework at other institutions, volunteering, employment, etc.) but this is not required. All institutional policies addressing financial aid, transfer credit, course waivers, and credits from other institutions shall apply. As such, students engaging in coursework at other institutions during Personal Leaves of Absence are encouraged to review these policies and speak with their respective dean's office before going on leave.

To return from a Personal Leave of Absence, students must contact their academic dean's office. To return in the fall semester from a Personal Leave of Absence, students must submit their request prior to June 30, and to return in a spring term, students must submit their request prior to November 1. To return from a Personal Leave of Absence in the summer sessions, students must submit their requests by April 1. A student on a Personal Leave of Absence with pending disciplinary charges will not be eligible to return to the University or to receive a University degree until the student's case has been adjudicated by the appropriate institutional office.

Students who are not approved to return may appeal the decision. Students shall submit their appeal in writing to the Provost, or appropriate designee, no later than five (5) business days from the date on which the student was notified of the denial of the request to return from a Personal Leave of Absence. The appellate officer's decision with regard to the appeal is final.

Medical Leave of Absence

Initiating a Medical Leave of Absence and/or Medical Withdrawal

The University recognizes students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should consider requesting a Medical Leave of Absence and/or Medical Withdrawal, which permits students to take a break from University life and their studies, so they may receive treatment and later return to the University with an enhanced opportunity to achieve their academic and cocurricular goals. While each request for a Medical Leave of Absence and/or Medical Withdrawal will be considered on its own merits, student should be aware that the following do not constitute circumstances which will alone support a request for a Medical Leave of Absence:

- Failing to attend class
- Insufficient academic performance
- Financial difficulties
- Dissatisfaction with course materials or offerings
- Change of interest or major
- Failure to meet all curricular and extracurricular commitments

Students interested in a Medical Leave of Absence should contact their academic dean's office as well as the appropriate University health service: Student Health Center or Counseling and Psychological Services (C&PS). After a meeting with the student, the appropriate health service will submit a recommendation to the dean's office as to whether a student's request for a Medical Leave of Absence is approved where the student's health, safety, or academic success has been compromised by a significant health issue. In recommending a Medical Leave of Absence, the appropriate health service will make individualized treatment recommendations to students designed to help them become academically and personally ready to resume life at Fairfield University. The appropriate health service may also request the student to provide supporting documents from the student's treatment provider.

Students are discouraged from submitting personal medical information or health records directly to faculty, academic dean's, or provost's offices. These documents should be shared directly with Counseling and Psychological Services or Student Health Center.

Returning from a Medical Leave of Absence and/or Medical Withdrawal

Medical leaves are intended to give students time to receive treatment and focus on their health and wellbeing. The medical clearance process by which students return is intended to allow students to demonstrate that they will be able to adequately monitor their own health and function effectively in the autonomous student environment at Fairfield, without undue disruptions to others in the campus community. The goal is for students to be able to return to campus and be successful in their academic, co-curricular, and extra-curricular pursuits.

When a student is interested in returning to the University after a Medical Leave of Absence and/or Medical Withdrawal, the student should take the following steps:

1. **Deadlines:** Contact the student's academic dean's office and the appropriate health service (C&PS or Health Center) to advise of the student's interest in returning well in advance of the intended returned date. Returning students must submit all materials by November 1 for consideration for the Spring semester, April 1 for the summer sessions, and June 30 for the fall semester.
2. **Brief Statement:** Provide a brief statement to the appropriate Health Service (no more than two pages) describing 1) the student's experience away from the University including activities undertaken while away 2) the student's current understanding of the factors

that led to the need for the leave, and the insights the student has gained from treatment and time away and 3) how the student plans to ensure a successful return to Fairfield University. Students are discouraged from providing any statements that contain personal medical information to faculty or the academic dean's or provost's offices.

3. **Medical Letter:** Request a letter from the student's treatment providers, which should be sent directly from the treatment provider to the appropriate University health service. No medical letters should be sent to faculty, the academic dean's or provost's offices. The medical letter should include: 1) The clinician's credentials and clinical setting; 2) The nature of their work with the student, including the duration and frequency of their contact; 3) Any observed progress in the student's recovery from the medical condition that led to the leave of absence; 4) The clinician's assessment of the student's clinical status and their readiness to successfully resume academic and university life; 5) The justification for their assessment of the student's readiness.

Once a student has sent in all materials, the student should call to double check that the appropriate Health Service (C&PS or Student Health Center) and Dean's Office have received all pertinent information. The University will diligently review returning students' requests, however, if there is missing information and/or the University needs additional time to appropriately review (including if contact with student's treatment provider is warranted within the discretion of the University) consideration for a return may be delayed.

The University will review all information provided in order to make an individualized determination as to whether the student has met the criteria to be cleared to return. The appropriate Health Service will recommend a student for return where the documentation demonstrates that the student is ready to resume studies and be a successful member of the campus community. The appropriate Health Service gives significant weight to the documentation and the opinion of student's treatment providers regarding the student's ability to function academically and safely at the University with or without accommodations. If the appropriate Health Service determines that information provided by the treatment provider is incomplete, requires further explanation or clarification, or when there is a disconnect between the medical information provided by the treatment provider and other information in the student's files, the appropriate Health Service may contact the treatment provider to obtain additional information. The student will be notified once a determination has been made.

Students who are not cleared to return may appeal the decision. The appeal must be made in writing to the Vice President for Student Life no later than five (5) business days from the date on which the student was notified of the determination. The appellate officer's decision with regard to the appeal is final.

Involuntary Leave of Absence

Fairfield University may determine that a student poses a threat of harm or safety risk to themselves or others that cannot be properly mitigated with reasonable accommodations. In such situations, the University may require the student to take an Involuntary Leave of Absence.

The Dean of Students or appropriate designee may place a student on an interim Involuntary Leave of Absence while the University determines whether an Involuntary Leave of Absence is warranted.

If the Dean of Students or appropriate designee deems it prudent to impose an interim involuntary leave of absence, this may be done without prior notice to a student.

In such circumstances, which shall be determined by the Dean of Students or appropriate designee, the Dean of Students or appropriate designee should still consider the student's individual circumstances, to the extent they are known, and whether reasonable accommodations may obviate the need for an interim or full Involuntary Leave prior to imposing an interim Involuntary Leave.

If the Dean of Students or appropriate designee imposes an interim Involuntary Leave of Absence, the University will notify the student and the student may ask the Dean of Students or appropriate designee to revoke the interim Involuntary Leave of Absence within seven (7) business days of the imposition of the Involuntary Leave. The student may submit relevant information and meet with the Office of Accessibility to discuss reasonable accommodations in conjunction with the student's request that the Dean of Students or appropriate designee revoke the interim Involuntary Leave of Absence, provided the student does so within five (5) business days of asking that the Involuntary Leave be revoked.

If the Dean of Students or appropriate designee determines that an interim Involuntary Leave of Absence is warranted, the University will normally attempt to notify the student that it is considering placing the student on an Involuntary Leave before imposing an Involuntary Leave.

After being notified, the student will have the option of seeking a voluntary leave of absence. The student must decide whether to seek a voluntary leave within three (3) business days of being notified that the University is considering placing the student on an Involuntary Leave of Absence.

The Dean of Students or appropriate designee will conduct an individualized assessment to determine whether an Involuntary Leave of Absence is warranted in their discretion. This individualized assessment may begin as soon as the University is considering placing the student on an Involuntary Leave of Absence. The individual assessment will include an analysis of whether reasonable accommodations exist that may obviate the need for an Involuntary Leave of Absence.

In considering whether to impose an Involuntary Leave, the Dean of Students or appropriate designee may confer with the Office of Accessibility regarding whether reasonable accommodations exist that may obviate the need for a leave, but is not required to do so.

The Dean of Students or appropriate designee may also confer with the University's Counseling & Psychological Services or any other individual or entity to determine whether an Involuntary Leave of Absence is warranted and/or whether reasonable accommodations exist and may ask the student for permission to speak to and/or obtain information from third parties, including but not limited to the student's treatment providers, if any, but is not required to do so.

Except when the Dean of Students or appropriate designee places a student on interim Involuntary Leave, in which case the procedures above apply, the student ordinarily has five (5) business days after being notified that the University is considering placing the student on an Involuntary Leave of Absence within which to provide relevant information to the Dean of Students or appropriate designee and/or meet with the Office of Accessibility to discuss possible reasonable accommodations, provided that the student notifies the Dean of Students or appropriate designee of the student's intent to provide relevant information or meet with the

Office of Accessibility within three (3) business days of being notified that the University is considering placing the student on an Involuntary Leave of Absence.

If the student timely notifies the Dean of Students or appropriate designee of the student's intent to submit relevant information or meet with the Office of Accessibility, the Dean of Students or appropriate designee will generally not render a decision regarding Involuntary Leave until six (6) business days after the student was notified that the University was considering placing the student on an Involuntary Leave unless the Dean of Students or appropriate designee determines that an interim Involuntary Leave of absence is warranted.

Nothing herein shall, however, preclude the Dean of Students or appropriate designee from imposing an interim Involuntary Leave of absence at any time, even if the Dean of Students or appropriate designee initially determines that an interim Involuntary Leave of Absence is not warranted.

If the student does not timely notify the Dean of Students or appropriate designee of the student's intent to submit relevant information or meet with the Office of Accessibility, the Dean of Students or appropriate designee may render a decision regarding Involuntary Leave immediately.

The University will inform the student of the Dean of Students' or appropriate designee's decision. A student may appeal the Dean of Students' or appropriate designee's decision to the University's Provost or appropriate designee within five (5) business days of being notified of the decision.

An Involuntary Leave of Absence is not disciplinary in nature and is not intended to and does not take the place of any disciplinary proceedings involving the student in question. The University may concurrently proceed with an Involuntary Leave and student disciplinary proceedings.

Returning from an Involuntary Leave of Absence

A student placed on an Involuntary Leave of Absence may apply to rejoin the University community by contacting the Dean of Students in writing.

When a student placed on Involuntary Leave contacts the Dean of Students to rejoin the community, the Dean of Students or appropriate designee will determine whether the circumstances that warranted the leave have sufficiently abated to allow the student to rejoin the community with or without reasonable accommodations.

The student may submit relevant information in conjunction with the student's request to rejoin the University community and the Dean of Students or appropriate designee may consult with the Office of Accessibility, Counseling & Psychological Services, and/or any other individuals or entities, and may ask the student for permission to speak to and/or obtain information from third parties, including but not limited to the student's treatment providers, if any.

The Dean of Students or appropriate designee may also ask the student to submit to independent or University offered examinations, treatment, consultations, counseling, etc. in conjunction with either the Dean of Student's or appropriate designee's consideration of whether to impose a Leave or the student's request to rejoin the University community. The student has the option to decline any examinations, treatment, consultations, counseling, etc. requested by the Dean of Students or appropriate designee, and the Dean of Students or appropriate designee may consider any such declination in rendering a decision with respect to imposing or revoking a Leave.

The student may appeal the decision as to whether the circumstances that warranted the Leave have sufficiently abated to allow the student to rejoin the community, with or without reasonable accommodations, to the Provost or appropriate designee within five (5) business days. The appellate officer's decision with regard to the appeal is final.

The Dean of Students or appropriate designee or the Provost or appropriate designee may exercise their discretion to modify the time requirements and/or limitations in this policy.

Military Leave of Absence

Fairfield University recognizes that students who serve in the U.S. Armed Forces may encounter situations in which military obligations force them to withdraw from a course of study and that this can sometimes happen with little notice. This procedure is intended to recognize and make appropriate allowances for students who find themselves in such situations and seeks to minimize disruption to the lives of servicemembers, allowing them to return to Fairfield without penalty for having left because of their service.

Students may request a Military Leave of Absence to perform service in the uniformed services, whether voluntary or involuntary, in the United States Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority (but not State authority), for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

Student servicemembers will qualify for Military Leave of Absence if:

1. Fairfield University is given notice of the student servicemember's absence for service.
2. The cumulative length of absences from Fairfield University by reason of service does not exceed five years.
3. The student servicemembers give notice of their intent to return by the applicable time limit.

Notice of student servicemember absence shall be directed to the Provost's Office (for undergraduate students, to the Vice Provost for Undergraduate Excellence; for graduate students, to the Vice Provost for Graduate, Continuing and Professional Studies). Notice should be provided by the servicemember or an appropriate officer of the Armed Forces or official of the Department of Defense and given as far in advance as is reasonable under the circumstances.

Returning from Military Leave of Absence

Qualifying servicemember students will be promptly readmitted with the same academic status. The appropriate point in a course or program for a student to resume studies, the timing of the re-enrollment and the determination as to "same academic status" will be determined by Fairfield University taking into account the unique characteristics and requirements of each program and student's circumstances. All requests to return from Military Leave shall be submitted to the Provost's Office (for undergraduate students, to the Vice Provost for Undergraduate Excellence; for graduate students, to the Vice Provost for Graduate, Continuing and Professional Studies) and can be oral or written. The student servicemember seeking to return from Military Leave of Absence must provide documentation to establish that:

1. The student has not exceeded the cumulative five-year limit on absences from Fairfield; and

2. The student's eligibility for readmission has not been terminated by reason of: 1) a dishonorable or bad conduct discharge; or 2) a dismissal of a commissioned officer permitted under section 1161(a) or Title 10 USC by sentence of a general court martial, in commutation of a sentence of a general court-martial, or, in time of war, by order of the President; or 3) a dropping of a commissioned officer from the rolls pursuant to section 1161(b), Title 10 USC due to absence without authority for at least three months, separation by reason of a sentence to confinement adjudged by a court-martial, or a sentence to confinement in a Federal or State penitentiary or correctional institution.

The types of documents necessary will vary from case to case and the adequacy of such documentation shall be determined by Fairfield University in accordance with applicable law. Fairfield University will not unreasonably delay or attempt to avoid readmission of a student servicemember.

Notice of intent to return from a Military Leave must be provided not later than three years after the completion of the period of service. For a servicemember who is hospitalized for or convalescing from an illness or injury incurred in, or aggravated during, the performance of service, notice must be provided not later than two years after the end of the period that is necessary for recovery from such illness or injury.

If a student servicemember is not prepared to resume studies where the student left off at the time notice to return is due, Fairfield University will engage reasonable efforts that do not place an undue hardship on Fairfield University, to provide assistance to the student servicemember to become prepared or to enable the student to complete the program, including but not limited to providing refresher courses and/or allowing the student servicemember to retake certain academic credentials at no extra cost.

Fairfield University is not required to readmit a servicemember if it determines, after reasonable efforts, that the servicemember is not prepared to resume the program at the point where the student left off, or is unable to complete the program.

General Rules Applicable to Leaves

Authority: The University retains absolute discretion over whether to grant a student's request to take a leave of absence and/or to return from a leave of absence in accordance with this policy.

Campus Access: Students on leave may be present on Fairfield University's campus as guests or visitors, unless otherwise excluded pursuant to another University process and/or directive, and must follow all University policies.

Students living in on-campus housing at the time of a leave of absence are expected to move out within a few days, usually 72 hours.

If invited as a guest in the dorms by other students, students on leave must abide by all applicable guest rules.

Students on leave may not hold leadership positions or participate in University sponsored or funded international travel.

Email and Library Access: Students on leave ordinarily retain remote library privileges and email access for a period of time from the date the leave was initiated.

Disciplinary Violations: A leave of absence does not preclude students from disciplinary violations as provided by the Student Conduct Code.

Finances: The financial consequences of a leave will depend on the timing of the leave and will follow the schedule as announced by the Office of the Bursar on its website, under the “Refunds” page.

Students receiving financial aid should contact the Office of Financial Aid to help answer questions students may have regarding if and how their leave may affect financial aid and help identify any impacts to their financial obligations (including student loan information). Students are also encouraged to consult the appropriate University Catalog regarding the return of Title IV Funds Policy.

International Students should contact Global Fairfield.

Length of Leave: Because every student’s situation is different, the length of leave shall be determined individually, based on that student’s particular circumstances. Students are encouraged to consult appropriate University policy (including program specific handbooks) to understand time limitations within which students must complete certain programs and degrees.

Students who are not actively registered and/or enrolled in classes and who do not request a Leave of Absence as described above may be administratively withdrawn from the University.

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

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 (<https://my.fairfield.edu>) 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 **BEFOREHAND** 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 may be allowed if it is graduate work done after the completion of a bachelor’s program, completed prior to entering Fairfield University, and not applied toward a prior, awarded academic credential.

No more than six credits may be transferred in a 30-39 credit hour program. No more than nine credits may be transferred in a 40-59 credit hour program. No more than twelve credits may be transferred in a 60 credit hour or more program. Transfer credits are subject to program director approval. Exceptions may apply regarding transfer credits. Graduate students are responsible for being familiar with the standards applicable to their program as set out in appropriate handbooks and manuals. Transfer credit will be considered for graduate coursework earned with a grade of B (3.00) or better. An official transcript of the work done must be received before a decision will be made on approving the transfer.

A course waiver does not reduce the credit requirement of a degree program; another approved credit-bearing course must be taken to fulfill degree and credit requirements.

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.

In the event a student passes away, the Provost/Chief Academic Officer (or designee) will award a posthumous degree if **all** degree requirements (including thesis, dissertation) are complete. In situations where coursework/research is not complete, the Provost/Chief Academic Officer (or designee) in consultation with the student's Dean will consider awarding a degree in memoriam certificate.

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. 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

Fairfield University transcripts are ordered online via Parchment with the option to request paper (mailed) or electronic (emailed) official transcripts. The Parchment site guides you through creating your account, the ordering process, and delivery options and fees. Your signed consent is required to fulfill your transcript order. Order updates are emailed, and you can check your order status online. Transcript orders will not be processed if there are certain holds, such as financial, on your Fairfield University account.

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 **Wien Blackbox Theatre in the Quick Center** 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 offers: access to millions of books and ebooks and numerous 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 guides, citation guides, and tutorials; a student donated textbook collection and course reserves; reservable spaces to conduct group work; private and reservable lactation room; 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 Weil Café and CAS Fredrickson Family Innovation Lab, and the entire library building is open 24 hours during final exam periods. Check the library website for updated hours.

Academic Commons

The Fairfield University Academic Commons supports the scholarly success and intellectual growth of our students. **Academic Commons partners are dedicated to:**

- Coordinating academic resources
- Helping students achieve their educational goals
- Creating an inclusive environment for students
- Eliminating barriers to student success
- Strengthening students' academic experience, in and out of the classroom

The Academic Commons is comprised of the following areas: Office of Accessibility, CAS Fredrickson Family Innovation Lab, ITS Help Desk, Global Fairfield, Math Center, Science Center, Writing Center, and the DiMenna-Nyselius Library.

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.

ITS maximizes the use of technological innovations not only in the learning environment but also in all of Fairfield's business processes. 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. My.Fairfield provides single sign-on capability so each student will need to log in only once 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 150 classrooms across campus, as well as specialized instructional spaces and a few public-use computer which are accessible to all students with a valid StagCard. ITS's 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 the ITS website.

Academic Computing

The Academic Computing department provides a broad range of software support to the faculty of Fairfield University. Assistance is available for individual instructors who wish to explore ways to incorporate technology into their coursework. Software vetting, training, and support, application integration, course management systems, and the use of computers/iPads are some of the services the Academic Computing staff provide.

- Academic Computing Resources

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 ITS 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 - Thursday 7:45 AM - 8:00PM, Friday 7:45 AM - 5:00 PM, Sunday 4:00 PM - 8:00 PM

Summer Hours: Monday-Thursday 8:30- 5:00, Friday 8:00am -12 pm

my.Fairfield

All students use their NetID to access my.Fairfield, a secure web portal used to view course schedules, access library services remotely, register

for classes and parking permits, view and pay tuition bills, print unofficial transcripts, and much more.

NetID

A Fairfield University NetID is your username/password combination that provides access to a variety of online resources and services, including my.Fairfield and your student Gmail account. Your NetID is obtained through the claim process found here. 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 supported by Global Fairfield located in DiMenna-Nyselius Library lower level, and the Office of Student Engagement (Graduate and International Student Life) located in the Barone Campus Center lower level. Both offices work cooperatively to provide an orientation program exclusively for international students. Global Fairfield provides assistance with visa and immigration matters, and the Office of Student Engagement (Graduate and International Student Life) provides assistance with onboarding along with activities and support during their educational experience.

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 Computer Science
 - BS in Electrical Engineering
 - BS in Mechanical Engineering
- American Chemical Society
 - College of Arts and Sciences
 - BS in Chemistry
- American Alliance of Museums (AAM)
 - Fairfield University Art Museum
- Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE)

- School of Education and Human Development (SEHD)
 - 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)
 - SEHD
 - Clinical Mental Health Counseling and School Counseling programs
- Council for the Accreditation of Educator Preparation Programs (CAEP)
 - SEHD
- Council on Education for Public Health (CEPH)
 - Bachelor of Science
- Council on Social Work Education (CSWE)
 - Bachelor of Social Work
 - Master of Social Work
- 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
- Accreditation Association for Ambulatory Healthcare (AAAHC)
 - Student Health Center
- Accreditation of Counseling Services (IACS)
 - Counseling & Psychological Services

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 and Council for the Accreditation of Educator Preparation Programs (CAEP)
- Connecticut State Board of Examiners for Nursing
 - Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Texas Higher Education Coordinating Board
 - Second Degree Nursing program in Austin, TX
 - DNP in Nurse Anesthesia in Austin, TX

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 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

An "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 six distinct programs that lead to the Master's degree: Communication (MA), Creative Writing (MFA), Industrial & Organizational Psychology (MA), Interior Design (MS), 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 to 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 over 200 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 and concentrations. 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.

Six graduate degrees -- 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 Science in Industrial & Organizational Psychology which joined the College in 2019 -- expand the offerings available through the College. 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 MS 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:

- 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 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, one of which must be from a current supervisor or professor, accompanied by the University online recommendation forms. Recommendation requests are sent through the online application for admission.
- Personal statement describing your reasons for pursuing a graduate degree, why you chose Fairfield University, and what your goals are following graduation.

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 (chickenpox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program or an in-person certificate program. More detailed information on the required immunizations and how to submit the required documentation is available online at www.fairfield.edu/immunization. Although compliance with University immunization requirements is not required to complete

an application, you must provide proof of immunity/screening prior to course registration. Please note, students who are enrolling in 100% online programs with no intention of coming to campus may be exempt from providing immunization records. Please consult the Student Health Center to determine what documentation may be required as an online student. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or email health@fairfield.edu.

International Students

International applicants must provide an official course-by-course evaluation for all coursework completed outside the US. Evaluations must be completed by an approved evaluator (found on our website) recognized by NACES. All international students whose native language is not English must demonstrate proficiency in the English language by taking and submitting test scores from one of the following exams: TOEFL, IELTS, Duolingo, or PTE Academic. Scores must be sent directly from the testing agency. Fairfield University's ETS code is 3390. English language test score requirements can be viewed on our website. English language 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 must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars). A blank pdf affidavit of financial support document will be provided by the office of Global Fairfield to be completed, along with a list of acceptable financial certificates. All supporting credentials must be submitted at least three months prior to the intended start date.

Students with Disabilities

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

If a student with a disability would like to be considered for accommodation(s), 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 interactive request process for accommodations. Instructions for how to initiate the accommodation request process are located on our website. Students can also email ooa@fairfield.edu to start the accommodation request process. 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 the Office of Accessibility, accommodations need not be provided and are not retroactive. 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 (MA, MPA, MS)	\$970 per credit
Tuition (MFA Existing Cohort)	\$740 per credit

Tuition (MFA Entering Cohort)	\$765 per credit
Registration Fee	\$50 per semester
Graduate Student Activity Fee	\$65 per semester
Red Stack Direct	\$24 per credit
Residency (MFA)	\$1,265 per semester
Promissory Note Fee	\$40
Returned Check Fee	\$35
Graduation Fee	\$200
Transcript	\$15

Fairfield Campus Indirect Estimated Expenses

Direct Expenses and Indirect Expenses are two vital parts of the "Cost of Attendance" or budget. *Direct Expenses* are charges that a student will incur on their billing statement from the Bursar's office. *Indirect Expenses* are other cost that a student will incur on their own while attending Fairfield University.

Housing	Fall and Spring \$10,770 Summer \$3,591
Food	Fall and Spring \$4,616 Summer \$1,539
Books/CM/Supp/Equip Row	Fall and Spring \$1,000 Summer \$500
Transportation	Fall and Spring \$3,193 Summer \$1,065
Miscellaneous	Fall and Spring \$10,450 Summer \$3,485
Total	Fall and Spring \$30,029 Summer \$10,180

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.

Federal Leave of Absence Policy

The purpose of this policy is to ensure Fairfield University is following federal regulation, 34 CFR 668.22(d), regarding the process for students requesting a leave of absence.

For students who have federal financial aid, a leave of absence (LOA) must meet certain conditions to be counted as a temporary interruption in their educational plans instead of being counted as a withdrawal requiring the school to perform a Title IV return calculation. If the temporary LOA does not meet the conditions as stated in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school. The school will be required to perform a Title IV return calculation.

According to federal regulation 34 CFR 668.22(d), the following conditions must be met in order for our office to process an approved LOA for Title IV purposes:

- The student must apply/request the LOA in advance unless unforeseen circumstances prevent the student from doing so.
- The student must follow the school's policy for requesting the temporary LOA.
- The LOA cannot be granted for academic reasons (ex: to keep a student from failing).
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
- There must be a reasonable expectation that the student will return from the LOA.
- A student returning from a LOA must resume coursework at the same point in the academic program/courses that he or she was at when the LOA began.*
- The school may not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional federal student aid.
- If a student is a Title IV (federal financial aid) recipient, the institution must explain the requirements and regulations of their financial aid status (grace period, repayment, etc.) PRIOR to the school granting the LOA. The information that will be provided will include the financial consequences if the student fails to return from the LOA.**

Fairfield University may grant a temporary LOA that does not meet the conditions to be approved as a Title IV LOA. In the event a student is approved for a LOA that does not meet the conditions of a Title IV LOA, the student will be reported as WITHDRAWN for the purposes of Title IV (federal) financial aid. Title IV loan recipients must complete exit counseling. Monthly payments may begin when the grace period ends, typically, six-months from the date it was determined that the student was withdrawn. Students may apply for either a qualifying forbearance or deferment with their student loan servicer.

A student approved for a federal financial aid LOA that meets all of the conditions stated above is not considered to have withdrawn and no return of Title IV funds calculation is required. Students granted an approved federal financial aid LOA will be considered on an approved LOA and in an in-school status for Title IV repayment purposes.

*Completion of Coursework upon Return

In as much as approved leaves of absence are viewed as temporary interruptions in a student's attendance, a student returning from a LOA must do so at a time when he or she can complete the work which they missed during the LOA in order to complete the payment period and be

eligible to receive a second or subsequent disbursement. Therefore, in order for a LOA to be an LOA, the school must allow a student returning from an LOA to complete the coursework that he or she began prior to the LOA.

The school may permit a student to return to class before the expiration of the student's LOA in order to review material previously covered. However, until the student has resumed the academic program at the point where he or she began the LOA, the student is considered to still be on the approved LOA. The days the student spends in class before the course reaches the point at which the student began his or her LOA must be counted in the 180 days maximum for an approved leave of absence. A student repeating coursework while on LOA must reach the point at which he or she interrupted training within the 180 days of the start of the student's LOA.

**Student Who Fails to Return from LOA

If a student does not return to the school at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's withdrawal date is the date the student began the LOA.

If a student on an approved LOA fails to return, the school must report to the loan holder the student's change in enrollment status as of the withdrawal date. One possible consequence of not returning from a LOA is that a student's grace period for a Title IV program loan might be exhausted. Therefore, in order for a LOA to be an approved LOA, prior to granting a leave of absence, a school must inform a student who is a Title IV loan recipient of the possible consequences a withdrawal may have on the student's loan repayment terms, including the exhaustion of the student's grace period.

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. Federal Direct PLUS Loans
2. Unsubsidized Direct Loans

Example

The Spring semester begins on January 16, 2024. Sarah Smith is enrolled in a Master of Arts and Sciences Program and began the official withdrawal process with her dean. It was determined that her official withdrawal date would be March 7, 2024. 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 \$5,935. 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:

$$\$5935.00 \times 52.3\% = \$3,104.00$$

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 their graduate program) 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 and Master Promissory Note (MPN) online.
- Submit Student Authorization form

Step Three:

- Review, accept or decline your offered Federal Loans via your Net Partner portal, If you are declining your federal loans, then no further action is needed after you have declined the loan.
- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, it has been determined that you are eligible for federal financial aid and the **Step Two** requirements have been satisfied.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement which will be emailed from the Department of Education to the email addressed used to establish your Federal Student Aid ID (FSAID).

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed all requirements listed in Step Two.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
- A student may only receive federal financial aid for coursework that is needed for degree completion.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website.

Tax Deductions

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

Consumer Information

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

Veterans

Veterans may apply GI Bill® educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance

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

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

In order to qualify for this provision, such students are required to provide a Chapter 33 Certificate of Eligibility (or its equivalent), or for Chapter 31,

a VR&E contract with the school on VA Form 28-1905 by the first day of class.

Notes: 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

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:

- Communication
- Creative Writing
- Industrial/Organizational Psychology
- Interior Design
- Mathematics
- Public Administration

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 as a graduate student, you will leave having formed your 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 program with cutting-edge topics. This graduate 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.

Kristina Ruiz-Mesa PhD

Director of the MA in Communication Program

Associate Professor, 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 5328 Palliative Care Communication in the United States and Italy **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 Italy. 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 Italy. Undergraduate equivalent: COMM 4328. Previously CO 0497S, COMM 5326.

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 dialogue as communication processes. The course privileges win-win and dialogic approaches and provides experiential learning in simulations in which teams of students negotiate detailed and practicable outcomes for resolving contemporary organizational and societal problems. Previously CO 0524.

COMM 5530 Media Theory and Criticism**3 Credits**

This course introduces students to the study of media in the United States. It focuses on the major theoretical trajectories that have shaped the field, empirical research that has emerged as canonical, and contemporary critical approaches that inform not just how we study media as scholars, but also how we understand media as consumers. Previously CO 0530.

COMM 5531 Work/Life Intersections**3 Credits**

This course examines those situations where work and life intersect and how humans use communication to create, negotiate, and manage work/life intersections. Previously CO 0531.

COMM 5532 Nonprofit Media**3 Credits**

This course focuses on public relations, advertising and marketing strategies for nonprofit and public service organizations. The course begins with a broad overview of media industries and the changing landscape of media technologies and then considers how nonprofit and other public service organizations can best leverage resources to effectively communicate with intended audiences. Both theoretical and practical, this course provides graduate students with historical understandings of how media industries are organized and how not for profit organizations interface with profit-driven media businesses. Special attention is paid to how social media platforms and other digital technologies impact communication strategies. Previously CO 0532.

COMM 5537 New Media Studies**3 Credits**

The digital and social media that have emerged in the past decade are reshaping our world in profound ways - this course explores those developments in light of both extended history and the contemporary moment. Through a mix of scholarly and journalistic readings, we will inquire into the ways in which culture, community, and identity are undergoing change alongside marketing, politics, and the "mass" communication industries. Our focus will include a wide variety of new media platforms, practices, and issues drawn from social networking, mobile, and online content, as we cultivate a critical lens on society's increasing digitalization (and its discontents). Previously CO 0537.

COMM 5539 Advertising and Consumer Communication**3 Credits**

This course takes a critical look at the intersection of consumer culture, advertising, marketing and communication. This course also considers the history of advertising, marketing and public relations in the United States as a starting point for better understanding of contemporary practices in these fields. Central in this examination is a consideration of how race, ethnicity, gender and sexuality often map (and are mapped onto) specific consumption patterns. Further, this course examines how advertising and related communication practices happen within a specific political-economic environment and how technology is quickly changing how theory translates into practice in these fields. While advertising, marketing and public relations are undoubtedly a part of our consumer culture, this course is not exclusively about how to "do" these activities, but rather how these communication practices impact our culture. Finally this course will ask students to critically reflect on consumption in terms of global, environmental and labor concerns. Previously CO 0539.

COMM 5540 Intercultural Communication**3 Credits**

This course examines the relationship between communication behavior and cultural factors such as nationality, ethnicity, race, gender, class, sexuality, and religion. We will focus on cross-cultural sense-making, relationships, problem-solving, and organizing with particular application to business, education, and health care encounters. The course reviews the social science research of variations in normative communication behavior, as well as the theoretical approaches to understanding the relationship between worldview/cultural values and preferred communication practices. Examples will be used from a variety of nations, as well as those within the diverse cultural landscape of contemporary United States. Previously CO 0540.

COMM 5545 Race, Identity, Representation 3 Credits

Rooted in a constitutive approach to communication, this course advances the notion that identities are not bound within the self, but rather, are socially negotiated through communication practices and are situated firmly in cultural and historical settings. Specifically, this course examines how racial identities emerge, reform, and are redirected through discourse. In addition to exploring how racial categorizations are socially constructed, this course attends to contemporary representations of race within media, education, and health care systems. Further, students in this course will interrogate social issues involving structural inequality, privilege, power, and hegemony. Previously CO 0545.

COMM 5547 Healthcare Organizational Communication 3 Credits

This course examines the processes and complexities of modern healthcare organizations (hospitals, nursing homes, insurers, associations, pharmaceutical and medical device manufacturers, non-profits, marketing, advertising, and PR firms, provider education institutions, etc.). The primary purpose of this course is to provide an understanding of how communication within, to, and from healthcare organizations impacts the company, its employees, stakeholders, customers, federal and local governments, and 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
Pagano
Zhang, Q.

Associate Professor

Brennan
Iddins
Rugg
Ruiz-Mesa, *Director*
Zhao

Assistant Professor

Ryan
Yook

Faculty Emeriti

Wills

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 legacied into this new option and prior to enrolling in their tenth course, or COMM 6961 or COMM 6971 (if currently enrolled in their tenth course), may elect to enroll in the non-thesis track detailed below.

Thesis/Project Track

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

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 ¹		21
Total Credits		36

¹ Of these elective courses:

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

Non-Thesis Track

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 ¹		27
Total Credits		36

¹ Of these elective courses:

- Two may be from outside the Communication department
- One may be an internship (a student must complete 6 courses (50%) in the program before conducting an internship)
- One may be an independent study

Program's Learning Outcomes

The ultimate goal of this degree is for students to develop a research-based approach to understanding message design. Therefore, students should be able to translate communication-based research findings into their professional and personal lives. Thus, this graduate program should allow students to:

- Improve their scholarly research skills & understanding of communication theory, research, and application.
- Enhance their abilities to interact with confidence & trust.
- Recognize the value of graduate educational opportunities as a way to accomplish professional goals & personal growth, and.
- Demonstrate the value of encouraging and promoting diversity in all communication contexts.

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 5328	Palliative Care Communication in the United States and Italy	
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 5445 MFA Residency Full Term **0 Credits**
Fee: \$1265

A course that represents attendance at in-person residency at Enders Island, Mystic, CT for the MFA program.

ENGL 5446 MFA Residency Half Term **0 Credits**
Fee: \$632.5

A course that represents half-residency (four-day) attendance at in-person residency at Enders Island, Mystic, CT for the MFA program.

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 **1-9 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.

Osborn
Páramo
Patrick
Vanderbes

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 ¹	24
or ENGL 5442	Non-Fiction	
or ENGL 5443	Poetry	
or ENGL 5444	Stage and Screen	
ENGL 5991	Independent Study: Fiction ¹	36
or ENGL 5992	Independent Study: Non-Fiction	
or ENGL 5993	Independent Study: Poetry	
or ENGL 5994	Independent Study: Stage and Screen	

¹ Each course is repeated for four or five semesters.

Learning Goals

The MFA program's **broad learning goals** are twofold, achieved through the accumulation of objectives derived from four residencies and four mentorships:

- To develop a writer's quality of work and the development of their craft in a chosen genre
- To deepen and enhance a writer's critical language and critical reading ability

Learning Objectives

The program has distinct **learning objectives** as for the two distinct learning environments of the residency setting and the mentorship semesters; each student completes four of both and moves from introductory, to proficient, to mastering the following:

Residency:

- *Increase* student facility to provide incisive criticism in genre to peers, both through written and oral feedback
- *Increase* student development of craft knowledge through the attendance of faculty-led seminars
- *Gain a broad understanding* of professional standards and practices through the attendance of readings and presentations

Faculty

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

Professor

Davis, C.A., Director
Huber

Professor of the Practice

Klay

Lecturer

Ahmed
Basch
Clark
Doaks
Gallagher
Jones
Kim
Madden
Moore
Muaddi Darraj

- Utilize the analysis of master literary texts to develop craft language and literacy
- Practice professional activities: give readings, provide introductions, give craft talks.

Mentorship:

- Develop an increasingly sophisticated critical language about craft
- Apply craft literacy to the composition and revision of original work in primary genre
- Develop a sustained revision practice that reflects a sophisticated understanding of how to improve the elements of the primary genre
- Read widely in the chosen genre as well as secondary genres that will assist in deepening awareness of craft

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 ¹	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

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

Industrial/Organizational Psychology

Message from the Director

Welcome, Current and Prospective Students!

As the director of this graduate program, I am passionate about increasing awareness of industrial/organizational psychology. I/O psychology is the application of psychological science to the study of work, with the goal of improving employee experiences and organizational performance (focusing on topics such as efficiency, productivity, equity, training, and employee wellbeing). Grounded in the

scientist-practitioner approach, it is an exciting applied field that lies at the intersection of psychology and business. If you enjoy asking challenging questions about human behavior and believe in evidence-based best practices, I/O psychology may be a good home for you.

The Industrial/Organizational Psychology program at Fairfield offers two programs of study:

- A traditional Master of Science program in Industrial/Organizational Psychology, which requires the completion of 39 credits of approved courses (36 of these credits must be in psychology). This program is typically completed across five semesters, but is flexible (some students opt to complete the program across a lighter, part-time schedule).
- An Accelerated MS program for eligible Fairfield University Psychology majors (Integrated Bachelor's/Master's degree), which requires the satisfactory completion of 11 credits at the undergraduate level and 30 additional credits at the graduate level. This program is typically completed across three graduate semesters (summer, fall, spring).

Our program focuses on breadth, to expose graduate students to the many different sides of I/O psychology and potential career options. A major curriculum update was implemented in 2022, resulting in a modern and comprehensive series of courses, covering topics such as: consulting and OD, training, teamwork, conflict management, coaching, diversity, and research methodologies. The program includes one-semester of fieldwork, during which students apply the knowledge and skills they developed across their coursework to a real-world project. The final assessment for the program is a comprehensive exam, which takes place in the last semester of each student's program plan. A research thesis is not required, but students have the opportunity to collaborate with Psychology Department faculty to conduct extra-curricular research.

Most graduates of the I/O Psychology MS 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 can assume positions in for-profit and non-profit organizations in human resources, training, consulting, research, organizational development, recruiting and similar specialties. Our graduates 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.

Please contact me with any questions about Fairfield's I/O Psychology graduate program.

Best,

Katie Tomlin, PhD

Associate Professor of the Practice

Graduate Program Director, I/O Psychology

ktomlin@fairfield.edu

Admission to the Industrial/Organizational Psychology Program

Applications are accepted on a rolling basis. After all components of your application are received, you will be invited for an interview with one of our faculty members. This interview is intended to clarify your understanding of the program and the profession, and to evaluate your potential success as a graduate student.

After admission, each candidate will be provided with a faculty advisor, who will 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.

Notes: Students who need to be enrolled in 9 credits every semester for financial aid or visa reasons may need to take additional credits beyond the minimum required for the degree or plan in advance for an adjusted course sequence. Students should consult with the Office of Financial Aid and the Office of Student Engagement – International Student Life, respectively, and alert the Program Director to their needs. Due to an upcoming shift to a hybrid course modality, the program is not currently admitting international students, as we cannot meet their needs in terms of a full-time, on-campus course load.

Fieldwork

In a student's final spring semester, they will complete an intensive 13-week long fieldwork project with a local organization. Students will use the previous fall semester to identify a host organization and negotiate the plan for the work they will complete – all placements and projects must have final approval from the graduate program director.

The fieldwork project is an opportunity for students to apply the knowledge and skills they have cultivated across their coursework. Students should take on a key leadership role on their fieldwork project, driving the work and holding responsibility for the completeness and quality of the final outcomes. The focus and scope of the projects varies between students, depending on the interests, strengths, and career aspirations of each student. These placements often serve as excellent networking and job preparation opportunities for students.

Comprehensive Examination

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

The comprehensive examination in I/O 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, 21 of which must be specifically in psychology. Candidates have a maximum of two opportunities to pass the examination.

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 APA's ethical principles are available [online](#). In addition, Fairfield's Academic Honesty Policy, as

presented in the Academic Policies [section](#) of this catalog, applies to all students in this program.

Programs

- Master of Science in Industrial/Organizational Psychology
- Accelerated Master of Science 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 5210 Team Processes

3 Credits

Today's workplace increasingly relies on collaboration and teamwork. A thorough understanding of group and team dynamics, as well as specific approaches to team facilitation, are important for I/O psychologists – whether working on a team themselves or assessing the functioning of your organization's teams. The course will cover the characteristics of a team and common stages of development, team communication dynamics, and common team problems. During the semester, students will work in a team to develop their own team skills.

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 5310 Diversity, Equity, and Inclusion at Work 3 Credits

This seminar-style course will explore the issues of diversity, equity, and inclusion at work. These are critical for today's organizations and are a primary way that I/O psychologists can advance ethical principles in the workplace. The course will discuss common equity problems (e.g., internal pay equity), best practices to ensure equity (e.g., in selection and promotion processes), and common barriers to equity. The course also discusses both the practical and personal value of diversity in the workplace, as well as some of the legal issues surrounding DEI.

PSYC 5410 Conflict Management and Negotiation 3 Credits

As an I/O practitioner, conflict management and negotiation skills are essential. This course provides theory, frameworks, tools, and skills to handle interpersonal bargaining - whether negotiating a formal consulting contract with a client or interviewing an employee who is upset about internal equity issues. The course will introduce the concepts of distributive and integrative negotiation, as well as mediation and conflict management, providing evidence-based guidance about how to approach each situation. Class sessions will provide hands-on simulations to build your comfort and confidence with negotiation situations.

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 6310 Effective Interviewing and Survey Design 3 Credits

In I/O psychology, interviews and surveys are two of the most common data collection methods. This course builds upon the content from PSYC 5810 Behavioral Statistics and PSYC 5820 Research in Psychology, to give you specific skills related to the collection of data from employees, organizations, and stakeholders. The course introduces various types of interviews and the best practices for each, then covers the process for development of a valid and reliable survey. Students will perform interviews both in the classroom and in the real-world and will develop and test a survey instrument.

PSYC 6410 Consulting and Organizational Development 3 Credits

Helping organizations solve problems is a common responsibility for I/O psychologists. This course introduces you to the process of business consulting (e.g., entry, contracting, data collection, etc.), common ethical issues in consulting, differences between internal and external consulting, various contexts within which consulting takes place (e.g., business, non-profit, education), and career paths for those interested in consulting work. It will explore different types of consulting typically done by I/O practitioners, with an emphasis on organizational development. Using case studies and working with real organizations, students will apply psychological principles and organizational theory to build their consulting knowledge and skill.

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.

Students who are interested in this opportunity should meet with the Program Director no later than the *spring semester of their junior year* to discuss their interest in I/O psychology and their career aspirations. At that time, students must request permission from the Program Director to enroll in the graduate-level PSYC 5110 course (which will be completed in the *fall semester of their senior year*).

Current Fairfield University undergraduates should consult with the Program Director about the application process in *early spring of their senior year*, for admission the *summer immediately following their graduation*.

Psychology alumni also are eligible to apply for the 30 credit 5th-year MS 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 each of 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 MS 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.

For more information about the program, visit the Overview in the Graduate Catalog or the program's webpage.

Faculty

Professors in the program are full-time faculty in the Department of Psychological and Brain Sciences. Lecturers are active practitioners in their applied areas of expertise.

Professor

Andreychik
McClure

Associate Professor of the Practice

Tomlin, *director*

Lecturer

Baitech
Ciampi
Lewis

Accelerated Master of Science in Industrial/Organizational Psychology

The accelerated program is an opportunity for Fairfield University undergraduate students to leverage their success in the psychology major towards their graduate degree. This option allows Fairfield psychology students to earn their Bachelor of Science and Master of Science degrees in a five-year period.

The integrated BS/MS option is typically completed over three semesters of additional coursework, fieldwork, and exams (summer, fall, spring), 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.

To be eligible for admission, students must have an overall GPA of 3.00 in their undergraduate courses. They also must earn grades of at least B+ in the three required prerequisite psychology courses taken while they are undergraduates: PSYC 2810, PSYC 2820, and PSYC 5110.

Requirements

Code	Title	Credits
Undergraduate Prerequisites		
PSYC 2810	Statistics for the Behavioral Sciences ¹	4
PSYC 2820	Research Methods in Psychology ¹	4
PSYC 5110	Introduction to Industrial and Organizational Psychology ¹	3
Graduate Credits		
PSYC 5210	Team Processes	3
PSYC 5310	Diversity, Equity, and Inclusion at Work	3
PSYC 5410	Conflict Management and Negotiation	3
PSYC 6230	Program Evaluation	3
PSYC 6260	Development and Training Programs	3
PSYC 6310	Effective Interviewing and Survey Design	3
PSYC 6410	Consulting and Organizational Development	3
PSYC 6520	Performance Coaching	3
PSYC 6850	Field Work in Applied Psychology	3
Select one of the following electives:		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 and Sustainable Leadership	
Comprehensive exam		
PSYC 6999	Comprehensive Exam in Applied Psychology	0
Total Credits		41

¹ Students must earn a B+ or better in these courses to be eligible for the Accelerated MS program.

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 its study, this program can be the beginning of an exciting new career.

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

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

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

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

Programs

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

Courses

IDSN 5405 Drawing and Presentation 3 Credits

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

IDSN 5407 Color Design 3 Credits

Prerequisite: IDSN 5405.

Students develop proficiency in discerning basic color differences and visualizing color application. Students learn color mixing and identification, color scheme planning, pattern and scale. Previously IN 0407.

IDSN 5409 Basic Computer-Aided Design (CAD) 3 Credits

Prerequisite: IDSN 5405.

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

IDSN 5410 Interior Design I 3 Credits

Prerequisite: IDSN 5405.

Students develop the judgment and skill needed to conceive and execute a successful residential interior design project. Through weekly design problems, students integrate aesthetics and function. Students experience the issues and difficulties a professional must face, learning the appropriate steps from client interview to presenting accurate scale drawings in plan and elevation. Previously IN 0410.

IDSN 5411 Textiles for Interiors 3 Credits

A survey of textile manufacture from fiber to finished fabric with emphasis on the textile's attributes for determining quality and usage. The student is introduced to construction methods, dyeing, printing, and finishing 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*

Assistant Professors of the Practice

Sutherland

Lecturers

Conant
Dujardin
Griffing
Holcombe
Kennedy
Moisiadis
Muccio
Rutledge
Swergold
Whitlock
Wood

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 ¹	3
Total Credits		63

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

Program's Learning Outcomes

The ultimate goal of this degree is to prepare students for a successful and rewarding professional career in the field of interior design substantiated with an outstanding professional portfolio of design works. Thus, this program should provide students with the background and experience that will allow them to:

- Develop the required skills to become NCIDQ certified interior designers and professional members of ASID and IIDS
- Enhance their abilities to solve complex design problems in any aspect of the field, both residential and commercial
- Understand the dynamics of the client/designer relationship to better satisfy the needs, and desires of the client
- Demonstrate the technical skills of design problem-solving from conception, development and effective presentation as well as the successful execution of their designs

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	
Total Credits		42-43

Certificate in Residential Interior Design

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

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

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

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

Requirements

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 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 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	
Total Credits		30-31

Mathematics

Message from the Director

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

The master's degree program in mathematics is designed for students who have a strong undergraduate background in mathematics or a related field, or evidence of an ability to think precisely and quantitatively at the level necessary for graduate work in mathematics. Our program caters to students in many different situations, including, but not limited to, teachers at the middle, high school and two-year college levels, business professionals whose work is quantitative in nature, IT and software professionals, those who deal with and analyze data, students desiring solid preparation for entrance into a doctoral program, and those who are simply 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 plus 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 per 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.

Mark F. Demers, 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; quotients rings, prime and maximal ideals; Euclidian domains, principal ideals domains, factorization domains, field of quotients of an integral domain; introduction to group theory. Students should have a solid background in theoretical mathematics and linear algebra at the undergraduate level. This is a proof-intensive course. Previously MA 0436.

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, *director*
Sawin
Staecker
Striuli
Weiss

Associate Professor

Baginski
McSweeney
Rafalski

Assistant Professor

Barba
Berikkyzy
Casement
Dumitrescu
Naples
van Wyck

Instructor of the Practice

Kapoor

Lecturer

Anderson, A.

Master of Science in Mathematics

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

Requirements

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

Code	Title	Credits
Core Courses		
MATH 5435	Linear Algebra ¹	3
MATH 5471	Real Analysis ¹	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	
Elective Courses		
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	
Capstone		
MATH 6999	Capstone Project (Pass/Fail) ²	0
Total Credits		30

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

² 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
Total Credits		12

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

Certificate in Financial Mathematics

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

Fairfield's financial mathematics certificate program combines individual attention, a faculty deeply committed to teaching, and a focus on the whole person to meet you where you are and give you the skills you need to meet the analytic challenges you face. These skills include facts, methods, and tools, but also understanding, creative problem solving, and thinking with clarity, precision, and flexibility. Our program is designed with busy professionals in mind and is sufficiently flexible to fit into your schedule. The certificate can be earned as part of the requirements for the MS program or on its own.

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	
Total Credits		12

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

Public Administration

Message from the Director

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

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

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

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

present research, gain internship experience, and complete their research project.

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

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

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

Programs

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

Courses

PUAD 5400 Data Analysis for Public Administrators **3 Credits**

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

PUAD 5405 Introduction to Public Administration **3 Credits**

This course provides an overview of the history, practical nature, function of public administration and policy making at the federal, state at the local levels. It will examine the theories and concepts of bureaucracy, as well as the formulation and implementation of policy. Among the topics covered are organization theory, federalism and regulation, ethics and accountability, decision-making, and leadership and budgeting. Case studies will be used to facilitate class lectures and discussions. Previously MPA 0410.

PUAD 5410 Financial Management and Budgeting **3 Credits**

Attributes: PACG Public Administration City Government

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**

Attributes: PANM Public Administration Nonprofit Management

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**

Attributes: PAWR Public Administration Grant and Proposal Writing

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

1-6 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.

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.

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.

Associate Professors

- Alberda (Politics), *Director*
- Bhattacharya (Management)
- Murray (Economics)

Affiliated Faculty

- Delgado
- Penagos
- Quan
- Sobocinski
- Stallworth
- 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, public policies, 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

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 ¹	3
PUAD 5420	Research Methods	3
PUAD 5425	Administrative Leadership and Ethics	3
PUAD 6999	Capstone Experience	3
Elective Courses		
Select five courses from a specialization of choice, listed below		15
Total Credits		36

¹ 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 DATA 6520	Analytics Consulting and Strategy	
PUAD 5440	State and Local Government	3
PUAD 5445	Urban Policy	3
Electives		6
Total Credits		15

Emergency Management Track

Code	Title	Credits
PUAD 5435	Grant Writing	3
or DATA 6520	Analytics Consulting and Strategy	
PUAD 5460	Introduction to Public Safety Administration	3
PUAD 5465	Emergency Preparedness, Response, and Recovery	3
Electives		6
Total Credits		15

Health Administration Track

Code	Title	Credits
NURS 7602	Healthcare Economics and Marketing	3
PUAD 5435	Grant Writing	3
or DATA 6520	Analytics Consulting and Strategy	
PUAD 5455	Healthcare Management	3
Electives		6
Total Credits		15

Nonprofit Track

Code	Title	Credits
DATA 6520	Analytics Consulting and Strategy	3
PUAD 5430	Economics of the Nonprofit Sector	3
PUAD 5435	Grant Writing	3
Electives		6
Total Credits		15

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

HCAD 6100	Introduction to the United States Healthcare System	3
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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
DATA 6520	Analytics Consulting and Strategy	
PUAD 5400	Data Analysis for Public Administrators	
PUAD 5435	Grant Writing	
Total Credits		12

School Directory

College of Arts and Sciences Administration

Richard Greenwald, PhD
Dean

Olivia Harriott, PhD
Associate Dean

Jason Smith, PhD
Associate Dean

Nancy Dallavalle, PhD
Special Assistant to the Dean

Dawn DeBiase, MSW
Assistant Dean of Graduate Programs

Colby Lemieux, MA
Senior Assistant Dean

Amanda McKenzie, MSC
Assistant Dean

Jean Daniele
Manager, CAS Operations

Graduate Program Administration

Kristina Ruiz-Mesa, 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 Communication Faculty

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

Niall Brennan
Associate 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
BA, Texas State University
MA, Texas State University
PhD, West Virginia University

Annemarie Iddins
Associate 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

Kristina Ruiz-Mesa
Associate Professor of Communication
Director, Graduate Program in Communication
BA, Villanova University

MA, Villanova University
PhD, University of Colorado, Boulder

M. Sallyanne Ryan
Assistant Professor of Communication
BA, University of Connecticut
MA, PhD, University of Massachusetts, Amherst

Bora 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
Associate Professor of Communication
BA, Beijing International Studies University (China)
MS, Florida State University
PhD, Washington State University

MA in Industrial/Organizational Psychology Faculty

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

Daniel Baitch
Lecturer of Industrial/Organizational Psychology
MA, PhD, Hofstra University

Vivian Ciampi
Lecturer of Industrial/Organizational Psychology
BA, Fairfield University
MBA, University of Connecticut

Jennifer Lewis
Lecturer of Industrial/Organizational Psychology
MA, New School
MBA, Iona College
EdD, Nova Southeastern 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

MFA in Creative Writing Faculty

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

Sharbari Ahmed
Lecturer of Creative Writing
BA, Marymount College

MA, MFA New York University

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

Celeste Doaks

Lecturer of Creative Writing
BA, Indiana-Purdue University
MFA, North Carolina State University

Shelley Evans

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

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

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

Dinty W. Moore

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

Susan Muaddi Darraj

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

Karen Osborn

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

William Patrick

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

Adriana Páramo

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

Jennifer Vanderbes

Lecturer of Creative Writing
MFA, University of Iowa

MA in Interior Design Faculty

Todd Conant

Instructor
BS, MArch, University of Hartford

Trudy Dujardin

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

Stacy Griffing

Instructor
BA, MS, Marywood University

Robert A. Hardy

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

Gracyn Holcombe

Instructor
BS, La Roche University

Patrick Kennedy

Instructor
ASID, NCIDO, Inhbald School of Design

Bobby (Haralampos) Moisiadis

Instructor
MSME, BSME, Fairfield University

Dean Muccio

Instructor
MS, Yale University

Amy R. Rutledge

Instructor
BA, University of Pennsylvania
MA, Purchase College
MA, Manhattanville College

Hollis Sutherland

Assistant Professor of the Practice of Interior Design
ASID, AAS, New York School of Interior Design
BA, Hamilton College
MFA, Endicot College
LEED AP ID+C

Jane Swergold

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

Veronica Whitlock

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

Alessandra Wood

Instructor

BA, John Hopkins University
 MA, Parsons School of Design
 PhD, University of Delaware

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

Associate 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

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

Jonathan Pietri-Delgado

BGS, University of Connecticut
 MPA, Fairfield University

Carlos Penagos

MS, University of New Haven

Melissa Quan

BS, John Carroll University
 MA, Fairfield University
 EDD, University of Massachusetts

Tom Sobocinski

BA, MA, Fairfield University

Charlie Stallworth

BA, Selma University
 MDIV, Vanderbilt University
 STM, Yale University
 DMIN, United Theological Seminary

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

Kimberly Barba

Assistant Professor of Mathematics
 BS, Fairfield University
 MS, King's College London, UK
 PhD, Columbia University

Zhanar Berikkyzy

Associate Professor of Mathematics
 BS, Suleyman Demirel University, Kazakhstan
 MS, University of Northern Iowa
 PhD, Iowa State University

Christopher Casement

Associate 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

Laura Dumitrescu

Assistant Professor of Mathematics
 PhD, University of Ottawa

Nicholas Kapoor

Instructor of the Practice of Mathematics
 MS, Fairfield University
 MBA, Sacred Heart University

Laura McSweeney

Associate Professor of Mathematics
 BS, Bridgewater State University
 MS, PhD, University of New Hampshire

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

Professor of Mathematics

Laurea, Università degli studi di Trieste (Italy)

MA, PhD, University of Kansas

Faculty Emeriti

Joan Weiss

Professor of Mathematics, Emerita

Margaret Wills

Associate Professor of Communication, Emerita

Board of Advisors

Renee Appelle '03

New York, NY

Robin Bennett Kanarek '96

Greenwich, CT

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

Milford, CT

Dr. Ismael (Izzy) Colon '72

Denville, NJ

Joellin Comerford '74

Point Lookout, NY

Nancy Dallavalle

Associate Professor of Religious Studies

Fairfield University

Robert Feigenson

Washington, DC

Thomas A. Franko '69

Chatham, NJ

Scott Fredrickson '82

Westport, CT

Paul Greco '86

Scarsdale, NY

Anne Harris, P'18

Charlottesville, VA

Kristine Holland '88, P'19

West Hartford, CT

Patrick W. Kelley '76, P'12

Norwalk, CT

A. John Mancini '86

Darien, CT

Carol McCabe '81, P'16

West Hartford, CT

Patrick McCabe '80, P'16

West Hartford, CT

Erin Moran '05

Bronx, NY

Matthew O'Connor '92

Potomac, MD

Patricia O'Connor '89

Stamford, CT

Cynthia Stack '80

Acton, MA

Dr. Edmund (Ted) J. Sybertz '72

Vero Beach, FL

David Wakefield '98

Newton, MA

Cheryl Wiesenfeld

Fairfield, CT

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 rapid change 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 purposely 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 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, analytics, cybersecurity, economics, finance, management, and marketing. Also offered are Master of Science degrees in accounting, business analytics, finance, financial technology, management, and marketing analytics and strategy. Starting Fall 2023, the Dolan School introduced its first doctorate degree, the Executive Doctorate of Business Administration.

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 facility, which 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 500¹ (GRE also accepted). Moreover, the School requires all students seeking admission to its graduate programs to demonstrate that they either have performed satisfactorily at the undergraduate level in prerequisite courses, or will take those courses at the University or elsewhere.²

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

The School offers on-line and in-person classes³ to serve the needs of part-time and full-time graduate students from the regional business community as well as the national and global professional community. 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 respective Graduate Program Director.

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

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

² Prerequisite requirements specific to each program are included in the Dolan School of Business' Admission section in this catalog.

³ Modality varies by program.

Vision Statement

Dolan develops innovative, principled, and globally-minded business leaders for a better world through transformative experiences of modern Jesuit Catholic education.

Degrees

- Executive Doctorate in Business Administration
- Master of Business Administration
 - Master of Business Administration
 - Accounting Concentration
 - Taxation Specialization
 - Analytics Concentration
 - Economics Concentration
 - Finance Concentration
 - Management Concentration
 - Global Strategy, Innovation, and Entrepreneurship Specialization
 - Strategic Human Resources Specialization
 - Marketing Concentration
 - Marketing Analytics Specialization
 - Master of Business Administration, Cybersecurity

- 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
 - Leadership Specialization
 - Marketing Analytics Specialization
 - Quantitative Finance Specialization
- Master of Science in Finance
 - Accounting Specialization
 - Business Analytics Specialization
 - Corporate Finance Specialization
- Master of Science in Financial Technology
- Master of Science in Management
- Master of Science in Marketing Analytics and Strategy
 - Business Analytics Specialization
 - Finance Specialization
 - Management Specialization
 - Product Management Specialization
- Dual Degrees
 - Master of Business Administration and Master of Science in Business Analytics
 - Master of Business Administration and Master of Science in Finance
 - Master of Business Administration and Master of Science in Marketing Analytics and Strategy
 - Master of Business Administration and Master of Science in Nursing
 - Master of Science in Finance and Master of Science in Accounting
 - Master of Science in Finance and Master of Science in Business Analytics

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- Graduate Certificates
 - Business Analytics
 - Business Essentials
 - Business Intelligence
 - Financial Planning and Analysis
 - Marketing Analytics and Strategy
 - Strategic Human Resources in the Global Environment
 - Certificate of Advanced Study (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.

Common topics:

- Career Exploration
- Resume, cover letters, and LinkedIn profile reviews
- Interview preparation
- Internship and job search strategies
- Networking
- AI in the job search
- Salary negotiation and job offers assistance

Employment Services

Hundreds of employers work with the Dolan Career Development Center and University Career Center to offer on-campus interviews, collect resumes and list positions through **Stags4Hire**.

Networking

We offer many networking opportunities for students to meet with alumni, employers, and community partners including the Accounting Welcome Back Social, Stags in Business, Stags in Marketing, and Stags on Wall Street. This is a mutually beneficial opportunity that allows students to learn about potential careers, internships, and job opportunities while employers look for potential talent.

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 interview 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

Professional in Residence (PIR)

PIRs are highly accomplished leaders from the public, private, or nonprofit sector selected to enhance the academic environment of the Dolan School by mentoring students and conducting mock interviews.

Stags in the City

Employer site visits provide students with an opportunity to explore a company or organization. Site visits expose students to different work environments and enable students to learn about career transitions directly from company employees. Previous site visits include Henkel, PwC, and VMLY&R.

Leadership Coaching

Fairfield Dolan offers personalized leadership coaching for graduate students. Leadership coaching supports the Fairfield Dolan mission of developing ethical leaders by offering personalized sessions. The

sessions' content complements the services offered by the Career Development Center.

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.

Excel Workshop Series

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

Admission

Admission Criteria

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:

- MS Accounting: College Math, College Statistics, Microeconomics, Macroeconomics, Undergraduate major in Accounting (or equivalent)
- MS Finance: College Statistics, Microeconomics, Macroeconomics, Financial Accounting
- MS Business Analytics: DATA 5400 Applied Business Statistics*, DATA 5405 Python Fundamentals*
*Courses required for specific graduate courses, not prior to program start
- MS Marketing Analytics and Strategy: College Statistics, Introduction to Marketing

Candidates for the MBA, MS Financial Technology, and MS Management programs are not required to complete prerequisites prior to program entry.

Executive Doctorate of Business Administration (Executive DBA)

Applicants must have an MBA or business focused master's degree with more than 10 years of work experience and at least 3 years of managerial experience.

Admission Procedures

Master and Doctoral Programs

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 application fee.
3. A statement of self-evaluation of work experience and career objectives.
4. A professional resume.
5. All official transcripts from any previous college or university attended. An overall undergraduate or graduate GPA of 3.00 or

higher is recommended. Electronic transcripts should be sent to gradadmis@fairfield.edu.

6. Completed online recommendation forms from two references; academic and professional recommendations are accepted.
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 GMAT is required for admission to the MBA, MS Finance, and MS Business Analytics programs.
 - The MS Accounting, MS Management, MS Marketing Analytics and Strategy, MS Financial Technology and DBA programs do not require GMAT scores.

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

The applicant should submit all items to:

Office of Graduate Admission
Fairfield University
1073 North Benson Road
Fairfield, CT 06824

Graduate Certificate Programs

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

Students with an earned undergraduate degree in any field are encouraged to apply.

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 application fee.
3. A professional resume.
4. All official undergraduate transcripts from each institution attended.

Applications are accepted on a rolling basis.

Application materials should be sent directly to:

Office of Graduate Admission
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 before an applicant may be considered for admission:

1. A completed application for admission. Apply online.
2. A non-refundable 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:

Office of Graduate Admission
Fairfield University
1073 North Benson Road
Fairfield, CT 06824

GMAT Exam

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

GMAT Waiver Policy

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

Master of Business Administration (MBA)

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

Master of Science in Business Analytics (MSBA)

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

Master of Science in Finance (MSF)

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

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chickenpox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program or an in-person certificate program. More detailed information on the required immunizations and how to submit the required documentation is available online at www.fairfield.edu/immunization. Although compliance with University immunization requirements is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please note, students who are enrolling in 100% online programs with no intention of coming to campus may be exempt from providing immunization records. Please consult the Student Health Center to determine what documentation may be required as an online student. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or email health@fairfield.edu.

International Students

International applicants must provide an official course-by-course evaluation for all coursework completed outside the US. Evaluations must be completed by an approved evaluator (found on our website) recognized by NACES. All international students whose native language is not English must demonstrate proficiency in the English language by taking and submitting test scores from one of the following exams: TOEFL, IELTS, Duolingo, or PTE Academic. Scores must be sent directly from the testing agency. Fairfield University's ETS code is 3390. English language test score requirements can be viewed on our website. English language 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 must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars). A blank pdf affidavit of financial support document will be provided by the office of Global Fairfield to be completed, along with a list of acceptable financial certificates. All supporting credentials must be submitted at least three months prior to the intended start date.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to

reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodation(s), 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 interactive request process for accommodations. Instructions for how to initiate the accommodation request process are located on our website. Students can also email ooa@fairfield.edu to start the accommodation request process. 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 the Office of Accessibility, accommodations need not be provided and are not retroactive. 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 (MS Management)	\$1,170 per credit
Tuition (all other Graduate programs)	\$1,195 per credit
Tuition Doctorate of Business Administration (Fall and Spring)	\$18,115 per semester
Registration Fee	\$50 per semester
Graduate Student Activity Fee	\$65 per semester
Red Stack Direct	\$24 per credit
Promissory Note Fee	\$40
Returned Check Fee	\$35
Graduation Fee	\$200
Transcript	\$15

Fairfield Campus Indirect Estimated Expenses

Direct Expenses and Indirect Expenses are two vital parts of the "Cost of Attendance" or budget. *Direct Expenses* are charges that a student will incur on their billing statement from the Bursar's office. *Indirect Expenses* are other cost that a student will incur on their own while attending Fairfield University.

Housing	Fall and Spring \$10,770 Summer \$3,591
Food	Fall and Spring \$4,616 Summer \$1,539
Books/CM/Supp/Equip Row	Fall and Spring \$1,000 Summer \$500
Transportation	Fall and Spring \$3,193 Summer \$1,065
Miscellaneous	Fall and Spring \$10,450 Summer \$3,485
Total	Fall and Spring \$30,029 Summer \$10,180

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.

Federal Leave of Absence Policy

The purpose of this policy is to ensure Fairfield University is following federal regulation, 34 CFR 668.22(d), regarding the process for students requesting a leave of absence.

For students who have federal financial aid, a leave of absence (LOA) must meet certain conditions to be counted as a temporary interruption in their educational plans instead of being counted as a withdrawal requiring the school to perform a Title IV return calculation. If the temporary LOA does not meet the conditions as stated in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school. The school will be required to perform a Title IV return calculation.

According to federal regulation 34 CFR 668.22(d), the following conditions must be met in order for our office to process an approved LOA for Title IV purposes:

- The student must apply/request the LOA in advance unless unforeseen circumstances prevent the student from doing so.
- The student must follow the school's policy for requesting the temporary LOA.
- The LOA cannot be granted for academic reasons (ex: to keep a student from failing).
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
- There must be a reasonable expectation that the student will return from the LOA.
- A student returning from a LOA must resume coursework at the same point in the academic program/courses that he or she was at when the LOA began.*
- The school may not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional federal student aid.
- If a student is a Title IV (federal financial aid) recipient, the institution must explain the requirements and regulations of their financial aid

status (grace period, repayment, etc.) PRIOR to the school granting the LOA. The information that will be provided will include the financial consequences if the student fails to return from the LOA.**

Fairfield University may grant a temporary LOA that does not meet the conditions to be approved as a Title IV LOA. In the event a student is approved for a LOA that does not meet the conditions of a Title IV LOA, the student will be reported as WITHDRAWN for the purposes of Title IV (federal) financial aid. Title IV loan recipients must complete exit counseling. Monthly payments may begin when the grace period ends, typically, six-months from the date it was determined that the student was withdrawn. Students may apply for either a qualifying forbearance or deferment with their student loan servicer.

A student approved for a federal financial aid LOA that meets all of the conditions stated above is not considered to have withdrawn and no return of Title IV funds calculation is required. Students granted an approved federal financial aid LOA will be considered on an approved LOA and in an in-school status for Title IV repayment purposes.

*Completion of Coursework upon Return

In as much as approved leaves of absence are viewed as temporary interruptions in a student's attendance, a student returning from a LOA must do so at a time when he or she can complete the work which they missed during the LOA in order to complete the payment period and be eligible to receive a second or subsequent disbursement. Therefore, in order for a LOA to be an LOA, the school must allow a student returning from an LOA to complete the coursework that he or she began prior to the LOA.

The school may permit a student to return to class before the expiration of the student's LOA in order to review material previously covered. However, until the student has resumed the academic program at the point where he or she began the LOA, the student is considered to still be on the approved LOA. The days the student spends in class before the course reaches the point at which the student began his or her LOA must be counted in the 180 days maximum for an approved leave of absence. A student repeating coursework while on LOA must reach the point at which he or she interrupted training within the 180 days of the start of the student's LOA.

**Student Who Fails to Return from LOA

If a student does not return to the school at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's withdrawal date is the date the student began the LOA.

If a student on an approved LOA fails to return, the school must report to the loan holder the student's change in enrollment status as of the withdrawal date. One possible consequence of not returning from a LOA is that a student's grace period for a Title IV program loan might be exhausted. Therefore, in order for a LOA to be an approved LOA, prior to granting a leave of absence, a school must inform a student who is a Title IV loan recipient of the possible consequences a withdrawal may have on the student's loan repayment terms, including the exhaustion of the student's grace period.

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. Federal Direct PLUS Loans
2. Unsubsidized Direct Loans

Example

The Spring semester begins on January 16, 2024. Sarah Smith is enrolled in a Master of Arts and Sciences Program and began the official withdrawal process with her dean. It was determined that her official withdrawal date would be March 7, 2024. 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 \$5,935. 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:

$$\$5935.00 \times 52.3\% = \$3,104.00$$

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 their graduate program) 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 and Master Promissory Note (MPN) online.
- Submit Student Authorization form

Step Three:

- Review, accept or decline your offered Federal Loans via your Net Partner portal. If you are declining your federal loans, then no further action is needed after you have declined the loan.
- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, it has been determined that you are eligible for federal financial aid and the **Step Two** requirements have been satisfied.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement which will be emailed from the Department of Education to the email addressed used to establish your Federal Student Aid ID (FSAID).

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed all requirements listed in Step Two.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
- A student may only receive federal financial aid for coursework that is needed for degree completion.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website.

Tax Deductions

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

Consumer Information

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

Veterans

Veterans may apply GI Bill® educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance

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

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

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

Notes: 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Programs

- Executive Doctorate in Business Administration
- Master of Business Administration
 - Master of Business Administration
 - Accounting Concentration
 - Taxation Specialization
 - Analytics Concentration
 - Economics Concentration
 - Finance Concentration
 - Management Concentration
 - Global Strategy, Innovation, and Entrepreneurship Specialization
 - Strategic Human Resources Specialization
 - Marketing Concentration
 - Marketing Analytics Specialization
 - Master of Business Administration, Cybersecurity
 - 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
 - Leadership Specialization
 - Marketing Analytics Specialization
 - Quantitative Finance Specialization
 - Master of Science in Finance

- Accounting Specialization
- Business Analytics Specialization
- Corporate Finance Specialization
- Master of Science in Financial Technology
- Master of Science in Management
- Master of Science in Marketing Analytics and Strategy
 - Business Analytics Specialization
 - Finance Specialization
 - Management Specialization
 - Product Management Specialization
- Dual Degrees
 - Master of Business Administration and Master of Science in Business Analytics
 - Master of Business Administration and Master of Science in Finance
 - Master of Business Administration and Master of Science in Marketing Analytics and Strategy
 - Master of Business Administration and Master of Science in Nursing
 - Master of Science in Finance and Master of Science in Accounting
 - Master of Science in Finance and Master of Science in Business Analytics

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

Master of Business Administration

Dolan's MBA program is meant to develop students with broad and strategic perspectives across multiple business functions, such as accounting, analytics, economics, finance, management, and marketing. The MBA program gives students the opportunity to concentrate, but not major in a functional business area by customizing the curriculum to fit career aspirations. Courses are offered online, in-person and hybrid formats to assist students based on individual learning styles and personal schedule. For further information regarding the MBA, please contact Senior Assistant Dean Leanne De Los Santos (ldelossantos@fairfield.edu).

Dolan's MBA program with the finance concentration is also available to students who wish to pursue it online from Shanghai, China. For further information on completing the MBA from Shanghai, please contact Aaron Zhao (aaron.zhaowenbo@gaodun.com), Program Director at Golden Education in Shanghai, China.

The overarching learning goals of the program are:

GOAL I: Each student will be skilled in understanding theories and practice to perform managerial decision making in specific business areas.

GOAL II: Each student will be capable of synthesizing/analyzing information so as to make sound business decisions.

GOAL III: Each student will foster core values that help build ethical managers to achieve organizational goals.

Programs

Master of Business Administration

- Master of Business Administration
- Master of Business Administration, Cybersecurity

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 Leading with Analytics 3 Credits

This course provides a broad overview to the analytics profession, with a focus on data driven leadership and hands-on analytical skills. Starting with a foundation of analytical framing and statistical analysis, the course moves on to more advanced topics like 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. The course culminates with a group research project using curated big data datasets, as well as individual exercises in problem framing intending to be a component of an analytics capstone experience. Previously BA 0500, BUAN 6500.

DATA 6505 Data Munging in Python 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 in machine learning, its fundamental programming logic and knowledge is essential for students to apply in analytics and to succeed in the job market. Specifically, this course focuses on the data munging phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, important techniques such as web scraping and Application Programming Interface (API) usage are introduced. The course culminates with a final project in exploratory data analysis, as well as individual exercises in data munging intending to be a component of an analytics capstone experience. Previously BA 0505, BUAN 6505.

DATA 6510 Data Warehousing and Visualization 3 Credits

This course introduces datasets, databases, data warehouses, data management, and data visualization techniques. Starting from the relational data model and basic database fundamentals, the course offers 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, including entity relationship modeling and diagrams. Additionally, the course simultaneously offers hands-on learning with visualization and interactive dashboards in Tableau. The course concludes with a comprehensive data warehousing and visualization project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BA 0510, BUAN 6510.

DATA 6520 Analytics Consulting and Strategy**3 Credits****Prerequisite:** DATA 6500.

With the rise of analytics for cutting-edge business innovation, the industry needs business leaders who can solve an organization's most important problems by asking and answering questions using data. These business consultants need to bridge both the data analytics and business fields. This class tries to provide a "real world" consulting experience through a project-centric experiential approach, in addition to case studies of analytics consulting and business problem solving using descriptive, predictive and prescriptive analytics. When possible, class projects will be client-driven using community partners. Students work in teams using analytics to answer the client's current and important business questions using data. The students will approach these as business analytics consultants by using effective project management to gathering requirements, using continuous client engagement to deepen understanding of the problem, suggesting ways in which to explore the question and its possible solutions through data, running different data models to approach the solution, working with clients to come up with effective analytics strategies, making business presentations based on findings, incorporating the inevitable changes that come with real world projects, and recommending strategic solutions based on their findings. Previously IS 0520.

DATA 6530 Statistics and Forecasting**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 6540 Business Intelligence and Data Storytelling**3 Credits****Prerequisite:** DATA 6510.

Modernly, business intelligence has become far more interactive. This course provides an advanced application and overview of the new techniques for building interactive dashboards and tools now prevalent in this profession. Additionally, with data overload happening on every level, the importance of good data storytelling has soared. Using programming languages and environments such as Tableau and R, this course introduces students to the business intelligence profession and teaches the skills necessary to develop and deploy cloud-based interactive apps to assist in data and analytical storytelling, including insights into user interface design (UI) and user experience design (UX). The course concludes with a comprehensive project. Previously BA 0540, BUAN 6540.

DATA 6545 Data Science and MLOps**3 Credits****Prerequisite:** DATA 6505.

This course provides an advanced understanding of the practices of machine learning techniques and operations (MLOps), 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 couple of semester-wide projects. Python is introduced and illustrated through a series of tutorials and case studies, and Automatic Machine Learning (AutoML) is introduced as well. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. The course culminates with a final project in predictive analytics, as well as individual exercises in modeling and interpretation intending to be a component of an analytics capstone experience. Previously BA 0545, BUAN 6545.

DATA 6550 Big Data Management and Data Ops**3 Credits****Prerequisites:** DATA 6505 and DATA 6510.

This course introduces the fundamentals of Big Data management and its implementation in the public cloud. Topics include classic theories of data architecture, dimensional database design, data pipelines, and data governance, supplemented with the latest developments in the emerging field of DataOps. The theory is grounded with hands-on experience building databases and data pipelines with the Modern Data Stack. Previously IS 0550.

DATA 6560 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 6570 Artificial Intelligence Applications**3 Credits**

Artificial intelligence is becoming far more prevalent in the business and analytics worlds, yet many analytics professionals are excluded from participating in this new wave because they lack the strong coding foundations that are typically needed to implement this new technology from scratch. However, recent advances in AI/ML have coincided with desktop and cloud tools that can be deployed far more easily to generate new models without complicated coding requirements. This course will teach students how to discover, use, and daisy-chain such tools to solve real-world business problems in ways that would otherwise be impossible.

DATA 6575 Deep Learning and Artificial Intelligence 3 Credits**Prerequisite:** DATA 6545.

This course introduces students to the latest development of machine learning, namely deep learning, as well as its applications to a variety of domains. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent. Additionally, students get hands-on experience building deep neural network models with Python. Topics covered in this class include model building and optimization, image classification, natural language processing, generative models, and so forth. These topics cover the foundations and the latest developments in the field of deep learning.

DATA 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 of science with spreadsheets, e-procurement, executive information systems, and other socioeconomic factors in the use of information technology. Previously IS 0585, ISOM 6900.

DATA 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, ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits**Prerequisites:** 18 or more credits of DATA courses at the 5000-level or higher.

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 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 6275 Managerial Economics and Firm Decision-making 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.

ECON 6320 Macroeconomics for Business Leaders 3 Credits

This course endows current and future business leaders with the knowledge needed to understand the macroeconomic environment they inhabit. It first illustrates the indicators used to analyze trends in economic activity, inflation, and labor market dynamics. The topics discussed include the business cycle, monetary and fiscal policy, the future of long-run economic growth, and income differences across countries. Case studies focus on how to respond, as a business, in a changing macroeconomic environment.

ECON 6321 Cost Benefit Analysis**3 Credits**

This course is a practical introduction to Cost-Benefit Analysis (CBA), as a quantitative monetary assessment method that can aid in effective decision-making. The course introduces students to the principles and techniques of preparing a CBA, including microeconomic foundations, valuation methods, discounting, the impact of risk and uncertainty, and distributional consequences. The course includes applications of CBA to a wide range of business decisions and public policy issues (e.g. public, development, health, and environmental projects).

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.

ECON 6801 Econometrics: Regression Analysis**3 Credits****Prerequisite:** DATA 5400 or equivalent.

This course provides students the tools necessary to apply statistical methods to data in order to test economic theories, to inform government and private policy makers, and to instruct businesses on consumer behavior, pricing considerations, and cost considerations. In this course we will learn how to measure relationships between economic variables using rigorous econometric techniques. This includes understanding the purpose and methods of ordinary least squares (OLS) regression for cross-sectional and panel data for continuous data, as well as learning models for discrete choice data. We will learn the basic theory and practical means of performing these regressions as well as the methods of statistical inference for hypothesis testing, and students will apply this knowledge to datasets throughout the semester.

ECON 6802 Applied Time Series Analysis and Economic Forecasting**3 Credits****Prerequisite:** DATA 5400 or equivalent (familiarity with linear regression).

This course provides students with the analytical tools necessary to analyze time series data in order to examine past trends and to forecast future ones. Students will learn practical time series forecasting techniques with particular emphasis on the ARIMA method and conditional volatility (ARCH) models and they will perform a variety of data analyses on the computer using R/Rstudio. These methods are extensively employed in economic, financial and business forecasts and can be used for various purposes such as stock market analysis, economic forecasting, risk assessment, budgetary analysis, Census analysis, yield projection, and sales forecasting. To gain a deeper understanding of how the methods work, their theoretical underpinnings will be discussed to some extent, however, the course is mainly concerned with the applications of these techniques in forecasting economic time series.

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.
- FNCE 6991 Blockchain and Digital Assets** **3 Credits**
 The sudden rise in the value of Bitcoin and other digital assets focused the world's attention on cryptocurrencies as a means of payment. Blockchain technology powers Bitcoin and has been hyped as the next new, transformative technology. This class will first discuss the technical underpinnings of blockchain and review key concepts such as decentralization and consensus algorithms. The class will then discuss practical applications of blockchain technology. It will then then examine blockchain as an asset and review the dynamics of the cryptocurrency markets. It will conclude with the discussion of the future of blockchain.
- FNCE 6992 Decentralized Finance** **3 Credits**
Prerequisite: FNCE 6991.
 Decentralized finance (DeFi) allows parties to trade in a peer-to-peer, decentralized manner by replacing financial institutions and other intermediaries with blockchain-based smart contracts and by replacing traditional, physical currencies (e.g. U.S. dollars) with cryptocurrency (e.g. stable-coins pegged to a physical currency). This course will examine how FinTech companies are disrupting the traditional financial services industry and assess the pros and cons of these new technologies. Students in this course will also survey relevant aspects of banking and securities law, with a focus on current regulatory issues pertaining to DeFi and considerations of the future regulatory landscape.

FNCE 6993 Algorithmic Trading**3 Credits**

This class introduces the necessary background knowledge and processes to design and implement algorithmic trading models including an introduction to financial markets, mechanics, participants, order types and execution, microstructure, and more. The course walks students through the process of generating trading strategies, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, technology and infrastructure, regulatory compliance, and key metrics of algorithmic trading model performance evaluation.

FNCE 6994 Ethical Considerations in and Regulation of FinTech**3 Credits**

Prerequisite: FNCE 6992 (concurrency allowed).

While FinTech provides the world of finance with exciting new opportunities and innovations, they come with a new set of ethical considerations and potential new regulations. Ethical issues include potential breach of privacy of the data obtained through social media and other means. Artificial intelligence and machine learning and the use of large datasets of proprietary data could unintentionally lead to discrimination and adverse effects on diversity and inclusion efforts. Since much of the FinTech applications are linked to the internet, avoiding cyberattacks poses a large risk to successful implementation of any models. Successful leaders in the field of FinTech must understand ethical considerations associated with FinTech. It is also crucial for the manager to understand current regulation of FinTech and anticipate possible new regulation. This course will consider these and other ethical and legal considerations associated with FinTech.

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 Employee Performance Management and Rewards for Competitive Advantage **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 and Sustainable Leadership **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
Prerequisite: MKTG 5400.

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 6575 Social Media Analytics and Strategy 3 Credits**Prerequisites:** MKTG 5400 and DATA 5400.

MKTG 6575 will focus on satisfying business' needs for social media managers and analysts that can effectively build, manage and analyze social media campaigns that are effective and generate results that provide them with a competitive advantage. Throughout this course, students will learn social media strategies and analytics methods such as social listening, social CRM, and social network analysis. While gaining hands-on experience, students will connect businesses with their target audiences across a wide range of social media platforms such as Facebook, YouTube, Instagram, TikTok, Twitter and Pinterest. Through their work with each of these platforms, they will develop content, create paid social campaigns, and interpret the analytical data generated by their efforts. By the end of this course, students will have gained industry relevant social media management and analytics certifications while using technology such as AI and Canva. Students will have learned strategies for turning data into actionable insights that can be used to improve social media marketing campaigns. Learning will be achieved through lectures, assessments, case studies with interactive discussions, certifications and an experiential learning project for a business.

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 6990 Independent Study 3 Credits**MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits**

Prerequisites: Four courses from: MKTG 6510, MKTG 6520, MKTG 6550, 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 Research on Contemporary Issues in Taxation 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 Business Administration

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, 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.

In order to maximize one's competence and confidence as a manager, every student is required to take one course from every subject area, such as, accounting, analytics, finance, economics, management, and marketing. 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, data, economics, finance, management, or

marketing. It is possible in some concentrations to earn a specialization if the student completes specific upper-level courses.

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

A minimum of 36 credits must be earned to complete the MBA. Waiving the 5400-level courses allows for higher level courses to be taken. Students admitted to the Dolan MBA program may be able to waive up to six 5400-level courses (ACCT 5400, DATA 5400, ECON 5400, FNCE 5400, MGMT 5400, MKTG 5400) on the successful completion of undergraduate business course(s) 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

Coursework Details

Code	Title	Credits
Subject Area Courses		
Select one course in Accounting		3
Select one course in Analytics		3
Select one course in Economics		3
Select one course in Finance		3
MGMT 6503	Legal and Ethical Environment of Business	3
Select one course in Marketing		3
Concentrations¹		
Select a concentration in one of the following areas:		12
Accounting ²		
Analytics ³		
Economics		
Finance ³		
Management		
Marketing ³		
Electives⁴		
Choose 2-4 elective courses from any Dolan graduate program		6-12
Total Credits		36-42

¹ At least one concentration course must be designated as a research course. (See the section on MBA concentrations below.)

² Only students with a bachelor's degree in accounting or the equivalent may pursue this concentration.

³ STEM-designated concentration.

⁴ Candidates without a business-related academic or professional background will be required to take a total of 42 credit hours.

Accounting Concentration

Specialization Option: Taxation³

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

Code	Title	Credits
Required Concentration Course		
Select one course from the list below. The remaining courses can be used as an elective concentration course.		3
ACCT 6510	Issues in a Regulatory Reporting Environment ¹	
ACCT 6970	Research on Contemporary Issues in Accounting ¹	
TAXN 6550	Tax Planning ²	
Elective Concentration Courses ³		
Select three courses from the following:		9
ACCT 6515	Property Transactions: Regulatory and Tax Issues	
ACCT 6520	International Accounting	
ACCT 6525	Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code	
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 6585	Effective Communications for Accounting Professionals	
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 6515	Property Transactions: Regulatory and Tax Issues	
TAXN 6520	International Taxation	
TAXN 6525	Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code	
TAXN 6530	Partnership Taxation	
TAXN 6540	State and Local Taxation	

TAXN 6900	Seminar: Contemporary Topics in Taxation
TAXN 6970	Research on Contemporary Issues in Taxation ¹
TAXN 6980	Practicum in Taxation
TAXN 6990	Independent Study
Total Credits	12

¹ Designated research course.

² Designated research course, only if choosing the specialization in Taxation.

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

Analytics Concentration

Students in the Analytics concentration take four courses: three advanced graduate courses from the department (DATA), and one advanced (6000-level) graduate course from any department in Dolan.

Code	Title	Credits
Required Concentration Course		
DATA 6500	Leading with Analytics	3
Elective Concentration Courses		
Select two courses from the following:		6
DATA 6505	Data Munging in Python	
DATA 6510	Data Warehousing and Visualization	
DATA 6520	Analytics Consulting and Strategy ¹	
DATA 6530	Statistics and Forecasting ¹	
DATA 6540	Business Intelligence and Data Storytelling ¹	
DATA 6545	Data Science and MLOps ¹	
DATA 6550	Big Data Management and Data Ops	
DATA 6560	Sports Analytics	
DATA 6570	Artificial Intelligence Applications	
DATA 6575	Deep Learning and Artificial Intelligence	
DATA 6900	Contemporary Topics Seminar	
Select one advanced (6000-level) Dolan graduate course		3
Total Credits		12

¹ Designated research course.

Economics Concentration

Code	Title	Credits
Required Concentration Course		
ECON 6275	Managerial Economics and Firm Decision-making ¹	3
Elective Concentration Courses		
Select three courses from the following:		9
ECON 6320	Macroeconomics for Business Leaders	
ECON 6321	Cost Benefit Analysis ¹	
ECON 6410	Public Finance and Budgeting	
ECON 6430	Economics of the Nonprofit Sector	
ECON 6455	Healthcare Management	

ECON 6602	Healthcare Economics ¹	
ECON 6801	Econometrics: Regression Analysis ¹	
ECON 6802	Applied Time Series Analysis and Economic Forecasting ¹	
Total Credits		12

¹ Designated research course.

Finance Concentration

Code	Title	Credits
Required Concentration Courses		
FNCE 6530	Corporate Finance	3
FNCE 6540	Investment Analysis ¹	3
Elective Concentration Courses		
Select two courses from the following:		6
FNCE 6545	Portfolio Management	
FNCE 6555	International Financial Management ¹	
FNCE 6560	Global Financial Markets and Institutions	
FNCE 6565	Derivative Securities ¹	
FNCE 6570	Fixed Income Securities	
FNCE 6575	Capital Budgeting	
FNCE 6580	Financial Risk Management	
FNCE 6595	Research Methods in Finance	
FNCE 6900	Contemporary Topics Seminar	
FNCE 6991	Blockchain and Digital Assets	
FNCE 6992	Decentralized Finance	
FNCE 6993	Algorithmic Trading	
FNCE 6994	Ethical Considerations in and Regulation of FinTech	
Total Credits		12

¹ Designated research course.

Management Concentration

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

Code	Title	Credits
Required Concentration Course		
MGMT 6504	Managing People for Competitive Advantage	3
Elective Concentration Courses		
Select three courses from the following:		9
MGMT 6505	Human Resource Strategies: An Analytics Approach	
MGMT 6507	Negotiations and Dispute Resolution	
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm ¹	
MGMT 6525	Employee Performance Management and Rewards for Competitive Advantage ¹	
MGMT 6530	Entrepreneurship	
MGMT 6531	Social Entrepreneurship	

MGMT 6540	Cross Cultural Management and Sustainable Leadership ¹	
MGMT 6545	Law and Human Resources Management	
MGMT 6555	Labor Relations	
MGMT 6560	Career Planning and Development	
MGMT 6900	Contemporary Topics	

Total Credits 12

¹ Designated research course.

Global Strategy, Innovation and Entrepreneurship Specialization

Code	Title	Credits
To earn a specialization in Global Strategy, Innovation and Entrepreneurship, students must complete the following:		
Required:		
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm ¹	3
Select two courses from the following:		6
MGMT 6507	Negotiations and Dispute Resolution	
MGMT 6530	Entrepreneurship	
MGMT 6531	Social Entrepreneurship	
MGMT 6540	Cross Cultural Management and Sustainable Leadership ¹	
Total Credits		9

¹ Designated research course.

Strategic Human Resources Specialization

Code	Title	Credits
To earn a specialization in Strategic Human Resources, students must complete the following:		
Required:		
MGMT 6505	Human Resource Strategies: An Analytics Approach	3
Select two courses from the following:		6
MGMT 6507	Negotiations and Dispute Resolution	
MGMT 6525	Employee Performance Management and Rewards for Competitive Advantage ¹	
MGMT 6540	Cross Cultural Management and Sustainable Leadership ¹	
MGMT 6545	Law and Human Resources Management	
MGMT 6555	Labor Relations	
MGMT 6560	Career Planning and Development	
Total Credits		9

¹ Designated research course.

Marketing Concentration

Specialization Option: Marketing Analytics

Code	Title	Credits
Required Concentration Courses		
MKTG 6510	Advanced Consumer Behavior for Managers	3

MKTG 6520	Research for Marketing Insights and Decisions ¹	3
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Elective Concentration Courses

Select two courses from the following: 6

MKTG 6505A & MKTG 6505B	Introductory Storytelling in Marketing and Advanced Storytelling in Marketing	
MKTG 6525	Customer Experience ¹	
MKTG 6535	Strategic Brand Management	
MKTG 6540	Advertising Management	
MKTG 6550	Advanced Marketing Strategy	
MKTG 6560	Category Management and Shopper Insights	
MKTG 6570	Digital Marketing and Analytics	
MKTG 6575	Social Media Analytics and Strategy	
MKTG 6580	Multivariate Analysis for Consumer Insights	
MKTG 6583	Pricing Strategies and Analytics	
MKTG 6590	Experimental Research	
MKTG 6900	Contemporary Topics	

Total Credits 12

¹ Designated research course.

Marketing Analytics Specialization

Code	Title	Credits
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To earn a specialization in Marketing Analytics, students must complete the following:

Required:

MKTG 6520	Research for Marketing Insights and Decisions ¹	3
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Select two courses from the following: 6

MKTG 6560	Category Management and Shopper Insights	
MKTG 6580	Multivariate Analysis for Consumer Insights	
MKTG 6583	Pricing Strategies and Analytics	
MKTG 6590	Experimental Research	
MKTG 6900	Contemporary Topics	

Total Credits 9

¹ Designated research course.

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 Leading with Analytics

3 Credits

This course provides a broad overview to the analytics profession, with a focus on data driven leadership and hands-on analytical skills. Starting with a foundation of analytical framing and statistical analysis, the course moves on to more advanced topics like 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. The course culminates with a group research project using curated big data datasets, as well as individual exercises in problem framing intending to be a component of an analytics capstone experience. Previously BA 0500, BUAN 6500.

DATA 6505 Data Munging in Python

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 in machine learning, its fundamental programming logic and knowledge is essential for students to apply in analytics and to succeed in the job market. Specifically, this course focuses on the data munging phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, important techniques such as web scraping and Application Programming Interface (API) usage are introduced. The course culminates with a final project in exploratory data analysis, as well as individual exercises in data munging intending to be a component of an analytics capstone experience. Previously BA 0505, BUAN 6505.

DATA 6510 Data Warehousing and Visualization

3 Credits

This course introduces datasets, databases, data warehouses, data management, and data visualization techniques. Starting from the relational data model and basic database fundamentals, the course offers 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, including entity relationship modeling and diagrams. Additionally, the course simultaneously offers hands-on learning with visualization and interactive dashboards in Tableau. The course concludes with a comprehensive data warehousing and visualization project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BA 0510, BUAN 6510.

DATA 6520 Analytics Consulting and Strategy

3 Credits

Prerequisite: DATA 6500.

With the rise of analytics for cutting-edge business innovation, the industry needs business leaders who can solve an organization's most important problems by asking and answering questions using data. These business consultants need to bridge both the data analytics and business fields. This class tries to provide a "real world" consulting experience through a project-centric experiential approach, in addition to case studies of analytics consulting and business problem solving using descriptive, predictive and prescriptive analytics. When possible, class projects will be client-driven using community partners. Students work in teams using analytics to answer the client's current and important business questions using data. The students will approach these as business analytics consultants by using effective project management to gather requirements, using continuous client engagement to deepen understanding of the problem, suggesting ways in which to explore the question and its possible solutions through data, running different data models to approach the solution, working with clients to come up with effective analytics strategies, making business presentations based on findings, incorporating the inevitable changes that come with real world projects, and recommending strategic solutions based on their findings. Previously IS 0520.

DATA 6530 Statistics and Forecasting**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 6540 Business Intelligence and Data Storytelling**3 Credits****Prerequisite:** DATA 6510.

Modernly, business intelligence has become far more interactive. This course provides an advanced application and overview of the new techniques for building interactive dashboards and tools now prevalent in this profession. Additionally, with data overload happening on every level, the importance of good data storytelling has soared. Using programming languages and environments such as Tableau and R, this course introduces students to the business intelligence profession and teaches the skills necessary to develop and deploy cloud-based interactive apps to assist in data and analytical storytelling, including insights into user interface design (UI) and user experience design (UX). The course concludes with a comprehensive project. Previously BA 0540, BUAN 6540.

DATA 6545 Data Science and MLOps**3 Credits****Prerequisite:** DATA 6505.

This course provides an advanced understanding of the practices of machine learning techniques and operations (MLOps), 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 couple of semester-wide projects. Python is introduced and illustrated through a series of tutorials and case studies, and Automatic Machine Learning (AutoML) is introduced as well. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. The course culminates with a final project in predictive analytics, as well as individual exercises in modeling and interpretation intending to be a component of an analytics capstone experience. Previously BA 0545, BUAN 6545.

DATA 6550 Big Data Management and Data Ops**3 Credits****Prerequisites:** DATA 6505 and DATA 6510.

This course introduces the fundamentals of Big Data management and its implementation in the public cloud. Topics include classic theories of data architecture, dimensional database design, data pipelines, and data governance, supplemented with the latest developments in the emerging field of DataOps. The theory is grounded with hands-on experience building databases and data pipelines with the Modern Data Stack. Previously IS 0550.

DATA 6560 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 6570 Artificial Intelligence Applications**3 Credits**

Artificial intelligence is becoming far more prevalent in the business and analytics worlds, yet many analytics professionals are excluded from participating in this new wave because they lack the strong coding foundations that are typically needed to implement this new technology from scratch. However, recent advances in AI/ML have coincided with desktop and cloud tools that can be deployed far more easily to generate new models without complicated coding requirements. This course will teach students how to discover, use, and daisy-chain such tools to solve real-world business problems in ways that would otherwise be impossible.

DATA 6575 Deep Learning and Artificial Intelligence**3 Credits****Prerequisite:** DATA 6545.

This course introduces students to the latest development of machine learning, namely deep learning, as well as its applications to a variety of domains. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent. Additionally, students get hands-on experience building deep neural network models with Python. Topics covered in this class include model building and optimization, image classification, natural language processing, generative models, and so forth. These topics cover the foundations and the latest developments in the field of deep learning.

DATA 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 of science with spreadsheets, e-procurement, executive information systems, and other socioeconomic factors in the use of information technology. Previously IS 0585, ISOM 6900.

DATA 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, ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits

Prerequisites: 18 or more credits of DATA courses at the 5000-level or higher.

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 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 6275 Managerial Economics and Firm Decision-making 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.

ECON 6320 Macroeconomics for Business Leaders 3 Credits

This course endows current and future business leaders with the knowledge needed to understand the macroeconomic environment they inhabit. It first illustrates the indicators used to analyze trends in economic activity, inflation, and labor market dynamics. The topics discussed include the business cycle, monetary and fiscal policy, the future of long-run economic growth, and income differences across countries. Case studies focus on how to respond, as a business, in a changing macroeconomic environment.

ECON 6321 Cost Benefit Analysis 3 Credits

This course is a practical introduction to Cost-Benefit Analysis (CBA), as a quantitative monetary assessment method that can aid in effective decision-making. The course introduces students to the principles and techniques of preparing a CBA, including microeconomic foundations, valuation methods, discounting, the impact of risk and uncertainty, and distributional consequences. The course includes applications of CBA to a wide range of business decisions and public policy issues (e.g. public, development, health, and environmental projects).

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.

ECON 6801 Econometrics: Regression Analysis**3 Credits**

Prerequisite: DATA 5400 or equivalent.

This course provides students the tools necessary to apply statistical methods to data in order to test economic theories, to inform government and private policy makers, and to instruct businesses on consumer behavior, pricing considerations, and cost considerations. In this course we will learn how to measure relationships between economic variables using rigorous econometric techniques. This includes understanding the purpose and methods of ordinary least squares (OLS) regression for cross-sectional and panel data for continuous data, as well as learning models for discrete choice data. We will learn the basic theory and practical means of performing these regressions as well as the methods of statistical inference for hypothesis testing, and students will apply this knowledge to datasets throughout the semester.

ECON 6802 Applied Time Series Analysis and Economic Forecasting**3 Credits**

Prerequisite: DATA 5400 or equivalent (familiarity with linear regression).

This course provides students with the analytical tools necessary to analyze time series data in order to examine past trends and to forecast future ones. Students will learn practical time series forecasting techniques with particular emphasis on the ARIMA method and conditional volatility (ARCH) models and they will perform a variety of data analyses on the computer using R/Rstudio. These methods are extensively employed in economic, financial and business forecasts and can be used for various purposes such as stock market analysis, economic forecasting, risk assessment, budgetary analysis, Census analysis, yield projection, and sales forecasting. To gain a deeper understanding of how the methods work, their theoretical underpinnings will be discussed to some extent, however, the course is mainly concerned with the applications of these techniques in forecasting economic time series.

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.

FNCE 6991 Blockchain and Digital Assets 3 Credits

The sudden rise in the value of Bitcoin and other digital assets focused the world's attention on cryptocurrencies as a means of payment. Blockchain technology powers Bitcoin and has been hyped as the next new, transformative technology. This class will first discuss the technical underpinnings of blockchain and review key concepts such as decentralization and consensus algorithms. The class will then discuss practical applications of blockchain technology. It will then then examine blockchain as an asset and review the dynamics of the cryptocurrency markets. It will conclude with the discussion of the future of blockchain.

FNCE 6992 Decentralized Finance 3 Credits

Prerequisite: FNCE 6991.

Decentralized finance (DeFi) allows parties to trade in a peer-to-peer, decentralized manner by replacing financial institutions and other intermediaries with blockchain-based smart contracts and by replacing traditional, physical currencies (e.g. U.S. dollars) with cryptocurrency (e.g. stable-coins pegged to a physical currency). This course will examine how FinTech companies are disrupting the traditional financial services industry and assess the pros and cons of these new technologies. Students in this course will also survey relevant aspects of banking and securities law, with a focus on current regulatory issues pertaining to DeFi and considerations of the future regulatory landscape.

FNCE 6993 Algorithmic Trading 3 Credits

This class introduces the necessary background knowledge and processes to design and implement algorithmic trading models including an introduction to financial markets, mechanics, participants, order types and execution, microstructure, and more. The course walks students through the process of generating trading strategies, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, technology and infrastructure, regulatory compliance, and key metrics of algorithmic trading model performance evaluation.

FNCE 6994 Ethical Considerations in and Regulation of FinTech 3 Credits

Prerequisite: FNCE 6992 (concurrency allowed).

While FinTech provides the world of finance with exciting new opportunities and innovations, they come with a new set of ethical considerations and potential new regulations. Ethical issues include potential breach of privacy of the data obtained through social media and other means. Artificial intelligence and machine learning and the use of large datasets of proprietary data could unintentionally lead to discrimination and adverse effects on diversity and inclusion efforts. Since much of the FinTech applications are linked to the internet, avoiding cyberattacks poses a large risk to successful implementation of any models. Successful leaders in the field of FinTech must understand ethical considerations associated with FinTech. It is also crucial for the manager to understand current regulation of FinTech and anticipate possible new regulation. This course will consider these and other ethical and legal considerations associated with FinTech.

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 Employee Performance Management and Rewards for Competitive Advantage 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 and Sustainable Leadership**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
Prerequisite: MKTG 5400.

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 6575 Social Media Analytics and Strategy**3 Credits****Prerequisites:** MKTG 5400 and DATA 5400.

MKTG 6575 will focus on satisfying business' needs for social media managers and analysts that can effectively build, manage and analyze social media campaigns that are effective and generate results that provide them with a competitive advantage. Throughout this course, students will learn social media strategies and analytics methods such as social listening, social CRM, and social network analysis. While gaining hands-on experience, students will connect businesses with their target audiences across a wide range of social media platforms such as Facebook, YouTube, Instagram, TikTok, Twitter and Pinterest. Through their work with each of these platforms, they will develop content, create paid social campaigns, and interpret the analytical data generated by their efforts. By the end of this course, students will have gained industry relevant social media management and analytics certifications while using technology such as AI and Canva. Students will have learned strategies for turning data into actionable insights that can be used to improve social media marketing campaigns. Learning will be achieved through lectures, assessments, case studies with interactive discussions, certifications and an experiential learning project for a business.

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 6990 Independent Study**3 Credits****MKTG 6999A Capstone Project: Marketing Analytics and Strategy****3 Credits****Prerequisites:** Four courses from: MKTG 6510, MKTG 6520, MKTG 6550, 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 Research on Contemporary Issues in Taxation 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 Accounting

With specializations in Assurance, Business Analytics, or Taxation, the MS in Accounting is designed to prepare students for careers in the field of accounting. Students learn to analyze complex accounting issues from an ethical perspective and use professional literature (e.g., accounting and auditing standards and interpretations) in resolving them. The degree is offered in a full-time, year-long cohort program that begins annually in May. The curriculum includes 10 three-credit courses (seven are required and three are electives). To earn a specialization, students must successfully complete a minimum of three courses designated for the specialization. Thus, students seeking to specialize in Assurance (Taxation) must complete a total of six courses coded as ACCT (TAXN), while students seeking to specialize in Business Analytics must complete a total of three courses coded as DATA.

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.

The overarching learning goals of the program are:

GOAL I: Students will develop critical thinking and deeper competency in the functional areas of accounting, including a deeper knowledge of underlying concepts and principles.

GOAL II: Students will develop leadership and communication skills required to practice accounting as professionals by demonstrating they can work as a leader or as a participant.

GOAL III: Students will develop an understanding of and commitment to professional ethics and behavior in the accounting profession.

Program

Requirements

Note: To earn a specialization, students must successfully complete a minimum of three courses designated for the specialization. Students seeking to specialize in Assurance must complete a total of six courses coded as ACCT (3 required courses and 3 electives); students seeking to specialize in Taxation must complete a total of six courses coded as TAXN (3 required courses and 3 electives); while students seeking to specialize in Business Analytics must complete a total of three courses coded as DATA.

Code	Title	Credits
Foundation Courses		
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 ¹	
ACCT 6560	Audit Issues in a Global Environment ¹	
TAXN 6550	Tax Planning	
International Course		
Select one of the following:		3
ACCT 6520	International Accounting	
ACCT 6560	Audit Issues in a Global Environment ^{1, 2}	
TAXN 6520	International Taxation	
Designated Research Course		
Select one of the following:		3
ACCT 6970	Research on Contemporary Issues in Accounting ¹	
TAXN 6970	Research on Contemporary Issues in Taxation	
Elective Courses		
Select 3 courses from the following: ³		9
ACCT 6510	Issues in a Regulatory Reporting Environment	
ACCT 6515	Property Transactions: Regulatory and Tax Issues	

ACCT 6520	International Accounting
ACCT 6550	Topics in Accounting Systems and Data Analytics ¹
ACCT 6555	Issues in Internal Audit
ACCT 6560	Audit Issues in a Global Environment ¹
ACCT 6565	Forensic Accounting ¹
ACCT 6585	Effective Communications for Accounting Professionals
ACCT 6900	Seminar: Special Topics in Accounting
ACCT 6970	Research on Contemporary Issues in Accounting ¹
ACCT 6980	Practicum in Accounting ¹
ACCT 6990	Independent Study
DATA 6500	Leading with Analytics ¹
DATA 6505	Data Munging in Python ¹
DATA 6510	Data Warehousing and Visualization ¹
DATA 6520	Analytics Consulting and Strategy
DATA 6540	Business Intelligence and Data Storytelling ¹
DATA 6545	Data Science and MLOps ¹
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
TAXN 6585	Effective Communications for Accounting Professionals
TAXN 6900	Seminar: Contemporary Topics in Taxation
TAXN 6970	Research on Contemporary Issues in Taxation
TAXN 6980	Practicum in Taxation
TAXN 6990	Independent Study
Total Credits	30

¹ Course is applicable for the Business Analytics specialization.

² 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.

³ Elective courses may also include any other 6000-level business course with permission of the Director of Graduate Accounting Programs or Senior Assistant Dean of Graduate Programs.

Dual Degree MS in Finance and MS in Accounting

Students may pursue dual degrees, earning both a Master of Science in Finance and a Master of Science in Accounting, in less time and with fewer credits than if they were to complete both degrees separately. Please see the MSF/MSA Dual Degree section of this catalog for details.

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 Research on Contemporary Issues in Taxation**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.

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 MS in Business Analytics (MSBA) 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. This STEM-designated 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, Leadership, Marketing Analytics, Quantitative Finance, and, for those who have an undergraduate degree in Accounting or the equivalent, Accounting.

Dolan's MSBA program with the accounting specialization is also available to students who wish to pursue it online from Shanghai, China. For further information on completing the MSBA from Shanghai, please contact Aaron Zhao (aaron.zhaowenbo@gaodun.com), Program Director at Golden Education in Shanghai, China.

The overarching learning goals of the program are - at the end of the program - for students to be able to:

Goal I: Translate back-and-forth between messy real-world situations and tractable formal models, in problem formulation and solution interpretation, application, and communication.

Goal II: Fluently apply well-defined quantitative and mathematical techniques, including knowing when each one applies and when it does not, and testing such assumptions in the real world.

Goal III: Have both the technical competence and the confidence to both learn and apply novel technologies as needed to solve business problems.

Program

Requirements

The requirements for the MSBA fall into the broad categories of Essentials, Foundations, Professions, Electives, and the Capstone.

Career Development

The Dolan Career Development Center provides professional development services that enrich graduate students' academic experiences and inspire

Code	Title	Credits
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Essentials

These two Essentials courses are prerequisites for later courses. Either one or both may be waived with successful completion of an online test-out exam. For students pursuing the MSBA without a specialization, either one or both of these courses may count towards the three electives:

DATA 5400	Applied Business Statistics (no prerequisites)	
DATA 5405	Python Fundamentals (no prerequisites)	

Foundations

Each of these three Foundations courses are required for all MSBA students and form the basis and prerequisites for the Professions courses: 9

DATA 6500	Leading with Analytics (no prerequisites)	
DATA 6505	Data Munging in Python (prerequisite: DATA 5405)	
DATA 6510	Data Warehousing and Visualization (no prerequisites)	

Professions

Professions courses introduce students to the various fields and disciplines that use analytics in the real world as well as the skills most necessary for those professions. Each course has its own specific prerequisites. Students choose any three of the following courses to fulfill their Professions requirement: 9

DATA 6520	Analytics Consulting and Strategy	
DATA 6530	Statistics and Forecasting	
DATA 6540	Business Intelligence and Data Storytelling	
DATA 6545	Data Science and MLOps	
DATA 6550	Big Data Management and Data Ops	

Electives

Students are required to complete an additional 9 credits (3 courses) of graduate work. 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. If no specialization is chosen, either or both of the Essentials courses DATA 5400 and DATA 5405 may count towards these electives. Otherwise, the courses must be at the 6500-level.

Capstone

Students must complete the capstone course after completing their Foundations and Professions requirements. The MSBA Capstone Experience infuses preparatory elements of the capstone course into the Foundations and Professions courses so that MSBA students are essentially ready to propose their capstone research project at the beginning of the capstone course.

DATA 6999	Capstone: Business Analytics Applications (prerequisite: 18 or more credits of DATA courses at the 5000-level or higher)	3
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Total Credits		21
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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 Director of Graduate Accounting Programs in selecting their graduate Accounting or Taxation courses.

Artificial Intelligence Specialization

Code	Title	Credits
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To complete a specialization in Artificial Intelligence, select three courses from the following: 9

DATA 6545	Data Science and MLOps (if not already taken in Professions)	
DATA 6550	Big Data Management and Data Ops (if not already taken in Professions)	
DATA 6560	Sports Analytics (no prerequisites)	
DATA 6570	Artificial Intelligence Applications (no prerequisites)	
DATA 6575	Deep Learning and Artificial Intelligence (prerequisite: DATA 6545)	
DATA 6900	Contemporary Topics Seminar	

Total Credits		9
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Financial Planning and Analysis Specialization

Code	Title	Credits
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To complete a specialization in Financial Planning and Analysis, the following courses are required: 9

ACCT 6500	Accounting Information for Decision-Making	
FNCE 6500	Stakeholder Value	
FNCE 6530	Corporate Finance	

Total Credits		9
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Healthcare Specialization

Code	Title	Credits
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To complete a specialization in Healthcare, select three courses from the following: 9

NURS 7602	Healthcare Economics and Marketing	
NURS 7605	Advanced Health Policy	
NURS 7613	Finance and Quality Management in Healthcare Organizations	
NURS 7614	Information Technology for Healthcare Improvement	

Total Credits		9
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Leadership Specialization

Code	Title	Credits
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To complete a specialization in Leadership, select three courses from the following: 9

MGMT 6500	Leadership (prerequisite: MGMT 5400)	
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MGMT 6504	Managing People for Competitive Advantage
MGMT 6505	Human Resource Strategies: An Analytics Approach
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm
MGMT 6530	Entrepreneurship
MGMT 6540	Cross Cultural Management and Sustainable Leadership
MGMT 6584	Global Competitive Strategy

Total Credits 9

Marketing Analytics Specialization

Code	Title	Credits
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To complete a specialization in Marketing Analytics, the following courses are required:

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

Code	Title	Credits
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To complete a specialization in Quantitative Finance, the following course is required:

FNCE 6540	Investment Analysis	3
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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	

Total Credits 9

Dual Degree MBA and MS in Business Analytics

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

Dual Degree MS in Finance and MS in Business Analytics

Students may pursue dual degrees, earning both a Master of Science in Finance 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 MSF/MSBA section of this catalog for details.

Courses

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 Leading with Analytics 3 Credits

This course provides a broad overview to the analytics profession, with a focus on data driven leadership and hands-on analytical skills. Starting with a foundation of analytical framing and statistical analysis, the course moves on to more advanced topics like 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. The course culminates with a group research project using curated big data datasets, as well as individual exercises in problem framing intending to be a component of an analytics capstone experience. Previously BA 0500, BUAN 6500.

DATA 6505 Data Munging in Python**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 in machine learning, its fundamental programming logic and knowledge is essential for students to apply in analytics and to succeed in the job market. Specifically, this course focuses on the data munging phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, important techniques such as web scraping and Application Programming Interface (API) usage are introduced. The course culminates with a final project in exploratory data analysis, as well as individual exercises in data munging intending to be a component of an analytics capstone experience. Previously BA 0505, BUAN 6505.

DATA 6510 Data Warehousing and Visualization**3 Credits**

This course introduces datasets, databases, data warehouses, data management, and data visualization techniques. Starting from the relational data model and basic database fundamentals, the course offers 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, including entity relationship modeling and diagrams. Additionally, the course simultaneously offers hands-on learning with visualization and interactive dashboards in Tableau. The course concludes with a comprehensive data warehousing and visualization project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BA 0510, BUAN 6510.

DATA 6520 Analytics Consulting and Strategy**3 Credits****Prerequisite:** DATA 6500.

With the rise of analytics for cutting-edge business innovation, the industry needs business leaders who can solve an organization's most important problems by asking and answering questions using data. These business consultants need to bridge both the data analytics and business fields. This class tries to provide a "real world" consulting experience through a project-centric experiential approach, in addition to case studies of analytics consulting and business problem solving using descriptive, predictive and prescriptive analytics. When possible, class projects will be client-driven using community partners. Students work in teams using analytics to answer the client's current and important business questions using data. The students will approach these as business analytics consultants by using effective project management to gathering requirements, using continuous client engagement to deepen understanding of the problem, suggesting ways in which to explore the question and its possible solutions through data, running different data models to approach the solution, working with clients to come up with effective analytics strategies, making business presentations based on findings, incorporating the inevitable changes that come with real world projects, and recommending strategic solutions based on their findings. Previously IS 0520.

DATA 6530 Statistics and Forecasting**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 6540 Business Intelligence and Data Storytelling**3 Credits****Prerequisite:** DATA 6510.

Modernly, business intelligence has become far more interactive. This course provides an advanced application and overview of the new techniques for building interactive dashboards and tools now prevalent in this profession. Additionally, with data overload happening on every level, the importance of good data storytelling has soared. Using programming languages and environments such as Tableau and R, this course introduces students to the business intelligence profession and teaches the skills necessary to develop and deploy cloud-based interactive apps to assist in data and analytical storytelling, including insights into user interface design (UI) and user experience design (UX). The course concludes with a comprehensive project. Previously BA 0540, BUAN 6540.

DATA 6545 Data Science and MLOps**3 Credits****Prerequisite:** DATA 6505.

This course provides an advanced understanding of the practices of machine learning techniques and operations (MLOps), 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 couple of semester-wide projects. Python is introduced and illustrated through a series of tutorials and case studies, and Automatic Machine Learning (AutoML) is introduced as well. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. The course culminates with a final project in predictive analytics, as well as individual exercises in modeling and interpretation intending to be a component of an analytics capstone experience. Previously BA 0545, BUAN 6545.

DATA 6550 Big Data Management and Data Ops**3 Credits****Prerequisites:** DATA 6505 and DATA 6510.

This course introduces the fundamentals of Big Data management and its implementation in the public cloud. Topics include classic theories of data architecture, dimensional database design, data pipelines, and data governance, supplemented with the latest developments in the emerging field of DataOps. The theory is grounded with hands-on experience building databases and data pipelines with the Modern Data Stack. Previously IS 0550.

DATA 6560 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 6570 Artificial Intelligence Applications 3 Credits

Artificial intelligence is becoming far more prevalent in the business and analytics worlds, yet many analytics professionals are excluded from participating in this new wave because they lack the strong coding foundations that are typically needed to implement this new technology from scratch. However, recent advances in AI/ML have coincided with desktop and cloud tools that can be deployed far more easily to generate new models without complicated coding requirements. This course will teach students how to discover, use, and daisy-chain such tools to solve real-world business problems in ways that would otherwise be impossible.

DATA 6575 Deep Learning and Artificial Intelligence 3 Credits

Prerequisite: DATA 6545.

This course introduces students to the latest development of machine learning, namely deep learning, as well as its applications to a variety of domains. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent. Additionally, students get hands-on experience building deep neural network models with Python. Topics covered in this class include model building and optimization, image classification, natural language processing, generative models, and so forth. These topics cover the foundations and the latest developments in the field of deep learning.

DATA 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 of science with spreadsheets, e-procurement, executive information systems, and other socioeconomic factors in the use of information technology. Previously IS 0585, ISOM 6900.

DATA 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, ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits

Prerequisites: 18 or more credits of DATA courses at the 5000-level or higher.

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. This STEM-designated program is designed to be completed either in one year's time (full time) or over two years (part time).

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, with a related undergraduate degree, in 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.

The overarching learning goals of the program are:

GOAL I: Understand and apply major corporate finance theories.

GOAL II: Understand the structure, evolution, and role of financial markets, instruments, and institutions through a global lens.

GOAL III: Understand and apply fundamental analysis and valuation frameworks to financial instruments.

GOAL IV: Understand and apply major stock and bond portfolio management concepts including diversification and risk measurement.

GOAL V: Understand and apply the relationships and factors that influence the market value of derivatives.

GOAL VI: Understand and create investment strategies involving derivatives.

GOAL VII: Understand and measure the major types and sources of financial risk.

GOAL VIII: Understand and create both financial and operational risk management strategies.

GOAL IX: Understand and apply modern econometric techniques to real data and problems in finance and demonstrate the ability to draw inferences.

Program

Requirements

The program consists of 10 three-credit courses: seven required and three electives.

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	3
Select a specialization (detailed below) or three elective courses from the following: ¹		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	
Total Credits		30

¹ 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 in 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 Programs.

Business Analytics Specialization

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 DATA classes as a replacement for the three Finance electives.

Code	Title	Credits
Select three 6000-level DATA courses ¹		9
Total Credits		9

¹ Course selections should be made in consultation with the Directors of Graduate Finance and Business Analytics Programs.

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.

Code	Title	Credits
To complete a specialization in Corporate Finance, the following course is required:		
FNCE 6500	Stakeholder Value	3
Select two courses from the following:		6
DATA 6530	Statistics and Forecasting	
FNCE 6555	International Financial Management	
FNCE 6575	Capital Budgeting	
Total Credits		9

Dual Degree MBA and MS in Finance

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

Dual Degree MS in Finance and MS in Accounting

Students may pursue dual degrees, earning both a Master of Science in Finance and a Master of Science in Accounting, in less time and with fewer credits than if they were to complete both degrees separately. Please see the MSF/MSA Dual Degree section of this catalog for details.

Dual Degree MS in Finance and MS in Business Analytics

Students may pursue dual degrees, earning both a Master of Science in Finance 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 MSF/MSBA section of this catalog for details.

Courses

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.

FNCE 6991 Blockchain and Digital Assets 3 Credits

The sudden rise in the value of Bitcoin and other digital assets focused the world's attention on cryptocurrencies as a means of payment. Blockchain technology powers Bitcoin and has been hyped as the next new, transformative technology. This class will first discuss the technical underpinnings of blockchain and review key concepts such as decentralization and consensus algorithms. The class will then discuss practical applications of blockchain technology. It will then then examine blockchain as an asset and review the dynamics of the cryptocurrency markets. It will conclude with the discussion of the future of blockchain.

FNCE 6992 Decentralized Finance 3 Credits**Prerequisite:** FNCE 6991.

Decentralized finance (DeFi) allows parties to trade in a peer-to-peer, decentralized manner by replacing financial institutions and other intermediaries with blockchain-based smart contracts and by replacing traditional, physical currencies (e.g. U.S. dollars) with cryptocurrency (e.g. stable-coins pegged to a physical currency). This course will examine how FinTech companies are disrupting the traditional financial services industry and assess the pros and cons of these new technologies. Students in this course will also survey relevant aspects of banking and securities law, with a focus on current regulatory issues pertaining to DeFi and considerations of the future regulatory landscape.

FNCE 6993 Algorithmic Trading 3 Credits

This class introduces the necessary background knowledge and processes to design and implement algorithmic trading models including an introduction to financial markets, mechanics, participants, order types and execution, microstructure, and more. The course walks students through the process of generating trading strategies, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, technology and infrastructure, regulatory compliance, and key metrics of algorithmic trading model performance evaluation.

FNCE 6994 Ethical Considerations in and Regulation of FinTech 3 Credits**Prerequisite:** FNCE 6992 (concurrency allowed).

While FinTech provides the world of finance with exciting new opportunities and innovations, they come with a new set of ethical considerations and potential new regulations. Ethical issues include potential breach of privacy of the data obtained through social media and other means. Artificial intelligence and machine learning and the use of large datasets of proprietary data could unintentionally lead to discrimination and adverse effects on diversity and inclusion efforts. Since much of the FinTech applications are linked to the internet, avoiding cyberattacks poses a large risk to successful implementation of any models. Successful leaders in the field of FinTech must understand ethical considerations associated with FinTech. It is also crucial for the manager to understand current regulation of FinTech and anticipate possible new regulation. This course will consider these and other ethical and legal considerations associated with FinTech.

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. Part-time schedules are also available. This is structured as an all online program 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.

The overarching learning goals of the program are:

Goal I: To equip students with the critical thinking skills to discern on their own what needs to be done regardless of role in the organization. Leaders are not the people at the top, but are those persons who can influence and foster change.

Goal II: To prepare students to recognize who they are, what they value, and how to use their strengths in any situation.

Career Development

The Dolan Career Development Center provides professional development services that enrich graduate students' academic experiences and inspire

Goal III To provide a compass or way of proceeding that enables students to adapt to unknown situations because they know what they want to achieve.

Goal IV: To encourage self-understanding, self-management, and a lifetime of evolution through discovery.

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
Total Credits		30

Courses

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 Employee Performance Management and Rewards for Competitive Advantage**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 and Sustainable Leadership**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.

Sprout Social, Tableau, Qualtrics, SPSS, and Excel, with the opportunity to learn programming languages like Python, and R.

This STEM-designated program may be completed either in one year’s time (full time) or over two years (part time). The program allows flexibility with an online or hybrid format—both delivered by our expert faculty and 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.

The overarching learning goals of the program are:

Goal I: Students will have the knowledge and understanding to evaluate a business situation and provide a business proposal for a real-world company that will help to improve business results.

Goal II: Students will have the ability to assess existing or collected quantitative and/or qualitative business data and develop insights and key learnings that lead to a strategic recommendation for a business.

Goal III: Students will have demonstrated applied knowledge and skills to their project from at least four courses taken within the MAS program curriculum.

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

Today’s most effective marketing strategies are those powered by research-based data analysis. The MS in Marketing Analytics and Strategy (MAS) program will help students develop the skills necessary to become an expert in the field. Our industry partnerships and experiential learning projects provide opportunities for students to use real-world business data with the latest digital, visual, and analytical tools.

Dolan’s MAS curriculum is taught by expert faculty who bring decades of industry experience to the classroom. Our relationships with Fortune 500 companies offer students resume-building experiences throughout the program, concluding with a capstone project to provide research-based strategic recommendations for real businesses.

Students learn advanced strategic and analytical skills, applying business data such as Nielsen, IRI, and Kantar Media. Gain hands-on experience in popular industry analytical tools, such as AI, Google Analytics, Hootsuite,

Program

Requirements

The program consists of 10 three-credit courses: seven required and three electives. Students who do not meet the prerequisite requirements will need to take MKTG 5400 and DATA 5400 prior to the start of program.

Code	Title	Credits
MKTG 6510	Advanced Consumer Behavior for Managers	3
MKTG 6520	Research for Marketing Insights and Decisions	3
MKTG 6550	Advanced Marketing Strategy	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
Students are required to complete an additional 9 credits (3 courses) of graduate work. Students may choose elective courses either to fulfill the requirements of one of the specializations listed below, or to enhance their Marketing Analytics & Strategy required curriculum, with a combination of 3 courses at the 6500-level for MKTG or DATA, DATA 5405 or DATA 6505.		9

Total Credits **30**

Business Analytics Specialization

Many marketing analyst positions “prefer or require” knowledge of predictive and causal analytics as well as programming languages, such as Python or R. The Business Analytics specialization would enhance the degree with three selected electives in DATA.

Code	Title	Credits
Select any three DATA graduate-level courses.		9

Finance Specialization

Many marketing positions require budget management and finance skills to properly evaluate and audit spending inputs for analytical modules such as Marketing Mix or to analyze a program and provide strategic recommendations of how to improve ROI or business results. With three electives purposefully chosen in Finance, this specialization provides an additional area of expertise and competitive advantage to our students interested in enhancing this aspect of their preparation.

Code	Title	Credits
Select any three FNCE graduate-level courses.		9

Management Specialization

As all students have the desire to advance within their careers, many will have the opportunity to become managers. Providing students with an option for a specialization in Management will allow them to learn management skills in addition to the marketing analytics and strategy skills obtained from the program.

Code	Title	Credits
Required:		9
MGMT 6504	Managing People for Competitive Advantage	
One MGMT graduate-level research course		
One MGMT graduate-level elective		

Product Management Specialization

Many professions in the area of marketing analytics and strategy require an understanding of product management with additional knowledge in the areas of category management, shopper insights and customer experience to make strategic business decisions. By pursuing a specialization in Product Management, students interested in any of these career positions will develop the essential knowledge required by businesses today.

Code	Title	Credits
Select three of the following courses:		9
MKTG 6500	Customer Value	
MKTG 6525	Customer Experience	
MKTG 6535	Strategic Brand Management	
MKTG 6560	Category Management and Shopper Insights	

Dual Degree MBA and MS in Marketing Analytics and Strategy

Students may pursue dual degrees, earning both a Master in Business Administration and a Master of Science in Marketing Analytics and Strategy, in less time and with fewer credits than if they were to complete

both degrees separately. Please see the Dual Degree MBA/MAS section of this catalog for details.

Courses

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**Prerequisite:** MKTG 5400.

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 6575 Social Media Analytics and Strategy 3 Credits**Prerequisites:** MKTG 5400 and DATA 5400.

MKTG 6575 will focus on satisfying business' needs for social media managers and analysts that can effectively build, manage and analyze social media campaigns that are effective and generate results that provide them with a competitive advantage. Throughout this course, students will learn social media strategies and analytics methods such as social listening, social CRM, and social network analysis. While gaining hands-on experience, students will connect businesses with their target audiences across a wide range of social media platforms such as Facebook, YouTube, Instagram, TikTok, Twitter and Pinterest. Through their work with each of these platforms, they will develop content, create paid social campaigns, and interpret the analytical data generated by their efforts. By the end of this course, students will have gained industry relevant social media management and analytics certifications while using technology such as AI and Canva. Students will have learned strategies for turning data into actionable insights that can be used to improve social media marketing campaigns. Learning will be achieved through lectures, assessments, case studies with interactive discussions, certifications and an experiential learning project for a business.

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 6990 Independent Study 3 Credits**MKTG 6999A Capstone Project: Marketing Analytics and Strategy** 3 Credits**Prerequisites:** Four courses from: MKTG 6510, MKTG 6520, MKTG 6550, 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.

Dual Degrees

Graduate students in the Dolan school can pursue dual degree combinations, combining two master's degrees offered in the school. A list of dual degree possibilities is presented under the "Programs" tab.

If interested in a dual degree, students should contact one of the Program Directors or the Senior Assistant Dean of Graduate Programs.

Programs

- Dual Degree Master of Business Administration and Master of Science in Business Analytics
- Dual Degree Master of Business Administration and Master of Science in Finance
- Dual Degree Master of Business Administration and Master of Science in Marketing Analytics and Strategy
- Dual Degree Master of Business Administration and Master of Science in Nursing
- Dual Degree Master of Science in Finance and Master of Science in Accounting
- Dual Degree Master of Science in Finance and Master of Science in Business Analytics

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 Master of Business Administration

(MBA) and Master of Science in Business Analytics (MSBA) dual degree program 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 program develops students with specialized knowledge and skills for data management and analytics. Based on these well-established MBA and MSBA programs, this dual degree program further helps prepare students by leveraging on the synergy between these two programs.

Requirements

Code	Title	Credits
MSBA Required Background ¹		
DATA 5400	Applied Business Statistics	
DATA 5405	Python Fundamentals	
MBA Subject Area Courses		
Select one ACCT course		3
Select one FNCE course		3
Select one ECON course		3
MGMT 6503	Legal and Ethical Environment of Business	3
Select one MKTG course		3
MBA Concentration		
Select a concentration in one of the following areas:		12
Accounting		
Economics		
Finance		
Management		
Marketing		
MSBA Foundation Courses		
DATA 6500	Leading with Analytics	3
DATA 6505	Data Munging in Python	3
DATA 6510	Data Warehousing and Visualization	3
MSBA Professions Courses		
Select any three from the following:		9
DATA 6520	Analytics Consulting and Strategy	
DATA 6530	Statistics and Forecasting	
DATA 6540	Business Intelligence and Data Storytelling	
DATA 6545	Data Science and MLOps	
DATA 6550	Big Data Management and Data Ops	
MSBA Capstone		3
DATA 6999	Capstone: Business Analytics Applications	
Total Credits		48

*Additional credits may be required if student does not meet required background.

¹ May be waived with successful completion of an online test-out exam.

MSBA candidates, in order to obtain the 30 credits required by that program, will use MBA concentration courses to fulfill the 9 elective credits required of the MSBA degree.

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 Leading with Analytics

3 Credits

This course provides a broad overview to the analytics profession, with a focus on data driven leadership and hands-on analytical skills. Starting with a foundation of analytical framing and statistical analysis, the course moves on to more advanced topics like 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. The course culminates with a group research project using curated big data datasets, as well as individual exercises in problem framing intending to be a component of an analytics capstone experience. Previously BA 0500, BUAN 6500.

DATA 6505 Data Munging in Python

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 in machine learning, its fundamental programming logic and knowledge is essential for students to apply in analytics and to succeed in the job market. Specifically, this course focuses on the data munging phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, important techniques such as web scraping and Application Programming Interface (API) usage are introduced. The course culminates with a final project in exploratory data analysis, as well as individual exercises in data munging intending to be a component of an analytics capstone experience. Previously BA 0505, BUAN 6505.

DATA 6510 Data Warehousing and Visualization

3 Credits

This course introduces datasets, databases, data warehouses, data management, and data visualization techniques. Starting from the relational data model and basic database fundamentals, the course offers 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, including entity relationship modeling and diagrams. Additionally, the course simultaneously offers hands-on learning with visualization and interactive dashboards in Tableau. The course concludes with a comprehensive data warehousing and visualization project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BA 0510, BUAN 6510.

DATA 6520 Analytics Consulting and Strategy

3 Credits

Prerequisite: DATA 6500.

With the rise of analytics for cutting-edge business innovation, the industry needs business leaders who can solve an organization's most important problems by asking and answering questions using data. These business consultants need to bridge both the data analytics and business fields. This class tries to provide a "real world" consulting experience through a project-centric experiential approach, in addition to case studies of analytics consulting and business problem solving using descriptive, predictive and prescriptive analytics. When possible, class projects will be client-driven using community partners. Students work in teams using analytics to answer the client's current and important business questions using data. The students will approach these as business analytics consultants by using effective project management to gather requirements, using continuous client engagement to deepen understanding of the problem, suggesting ways in which to explore the question and its possible solutions through data, running different data models to approach the solution, working with clients to come up with effective analytics strategies, making business presentations based on findings, incorporating the inevitable changes that come with real world projects, and recommending strategic solutions based on their findings. Previously IS 0520.

DATA 6530 Statistics and Forecasting**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 6540 Business Intelligence and Data Storytelling**3 Credits****Prerequisite:** DATA 6510.

Modernly, business intelligence has become far more interactive. This course provides an advanced application and overview of the new techniques for building interactive dashboards and tools now prevalent in this profession. Additionally, with data overload happening on every level, the importance of good data storytelling has soared. Using programming languages and environments such as Tableau and R, this course introduces students to the business intelligence profession and teaches the skills necessary to develop and deploy cloud-based interactive apps to assist in data and analytical storytelling, including insights into user interface design (UI) and user experience design (UX). The course concludes with a comprehensive project. Previously BA 0540, BUAN 6540.

DATA 6545 Data Science and MLOps**3 Credits****Prerequisite:** DATA 6505.

This course provides an advanced understanding of the practices of machine learning techniques and operations (MLOps), 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 couple of semester-wide projects. Python is introduced and illustrated through a series of tutorials and case studies, and Automatic Machine Learning (AutoML) is introduced as well. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. The course culminates with a final project in predictive analytics, as well as individual exercises in modeling and interpretation intending to be a component of an analytics capstone experience. Previously BA 0545, BUAN 6545.

DATA 6550 Big Data Management and Data Ops**3 Credits****Prerequisites:** DATA 6505 and DATA 6510.

This course introduces the fundamentals of Big Data management and its implementation in the public cloud. Topics include classic theories of data architecture, dimensional database design, data pipelines, and data governance, supplemented with the latest developments in the emerging field of DataOps. The theory is grounded with hands-on experience building databases and data pipelines with the Modern Data Stack. Previously IS 0550.

DATA 6560 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 6570 Artificial Intelligence Applications**3 Credits**

Artificial intelligence is becoming far more prevalent in the business and analytics worlds, yet many analytics professionals are excluded from participating in this new wave because they lack the strong coding foundations that are typically needed to implement this new technology from scratch. However, recent advances in AI/ML have coincided with desktop and cloud tools that can be deployed far more easily to generate new models without complicated coding requirements. This course will teach students how to discover, use, and daisy-chain such tools to solve real-world business problems in ways that would otherwise be impossible.

DATA 6575 Deep Learning and Artificial Intelligence**3 Credits****Prerequisite:** DATA 6545.

This course introduces students to the latest development of machine learning, namely deep learning, as well as its applications to a variety of domains. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent. Additionally, students get hands-on experience building deep neural network models with Python. Topics covered in this class include model building and optimization, image classification, natural language processing, generative models, and so forth. These topics cover the foundations and the latest developments in the field of deep learning.

DATA 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 of science with spreadsheets, e-procurement, executive information systems, and other socioeconomic factors in the use of information technology. Previously IS 0585, ISOM 6900.

DATA 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, ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits

Prerequisites: 18 or more credits of DATA courses at the 5000-level or higher.

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 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 6275 Managerial Economics and Firm Decision-making 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.

ECON 6320 Macroeconomics for Business Leaders 3 Credits

This course endows current and future business leaders with the knowledge needed to understand the macroeconomic environment they inhabit. It first illustrates the indicators used to analyze trends in economic activity, inflation, and labor market dynamics. The topics discussed include the business cycle, monetary and fiscal policy, the future of long-run economic growth, and income differences across countries. Case studies focus on how to respond, as a business, in a changing macroeconomic environment.

ECON 6321 Cost Benefit Analysis 3 Credits

This course is a practical introduction to Cost-Benefit Analysis (CBA), as a quantitative monetary assessment method that can aid in effective decision-making. The course introduces students to the principles and techniques of preparing a CBA, including microeconomic foundations, valuation methods, discounting, the impact of risk and uncertainty, and distributional consequences. The course includes applications of CBA to a wide range of business decisions and public policy issues (e.g. public, development, health, and environmental projects).

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.

ECON 6801 Econometrics: Regression Analysis**3 Credits**

Prerequisite: DATA 5400 or equivalent.

This course provides students the tools necessary to apply statistical methods to data in order to test economic theories, to inform government and private policy makers, and to instruct businesses on consumer behavior, pricing considerations, and cost considerations. In this course we will learn how to measure relationships between economic variables using rigorous econometric techniques. This includes understanding the purpose and methods of ordinary least squares (OLS) regression for cross-sectional and panel data for continuous data, as well as learning models for discrete choice data. We will learn the basic theory and practical means of performing these regressions as well as the methods of statistical inference for hypothesis testing, and students will apply this knowledge to datasets throughout the semester.

ECON 6802 Applied Time Series Analysis and Economic Forecasting**3 Credits**

Prerequisite: DATA 5400 or equivalent (familiarity with linear regression).

This course provides students with the analytical tools necessary to analyze time series data in order to examine past trends and to forecast future ones. Students will learn practical time series forecasting techniques with particular emphasis on the ARIMA method and conditional volatility (ARCH) models and they will perform a variety of data analyses on the computer using R/Rstudio. These methods are extensively employed in economic, financial and business forecasts and can be used for various purposes such as stock market analysis, economic forecasting, risk assessment, budgetary analysis, Census analysis, yield projection, and sales forecasting. To gain a deeper understanding of how the methods work, their theoretical underpinnings will be discussed to some extent, however, the course is mainly concerned with the applications of these techniques in forecasting economic time series.

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.
- FNCE 6991 Blockchain and Digital Assets** **3 Credits**
The sudden rise in the value of Bitcoin and other digital assets focused the world's attention on cryptocurrencies as a means of payment. Blockchain technology powers Bitcoin and has been hyped as the next new, transformative technology. This class will first discuss the technical underpinnings of blockchain and review key concepts such as decentralization and consensus algorithms. The class will then discuss practical applications of blockchain technology. It will then then examine blockchain as an asset and review the dynamics of the cryptocurrency markets. It will conclude with the discussion of the future of blockchain.
- FNCE 6992 Decentralized Finance** **3 Credits**
Prerequisite: FNCE 6991.
Decentralized finance (DeFi) allows parties to trade in a peer-to-peer, decentralized manner by replacing financial institutions and other intermediaries with blockchain-based smart contracts and by replacing traditional, physical currencies (e.g. U.S. dollars) with cryptocurrency (e.g. stable-coins pegged to a physical currency). This course will examine how FinTech companies are disrupting the traditional financial services industry and assess the pros and cons of these new technologies. Students in this course will also survey relevant aspects of banking and securities law, with a focus on current regulatory issues pertaining to DeFi and considerations of the future regulatory landscape.
- FNCE 6993 Algorithmic Trading** **3 Credits**
This class introduces the necessary background knowledge and processes to design and implement algorithmic trading models including an introduction to financial markets, mechanics, participants, order types and execution, microstructure, and more. The course walks students through the process of generating trading strategies, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, technology and infrastructure, regulatory compliance, and key metrics of algorithmic trading model performance evaluation.
- FNCE 6994 Ethical Considerations in and Regulation of FinTech** **3 Credits**
Prerequisite: FNCE 6992 (concurrency allowed).
While FinTech provides the world of finance with exciting new opportunities and innovations, they come with a new set of ethical considerations and potential new regulations. Ethical issues include potential breach of privacy of the data obtained through social media and other means. Artificial intelligence and machine learning and the use of large datasets of proprietary data could unintentionally lead to discrimination and adverse effects on diversity and inclusion efforts. Since much of the FinTech applications are linked to the internet, avoiding cyberattacks poses a large risk to successful implementation of any models. Successful leaders in the field of FinTech must understand ethical considerations associated with FinTech. It is also crucial for the manager to understand current regulation of FinTech and anticipate possible new regulation. This course will consider these and other ethical and legal considerations associated with FinTech.

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 Employee Performance Management and Rewards for Competitive Advantage

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 and Sustainable Leadership**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**Prerequisite:** MKTG 5400.

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 6575 Social Media Analytics and Strategy**3 Credits****Prerequisites:** MKTG 5400 and DATA 5400.

MKTG 6575 will focus on satisfying business' needs for social media managers and analysts that can effectively build, manage and analyze social media campaigns that are effective and generate results that provide them with a competitive advantage. Throughout this course, students will learn social media strategies and analytics methods such as social listening, social CRM, and social network analysis. While gaining hands-on experience, students will connect businesses with their target audiences across a wide range of social media platforms such as Facebook, YouTube, Instagram, TikTok, Twitter and Pinterest. Through their work with each of these platforms, they will develop content, create paid social campaigns, and interpret the analytical data generated by their efforts. By the end of this course, students will have gained industry relevant social media management and analytics certifications while using technology such as AI and Canva. Students will have learned strategies for turning data into actionable insights that can be used to improve social media marketing campaigns. Learning will be achieved through lectures, assessments, case studies with interactive discussions, certifications and an experiential learning project for a business.

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 6990 Independent Study**3 Credits****MKTG 6999A Capstone Project: Marketing Analytics and Strategy****3 Credits****Prerequisites:** Four courses from: MKTG 6510, MKTG 6520, MKTG 6550, 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 Research on Contemporary Issues in Taxation**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 Finance

In today's world, successful business leaders must have broad strategic perspectives and in-depth specialized expertise in the field of finance to make business decisions. The Master of Business Administration (MBA) and the Master of Science in Finance (MSF) dual degree program responds to such needs from business leaders and would prepare our graduates well for the challenges of the 21st century. The MBA degree is known to develop students with broad and strategic perspectives across multiple business factions, such as accounting, analytics, economics, finance, marketing, and management. The MSF degree is positioned to develop students with specialized knowledge and skills in finance. With its well-established MBA and MSF, Dolan offers the MBA/MSF dual degree to further help prepare students by leveraging on the synergy between these two programs.

Requirements

Code	Title	Credits
MSF Required Background ¹		
FNCE 5400	Principles of Finance	
MBA Subject Area Courses		
Select one ACCT course		3
Select one DATA course		3
Select one ECON course		3
MGMT 6503	Legal and Ethical Environment of Business	3
Select one MKTG course		3
MBA Concentration		
Select a concentration in one of the following areas:		12
Accounting		
Analytics		
Economics		
Management		
Marketing		
MSF Courses		
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	3
Total Credits		48

*Additional credits may be required if student does not meet the required background.

¹ May be waived if undergraduate equivalent taken.

MSF candidates, in order to obtain the 30 credits required by that program, will use MBA concentration courses to fulfill the 9 elective credits required of the MSF degree.

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 Leading with Analytics **3 Credits**

This course provides a broad overview to the analytics profession, with a focus on data driven leadership and hands-on analytical skills. Starting with a foundation of analytical framing and statistical analysis, the course moves on to more advanced topics like 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. The course culminates with a group research project using curated big data datasets, as well as individual exercises in problem framing intending to be a component of an analytics capstone experience. Previously BA 0500, BUAN 6500.

DATA 6505 Data Munging in Python **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 in machine learning, its fundamental programming logic and knowledge is essential for students to apply in analytics and to succeed in the job market. Specifically, this course focuses on the data munging phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, important techniques such as web scraping and Application Programming Interface (API) usage are introduced. The course culminates with a final project in exploratory data analysis, as well as individual exercises in data munging intending to be a component of an analytics capstone experience. Previously BA 0505, BUAN 6505.

DATA 6510 Data Warehousing and Visualization **3 Credits**

This course introduces datasets, databases, data warehouses, data management, and data visualization techniques. Starting from the relational data model and basic database fundamentals, the course offers 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, including entity relationship modeling and diagrams. Additionally, the course simultaneously offers hands-on learning with visualization and interactive dashboards in Tableau. The course concludes with a comprehensive data warehousing and visualization project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BA 0510, BUAN 6510.

DATA 6520 Analytics Consulting and Strategy **3 Credits**

Prerequisite: DATA 6500.

With the rise of analytics for cutting-edge business innovation, the industry needs business leaders who can solve an organization's most important problems by asking and answering questions using data. These business consultants need to bridge both the data analytics and business fields. This class tries to provide a "real world" consulting experience through a project-centric experiential approach, in addition to case studies of analytics consulting and business problem solving using descriptive, predictive and prescriptive analytics. When possible, class projects will be client-driven using community partners. Students work in teams using analytics to answer the client's current and important business questions using data. The students will approach these as business analytics consultants by using effective project management to gathering requirements, using continuous client engagement to deepen understanding of the problem, suggesting ways in which to explore the question and its possible solutions through data, running different data models to approach the solution, working with clients to come up with effective analytics strategies, making business presentations based on findings, incorporating the inevitable changes that come with real world projects, and recommending strategic solutions based on their findings. Previously IS 0520.

DATA 6530 Statistics and Forecasting**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 6540 Business Intelligence and Data Storytelling**3 Credits****Prerequisite:** DATA 6510.

Modernly, business intelligence has become far more interactive. This course provides an advanced application and overview of the new techniques for building interactive dashboards and tools now prevalent in this profession. Additionally, with data overload happening on every level, the importance of good data storytelling has soared. Using programming languages and environments such as Tableau and R, this course introduces students to the business intelligence profession and teaches the skills necessary to develop and deploy cloud-based interactive apps to assist in data and analytical storytelling, including insights into user interface design (UI) and user experience design (UX). The course concludes with a comprehensive project. Previously BA 0540, BUAN 6540.

DATA 6545 Data Science and MLOps**3 Credits****Prerequisite:** DATA 6505.

This course provides an advanced understanding of the practices of machine learning techniques and operations (MLOps), 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 couple of semester-wide projects. Python is introduced and illustrated through a series of tutorials and case studies, and Automatic Machine Learning (AutoML) is introduced as well. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. The course culminates with a final project in predictive analytics, as well as individual exercises in modeling and interpretation intending to be a component of an analytics capstone experience. Previously BA 0545, BUAN 6545.

DATA 6550 Big Data Management and Data Ops**3 Credits****Prerequisites:** DATA 6505 and DATA 6510.

This course introduces the fundamentals of Big Data management and its implementation in the public cloud. Topics include classic theories of data architecture, dimensional database design, data pipelines, and data governance, supplemented with the latest developments in the emerging field of DataOps. The theory is grounded with hands-on experience building databases and data pipelines with the Modern Data Stack. Previously IS 0550.

DATA 6560 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 6570 Artificial Intelligence Applications**3 Credits**

Artificial intelligence is becoming far more prevalent in the business and analytics worlds, yet many analytics professionals are excluded from participating in this new wave because they lack the strong coding foundations that are typically needed to implement this new technology from scratch. However, recent advances in AI/ML have coincided with desktop and cloud tools that can be deployed far more easily to generate new models without complicated coding requirements. This course will teach students how to discover, use, and daisy-chain such tools to solve real-world business problems in ways that would otherwise be impossible.

DATA 6575 Deep Learning and Artificial Intelligence**3 Credits****Prerequisite:** DATA 6545.

This course introduces students to the latest development of machine learning, namely deep learning, as well as its applications to a variety of domains. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent. Additionally, students get hands-on experience building deep neural network models with Python. Topics covered in this class include model building and optimization, image classification, natural language processing, generative models, and so forth. These topics cover the foundations and the latest developments in the field of deep learning.

DATA 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 of science with spreadsheets, e-procurement, executive information systems, and other socioeconomic factors in the use of information technology. Previously IS 0585, ISOM 6900.

DATA 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, ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits

Prerequisites: 18 or more credits of DATA courses at the 5000-level or higher.

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 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 6275 Managerial Economics and Firm Decision-making 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.

ECON 6320 Macroeconomics for Business Leaders 3 Credits

This course endows current and future business leaders with the knowledge needed to understand the macroeconomic environment they inhabit. It first illustrates the indicators used to analyze trends in economic activity, inflation, and labor market dynamics. The topics discussed include the business cycle, monetary and fiscal policy, the future of long-run economic growth, and income differences across countries. Case studies focus on how to respond, as a business, in a changing macroeconomic environment.

ECON 6321 Cost Benefit Analysis 3 Credits

This course is a practical introduction to Cost-Benefit Analysis (CBA), as a quantitative monetary assessment method that can aid in effective decision-making. The course introduces students to the principles and techniques of preparing a CBA, including microeconomic foundations, valuation methods, discounting, the impact of risk and uncertainty, and distributional consequences. The course includes applications of CBA to a wide range of business decisions and public policy issues (e.g. public, development, health, and environmental projects).

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.

ECON 6801 Econometrics: Regression Analysis**3 Credits**

Prerequisite: DATA 5400 or equivalent.

This course provides students the tools necessary to apply statistical methods to data in order to test economic theories, to inform government and private policy makers, and to instruct businesses on consumer behavior, pricing considerations, and cost considerations. In this course we will learn how to measure relationships between economic variables using rigorous econometric techniques. This includes understanding the purpose and methods of ordinary least squares (OLS) regression for cross-sectional and panel data for continuous data, as well as learning models for discrete choice data. We will learn the basic theory and practical means of performing these regressions as well as the methods of statistical inference for hypothesis testing, and students will apply this knowledge to datasets throughout the semester.

ECON 6802 Applied Time Series Analysis and Economic Forecasting**3 Credits**

Prerequisite: DATA 5400 or equivalent (familiarity with linear regression).

This course provides students with the analytical tools necessary to analyze time series data in order to examine past trends and to forecast future ones. Students will learn practical time series forecasting techniques with particular emphasis on the ARIMA method and conditional volatility (ARCH) models and they will perform a variety of data analyses on the computer using R/Rstudio. These methods are extensively employed in economic, financial and business forecasts and can be used for various purposes such as stock market analysis, economic forecasting, risk assessment, budgetary analysis, Census analysis, yield projection, and sales forecasting. To gain a deeper understanding of how the methods work, their theoretical underpinnings will be discussed to some extent, however, the course is mainly concerned with the applications of these techniques in forecasting economic time series.

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.

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.
- FNCE 6991 Blockchain and Digital Assets** **3 Credits**
 The sudden rise in the value of Bitcoin and other digital assets focused the world's attention on cryptocurrencies as a means of payment. Blockchain technology powers Bitcoin and has been hyped as the next new, transformative technology. This class will first discuss the technical underpinnings of blockchain and review key concepts such as decentralization and consensus algorithms. The class will then discuss practical applications of blockchain technology. It will then then examine blockchain as an asset and review the dynamics of the cryptocurrency markets. It will conclude with the discussion of the future of blockchain.
- FNCE 6992 Decentralized Finance** **3 Credits**
Prerequisite: FNCE 6991.
 Decentralized finance (DeFi) allows parties to trade in a peer-to-peer, decentralized manner by replacing financial institutions and other intermediaries with blockchain-based smart contracts and by replacing traditional, physical currencies (e.g. U.S. dollars) with cryptocurrency (e.g. stable-coins pegged to a physical currency). This course will examine how FinTech companies are disrupting the traditional financial services industry and assess the pros and cons of these new technologies. Students in this course will also survey relevant aspects of banking and securities law, with a focus on current regulatory issues pertaining to DeFi and considerations of the future regulatory landscape.
- FNCE 6993 Algorithmic Trading** **3 Credits**
 This class introduces the necessary background knowledge and processes to design and implement algorithmic trading models including an introduction to financial markets, mechanics, participants, order types and execution, microstructure, and more. The course walks students through the process of generating trading strategies, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, technology and infrastructure, regulatory compliance, and key metrics of algorithmic trading model performance evaluation.

FNCE 6994 Ethical Considerations in and Regulation of FinTech 3 Credits

Prerequisite: FNCE 6992 (concurrency allowed).

While FinTech provides the world of finance with exciting new opportunities and innovations, they come with a new set of ethical considerations and potential new regulations. Ethical issues include potential breach of privacy of the data obtained through social media and other means. Artificial intelligence and machine learning and the use of large datasets of proprietary data could unintentionally lead to discrimination and adverse effects on diversity and inclusion efforts. Since much of the FinTech applications are linked to the internet, avoiding cyberattacks poses a large risk to successful implementation of any models. Successful leaders in the field of FinTech must understand ethical considerations associated with FinTech. It is also crucial for the manager to understand current regulation of FinTech and anticipate possible new regulation. This course will consider these and other ethical and legal considerations associated with FinTech.

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 Employee Performance Management and Rewards for Competitive Advantage 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 and Sustainable Leadership 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****Prerequisite:** MKTG 5400.

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 6575 Social Media Analytics and Strategy**3 Credits****Prerequisites:** MKTG 5400 and DATA 5400.

MKTG 6575 will focus on satisfying business' needs for social media managers and analysts that can effectively build, manage and analyze social media campaigns that are effective and generate results that provide them with a competitive advantage. Throughout this course, students will learn social media strategies and analytics methods such as social listening, social CRM, and social network analysis. While gaining hands-on experience, students will connect businesses with their target audiences across a wide range of social media platforms such as Facebook, YouTube, Instagram, TikTok, Twitter and Pinterest. Through their work with each of these platforms, they will develop content, create paid social campaigns, and interpret the analytical data generated by their efforts. By the end of this course, students will have gained industry relevant social media management and analytics certifications while using technology such as AI and Canva. Students will have learned strategies for turning data into actionable insights that can be used to improve social media marketing campaigns. Learning will be achieved through lectures, assessments, case studies with interactive discussions, certifications and an experiential learning project for a business.

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 6990 Independent Study 3 Credits**MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits**

Prerequisites: Four courses from: MKTG 6510, MKTG 6520, MKTG 6550, 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 Research on Contemporary Issues in Taxation 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.

MBA Concentration

Select a concentration in one of the following areas: 12

Accounting
Analytics
Economics
Finance
Management

MAS Courses

MKTG 6510	Advanced Consumer Behavior for Managers	3
MKTG 6520	Research for Marketing Insights and Decisions	3
MKTG 6550	Advanced Marketing Strategy	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

Total Credits 48

*Additional credits may be required if student does not meet required background.

¹ May be waived if undergraduate equivalent taken. DATA 5400 may be waived with successful completion of an online test-out exam.

MAS candidates, in order to obtain the 30 credits required by that program, will use MBA concentration courses to fulfill the 9 elective credits required of the MAS degree.

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.

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 Marketing Analytics and Strategy

The Master of Business Administration (MBA) and the Master of Science in Marketing Analytics and Strategy (MAS) dual degree program efficiently prepares students for the multi-facet world in need of strategic and research-based analytical skills combined with broad, strategic perspectives. With today's demands, marketing analytics and strategy skills are essential, while brand management and executive positions also require an MBA. The MBA/MAS dual degree helps students stand out in the highly demanding and competitive hiring process.

Requirements

Code	Title	Credits
MAS Required Background ¹		
DATA 5400	Applied Business Statistics	
MKTG 5400	Marketing Management	
MBA Subject Area Courses		
Select one ACCT course		3
Select one DATA course		3
Select one ECON course		3
Select one FNCE course		3
MGMT 6503	Legal and Ethical Environment of Business	3

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 Leading with Analytics**3 Credits**

This course provides a broad overview to the analytics profession, with a focus on data driven leadership and hands-on analytical skills. Starting with a foundation of analytical framing and statistical analysis, the course moves on to more advanced topics like 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. The course culminates with a group research project using curated big data datasets, as well as individual exercises in problem framing intending to be a component of an analytics capstone experience. Previously BA 0500, BUAN 6500.

DATA 6505 Data Munging in Python**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 in machine learning, its fundamental programming logic and knowledge is essential for students to apply in analytics and to succeed in the job market. Specifically, this course focuses on the data munging phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, important techniques such as web scraping and Application Programming Interface (API) usage are introduced. The course culminates with a final project in exploratory data analysis, as well as individual exercises in data munging intending to be a component of an analytics capstone experience. Previously BA 0505, BUAN 6505.

DATA 6510 Data Warehousing and Visualization**3 Credits**

This course introduces datasets, databases, data warehouses, data management, and data visualization techniques. Starting from the relational data model and basic database fundamentals, the course offers 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, including entity relationship modeling and diagrams. Additionally, the course simultaneously offers hands-on learning with visualization and interactive dashboards in Tableau. The course concludes with a comprehensive data warehousing and visualization project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BA 0510, BUAN 6510.

DATA 6520 Analytics Consulting and Strategy**3 Credits****Prerequisite:** DATA 6500.

With the rise of analytics for cutting-edge business innovation, the industry needs business leaders who can solve an organization's most important problems by asking and answering questions using data. These business consultants need to bridge both the data analytics and business fields. This class tries to provide a "real world" consulting experience through a project-centric experiential approach, in addition to case studies of analytics consulting and business problem solving using descriptive, predictive and prescriptive analytics. When possible, class projects will be client-driven using community partners. Students work in teams using analytics to answer the client's current and important business questions using data. The students will approach these as business analytics consultants by using effective project management to gathering requirements, using continuous client engagement to deepen understanding of the problem, suggesting ways in which to explore the question and its possible solutions through data, running different data models to approach the solution, working with clients to come up with effective analytics strategies, making business presentations based on findings, incorporating the inevitable changes that come with real world projects, and recommending strategic solutions based on their findings. Previously IS 0520.

DATA 6530 Statistics and Forecasting**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 6540 Business Intelligence and Data Storytelling**3 Credits****Prerequisite:** DATA 6510.

Modernly, business intelligence has become far more interactive. This course provides an advanced application and overview of the new techniques for building interactive dashboards and tools now prevalent in this profession. Additionally, with data overload happening on every level, the importance of good data storytelling has soared. Using programming languages and environments such as Tableau and R, this course introduces students to the business intelligence profession and teaches the skills necessary to develop and deploy cloud-based interactive apps to assist in data and analytical storytelling, including insights into user interface design (UI) and user experience design (UX). The course concludes with a comprehensive project. Previously BA 0540, BUAN 6540.

DATA 6545 Data Science and MLOps**3 Credits****Prerequisite:** DATA 6505.

This course provides an advanced understanding of the practices of machine learning techniques and operations (MLOps), 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 couple of semester-wide projects. Python is introduced and illustrated through a series of tutorials and case studies, and Automatic Machine Learning (AutoML) is introduced as well. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. The course culminates with a final project in predictive analytics, as well as individual exercises in modeling and interpretation intending to be a component of an analytics capstone experience. Previously BA 0545, BUAN 6545.

DATA 6550 Big Data Management and Data Ops**3 Credits****Prerequisites:** DATA 6505 and DATA 6510.

This course introduces the fundamentals of Big Data management and its implementation in the public cloud. Topics include classic theories of data architecture, dimensional database design, data pipelines, and data governance, supplemented with the latest developments in the emerging field of DataOps. The theory is grounded with hands-on experience building databases and data pipelines with the Modern Data Stack. Previously IS 0550.

DATA 6560 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 6570 Artificial Intelligence Applications 3 Credits

Artificial intelligence is becoming far more prevalent in the business and analytics worlds, yet many analytics professionals are excluded from participating in this new wave because they lack the strong coding foundations that are typically needed to implement this new technology from scratch. However, recent advances in AI/ML have coincided with desktop and cloud tools that can be deployed far more easily to generate new models without complicated coding requirements. This course will teach students how to discover, use, and daisy-chain such tools to solve real-world business problems in ways that would otherwise be impossible.

DATA 6575 Deep Learning and Artificial Intelligence 3 Credits
Prerequisite: DATA 6545.

This course introduces students to the latest development of machine learning, namely deep learning, as well as its applications to a variety of domains. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent. Additionally, students get hands-on experience building deep neural network models with Python. Topics covered in this class include model building and optimization, image classification, natural language processing, generative models, and so forth. These topics cover the foundations and the latest developments in the field of deep learning.

DATA 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 of science with spreadsheets, e-procurement, executive information systems, and other socioeconomic factors in the use of information technology. Previously IS 0585, ISOM 6900.

DATA 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, ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits

Prerequisites: 18 or more credits of DATA courses at the 5000-level or higher.

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 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 6275 Managerial Economics and Firm Decision-making 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.

ECON 6320 Macroeconomics for Business Leaders 3 Credits

This course endows current and future business leaders with the knowledge needed to understand the macroeconomic environment they inhabit. It first illustrates the indicators used to analyze trends in economic activity, inflation, and labor market dynamics. The topics discussed include the business cycle, monetary and fiscal policy, the future of long-run economic growth, and income differences across countries. Case studies focus on how to respond, as a business, in a changing macroeconomic environment.

ECON 6321 Cost Benefit Analysis 3 Credits

This course is a practical introduction to Cost-Benefit Analysis (CBA), as a quantitative monetary assessment method that can aid in effective decision-making. The course introduces students to the principles and techniques of preparing a CBA, including microeconomic foundations, valuation methods, discounting, the impact of risk and uncertainty, and distributional consequences. The course includes applications of CBA to a wide range of business decisions and public policy issues (e.g. public, development, health, and environmental projects).

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.

ECON 6801 Econometrics: Regression Analysis 3 Credits

Prerequisite: DATA 5400 or equivalent.

This course provides students the tools necessary to apply statistical methods to data in order to test economic theories, to inform government and private policy makers, and to instruct businesses on consumer behavior, pricing considerations, and cost considerations. In this course we will learn how to measure relationships between economic variables using rigorous econometric techniques. This includes understanding the purpose and methods of ordinary least squares (OLS) regression for cross-sectional and panel data for continuous data, as well as learning models for discrete choice data. We will learn the basic theory and practical means of performing these regressions as well as the methods of statistical inference for hypothesis testing, and students will apply this knowledge to datasets throughout the semester.

ECON 6802 Applied Time Series Analysis and Economic**Forecasting 3 Credits**

Prerequisite: DATA 5400 or equivalent (familiarity with linear regression).

This course provides students with the analytical tools necessary to analyze time series data in order to examine past trends and to forecast future ones. Students will learn practical time series forecasting techniques with particular emphasis on the ARIMA method and conditional volatility (ARCH) models and they will perform a variety of data analyses on the computer using R/Rstudio. These methods are extensively employed in economic, financial and business forecasts and can be used for various purposes such as stock market analysis, economic forecasting, risk assessment, budgetary analysis, Census analysis, yield projection, and sales forecasting. To gain a deeper understanding of how the methods work, their theoretical underpinnings will be discussed to some extent, however, the course is mainly concerned with the applications of these techniques in forecasting economic time series.

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.

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>FNCE 6991 Blockchain and Digital Assets 3 Credits The sudden rise in the value of Bitcoin and other digital assets focused the world's attention on cryptocurrencies as a means of payment. Blockchain technology powers Bitcoin and has been hyped as the next new, transformative technology. This class will first discuss the technical underpinnings of blockchain and review key concepts such as decentralization and consensus algorithms. The class will then discuss practical applications of blockchain technology. It will then then examine blockchain as an asset and review the dynamics of the cryptocurrency markets. It will conclude with the discussion of the future of blockchain.</p>
<p>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.</p>	

FNCE 6992 Decentralized Finance**3 Credits****Prerequisite:** FNCE 6991.

Decentralized finance (DeFi) allows parties to trade in a peer-to-peer, decentralized manner by replacing financial institutions and other intermediaries with blockchain-based smart contracts and by replacing traditional, physical currencies (e.g. U.S. dollars) with cryptocurrency (e.g. stable-coins pegged to a physical currency). This course will examine how FinTech companies are disrupting the traditional financial services industry and assess the pros and cons of these new technologies. Students in this course will also survey relevant aspects of banking and securities law, with a focus on current regulatory issues pertaining to DeFi and considerations of the future regulatory landscape.

FNCE 6993 Algorithmic Trading**3 Credits**

This class introduces the necessary background knowledge and processes to design and implement algorithmic trading models including an introduction to financial markets, mechanics, participants, order types and execution, microstructure, and more. The course walks students through the process of generating trading strategies, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, technology and infrastructure, regulatory compliance, and key metrics of algorithmic trading model performance evaluation.

FNCE 6994 Ethical Considerations in and Regulation of FinTech**3 Credits****Prerequisite:** FNCE 6992 (concurrency allowed).

While FinTech provides the world of finance with exciting new opportunities and innovations, they come with a new set of ethical considerations and potential new regulations. Ethical issues include potential breach of privacy of the data obtained through social media and other means. Artificial intelligence and machine learning and the use of large datasets of proprietary data could unintentionally lead to discrimination and adverse effects on diversity and inclusion efforts. Since much of the FinTech applications are linked to the internet, avoiding cyberattacks poses a large risk to successful implementation of any models. Successful leaders in the field of FinTech must understand ethical considerations associated with FinTech. It is also crucial for the manager to understand current regulation of FinTech and anticipate possible new regulation. This course will consider these and other ethical and legal considerations associated with FinTech.

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 Employee Performance Management and Rewards for Competitive Advantage**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 and Sustainable Leadership**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****Prerequisite:** MKTG 5400.

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 6575 Social Media Analytics and Strategy**3 Credits****Prerequisites:** MKTG 5400 and DATA 5400.

MKTG 6575 will focus on satisfying business' needs for social media managers and analysts that can effectively build, manage and analyze social media campaigns that are effective and generate results that provide them with a competitive advantage. Throughout this course, students will learn social media strategies and analytics methods such as social listening, social CRM, and social network analysis. While gaining hands-on experience, students will connect businesses with their target audiences across a wide range of social media platforms such as Facebook, YouTube, Instagram, TikTok, Twitter and Pinterest. Through their work with each of these platforms, they will develop content, create paid social campaigns, and interpret the analytical data generated by their efforts. By the end of this course, students will have gained industry relevant social media management and analytics certifications while using technology such as AI and Canva. Students will have learned strategies for turning data into actionable insights that can be used to improve social media marketing campaigns. Learning will be achieved through lectures, assessments, case studies with interactive discussions, certifications and an experiential learning project for a business.

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 6990 Independent Study 3 Credits**MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits**

Prerequisites: Four courses from: MKTG 6510, MKTG 6520, MKTG 6550, 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 Research on Contemporary Issues in Taxation 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 Nursing

Fairfield's dual degree Master of Science in Nursing (MSN) and Master of Business Administration (MBA) 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. 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.

Dual Degree Master of Science in Finance and Master of Science in Business Analytics

Data analysis has become crucial for most businesses in recent years. Financial data is one of the most widely analyzed – it is the language of business. To analyze financial data, companies need specialists that have deep knowledge in both finance and data analysis techniques. The Master of Science in Finance (MSF) and Master of Science in Business Analytics (MSBA) dual degree program responds to such needs from business leaders and prepares our graduates well for the challenges of the 21st century. Not only do MSF students develop a deep understanding of financial markets, institutions and financial instruments, they also develop a strong knowledge of financial data. MSF students master investments, portfolio analysis, research methods, corporate and international finance and risk management. The MSBA develops students with specialized knowledge and skills for data management and analytics. With its well-established MSF and MSBA programs, the MSF/MSBA dual degree further helps prepare our students by leveraging on the synergy between these two programs.

Requirements

Code	Title	Credits
Required Background Courses		
DATA 5400	Applied Business Statistics ¹	
DATA 5405	Python Fundamentals ¹	
FNCE 5400	Principles of Finance	
MSF Courses		
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	3
MSBA Courses		
DATA 6500	Leading with Analytics	3
DATA 6505	Data Munging in Python	3
DATA 6510	Data Warehousing and Visualization	3
DATA 6999	Capstone: Business Analytics Applications	3
Select any three from the following:		9
DATA 6520	Analytics Consulting and Strategy	
DATA 6530	Statistics and Forecasting	
DATA 6540	Business Intelligence and Data Storytelling	
DATA 6545	Data Science and MLOps	
DATA 6550	Big Data Management and Data Ops	
Elective		
Any 6000-level Dolan graduate course		3
Total Credits		45

*Additional credits may be required if student does not meet required background.

¹ Courses cannot be waived. Either or both may be waived with successful completion of an online test-out exam.

MSF candidates, in order to obtain the 30 credits required by that program, will use MSBA courses to fill the 9 elective credits required of the MSBA degree.

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 Leading with Analytics**3 Credits**

This course provides a broad overview to the analytics profession, with a focus on data driven leadership and hands-on analytical skills. Starting with a foundation of analytical framing and statistical analysis, the course moves on to more advanced topics like 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. The course culminates with a group research project using curated big data datasets, as well as individual exercises in problem framing intending to be a component of an analytics capstone experience. Previously BA 0500, BUAN 6500.

DATA 6505 Data Munging in Python**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 in machine learning, its fundamental programming logic and knowledge is essential for students to apply in analytics and to succeed in the job market. Specifically, this course focuses on the data munging phase, which includes collecting, preprocessing, and visualizing data, with respect to applications in business modeling, optimization, and statistical analysis. In addition, important techniques such as web scraping and Application Programming Interface (API) usage are introduced. The course culminates with a final project in exploratory data analysis, as well as individual exercises in data munging intending to be a component of an analytics capstone experience. Previously BA 0505, BUAN 6505.

DATA 6510 Data Warehousing and Visualization**3 Credits**

This course introduces datasets, databases, data warehouses, data management, and data visualization techniques. Starting from the relational data model and basic database fundamentals, the course offers 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, including entity relationship modeling and diagrams. Additionally, the course simultaneously offers hands-on learning with visualization and interactive dashboards in Tableau. The course concludes with a comprehensive data warehousing and visualization project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BA 0510, BUAN 6510.

DATA 6520 Analytics Consulting and Strategy**3 Credits**

Prerequisite: DATA 6500.

With the rise of analytics for cutting-edge business innovation, the industry needs business leaders who can solve an organization's most important problems by asking and answering questions using data. These business consultants need to bridge both the data analytics and business fields. This class tries to provide a "real world" consulting experience through a project-centric experiential approach, in addition to case studies of analytics consulting and business problem solving using descriptive, predictive and prescriptive analytics. When possible, class projects will be client-driven using community partners. Students work in teams using analytics to answer the client's current and important business questions using data. The students will approach these as business analytics consultants by using effective project management to gathering requirements, using continuous client engagement to deepen understanding of the problem, suggesting ways in which to explore the question and its possible solutions through data, running different data models to approach the solution, working with clients to come up with effective analytics strategies, making business presentations based on findings, incorporating the inevitable changes that come with real world projects, and recommending strategic solutions based on their findings. Previously IS 0520.

DATA 6530 Statistics and Forecasting**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 6540 Business Intelligence and Data Storytelling**3 Credits**

Prerequisite: DATA 6510.

Modernly, business intelligence has become far more interactive. This course provides an advanced application and overview of the new techniques for building interactive dashboards and tools now prevalent in this profession. Additionally, with data overload happening on every level, the importance of good data storytelling has soared. Using programming languages and environments such as Tableau and R, this course introduces students to the business intelligence profession and teaches the skills necessary to develop and deploy cloud-based interactive apps to assist in data and analytical storytelling, including insights into user interface design (UI) and user experience design (UX). The course concludes with a comprehensive project. Previously BA 0540, BUAN 6540.

DATA 6545 Data Science and MLOps**3 Credits****Prerequisite:** DATA 6505.

This course provides an advanced understanding of the practices of machine learning techniques and operations (MLOps), 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 couple of semester-wide projects. Python is introduced and illustrated through a series of tutorials and case studies, and Automatic Machine Learning (AutoML) is introduced as well. Students are expected to actively participate in the course deliverables through independent assignments, lab work, and group projects. The course culminates with a final project in predictive analytics, as well as individual exercises in modeling and interpretation intending to be a component of an analytics capstone experience. Previously BA 0545, BUAN 6545.

DATA 6550 Big Data Management and Data Ops**3 Credits****Prerequisites:** DATA 6505 and DATA 6510.

This course introduces the fundamentals of Big Data management and its implementation in the public cloud. Topics include classic theories of data architecture, dimensional database design, data pipelines, and data governance, supplemented with the latest developments in the emerging field of DataOps. The theory is grounded with hands-on experience building databases and data pipelines with the Modern Data Stack. Previously IS 0550.

DATA 6560 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 6570 Artificial Intelligence Applications**3 Credits**

Artificial intelligence is becoming far more prevalent in the business and analytics worlds, yet many analytics professionals are excluded from participating in this new wave because they lack the strong coding foundations that are typically needed to implement this new technology from scratch. However, recent advances in AI/ML have coincided with desktop and cloud tools that can be deployed far more easily to generate new models without complicated coding requirements. This course will teach students how to discover, use, and daisy-chain such tools to solve real-world business problems in ways that would otherwise be impossible.

DATA 6575 Deep Learning and Artificial Intelligence**3 Credits****Prerequisite:** DATA 6545.

This course introduces students to the latest development of machine learning, namely deep learning, as well as its applications to a variety of domains. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent. Additionally, students get hands-on experience building deep neural network models with Python. Topics covered in this class include model building and optimization, image classification, natural language processing, generative models, and so forth. These topics cover the foundations and the latest developments in the field of deep learning.

DATA 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 of science with spreadsheets, e-procurement, executive information systems, and other socioeconomic factors in the use of information technology. Previously IS 0585, ISOM 6900.

DATA 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, ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications**3 Credits****Prerequisites:** 18 or more credits of DATA courses at the 5000-level or higher.

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 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 6275 Managerial Economics and Firm Decision-making

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.

ECON 6320 Macroeconomics for Business Leaders

3 Credits

This course endows current and future business leaders with the knowledge needed to understand the macroeconomic environment they inhabit. It first illustrates the indicators used to analyze trends in economic activity, inflation, and labor market dynamics. The topics discussed include the business cycle, monetary and fiscal policy, the future of long-run economic growth, and income differences across countries. Case studies focus on how to respond, as a business, in a changing macroeconomic environment.

ECON 6321 Cost Benefit Analysis

3 Credits

This course is a practical introduction to Cost-Benefit Analysis (CBA), as a quantitative monetary assessment method that can aid in effective decision-making. The course introduces students to the principles and techniques of preparing a CBA, including microeconomic foundations, valuation methods, discounting, the impact of risk and uncertainty, and distributional consequences. The course includes applications of CBA to a wide range of business decisions and public policy issues (e.g. public, development, health, and environmental projects).

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.

ECON 6801 Econometrics: Regression Analysis **3 Credits****Prerequisite:** DATA 5400 or equivalent.

This course provides students the tools necessary to apply statistical methods to data in order to test economic theories, to inform government and private policy makers, and to instruct businesses on consumer behavior, pricing considerations, and cost considerations. In this course we will learn how to measure relationships between economic variables using rigorous econometric techniques. This includes understanding the purpose and methods of ordinary least squares (OLS) regression for cross-sectional and panel data for continuous data, as well as learning models for discrete choice data. We will learn the basic theory and practical means of performing these regressions as well as the methods of statistical inference for hypothesis testing, and students will apply this knowledge to datasets throughout the semester.

ECON 6802 Applied Time Series Analysis and Economic Forecasting **3 Credits****Prerequisite:** DATA 5400 or equivalent (familiarity with linear regression).

This course provides students with the analytical tools necessary to analyze time series data in order to examine past trends and to forecast future ones. Students will learn practical time series forecasting techniques with particular emphasis on the ARIMA method and conditional volatility (ARCH) models and they will perform a variety of data analyses on the computer using R/Rstudio. These methods are extensively employed in economic, financial and business forecasts and can be used for various purposes such as stock market analysis, economic forecasting, risk assessment, budgetary analysis, Census analysis, yield projection, and sales forecasting. To gain a deeper understanding of how the methods work, their theoretical underpinnings will be discussed to some extent, however, the course is mainly concerned with the applications of these techniques in forecasting economic time series.

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.

FNCE 6991 Blockchain and Digital Assets**3 Credits**

The sudden rise in the value of Bitcoin and other digital assets focused the world's attention on cryptocurrencies as a means of payment. Blockchain technology powers Bitcoin and has been hyped as the next new, transformative technology. This class will first discuss the technical underpinnings of blockchain and review key concepts such as decentralization and consensus algorithms. The class will then discuss practical applications of blockchain technology. It will then then examine blockchain as an asset and review the dynamics of the cryptocurrency markets. It will conclude with the discussion of the future of blockchain.

FNCE 6992 Decentralized Finance**3 Credits****Prerequisite:** FNCE 6991.

Decentralized finance (DeFi) allows parties to trade in a peer-to-peer, decentralized manner by replacing financial institutions and other intermediaries with blockchain-based smart contracts and by replacing traditional, physical currencies (e.g. U.S. dollars) with cryptocurrency (e.g. stable-coins pegged to a physical currency). This course will examine how FinTech companies are disrupting the traditional financial services industry and assess the pros and cons of these new technologies. Students in this course will also survey relevant aspects of banking and securities law, with a focus on current regulatory issues pertaining to DeFi and considerations of the future regulatory landscape.

FNCE 6993 Algorithmic Trading**3 Credits**

This class introduces the necessary background knowledge and processes to design and implement algorithmic trading models including an introduction to financial markets, mechanics, participants, order types and execution, microstructure, and more. The course walks students through the process of generating trading strategies, quantifying the trading process, risk-based modeling concepts, back-testing and optimization techniques, technology and infrastructure, regulatory compliance, and key metrics of algorithmic trading model performance evaluation.

FNCE 6994 Ethical Considerations in and Regulation of FinTech**3 Credits****Prerequisite:** FNCE 6992 (concurrency allowed).

While FinTech provides the world of finance with exciting new opportunities and innovations, they come with a new set of ethical considerations and potential new regulations. Ethical issues include potential breach of privacy of the data obtained through social media and other means. Artificial intelligence and machine learning and the use of large datasets of proprietary data could unintentionally lead to discrimination and adverse effects on diversity and inclusion efforts. Since much of the FinTech applications are linked to the internet, avoiding cyberattacks poses a large risk to successful implementation of any models. Successful leaders in the field of FinTech must understand ethical considerations associated with FinTech. It is also crucial for the manager to understand current regulation of FinTech and anticipate possible new regulation. This course will consider these and other ethical and legal considerations associated with FinTech.

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 Employee Performance Management and Rewards for Competitive Advantage 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 and Sustainable Leadership **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**Prerequisite:** MKTG 5400.

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 6575 Social Media Analytics and Strategy 3 Credits**Prerequisites:** MKTG 5400 and DATA 5400.

MKTG 6575 will focus on satisfying business' needs for social media managers and analysts that can effectively build, manage and analyze social media campaigns that are effective and generate results that provide them with a competitive advantage. Throughout this course, students will learn social media strategies and analytics methods such as social listening, social CRM, and social network analysis. While gaining hands-on experience, students will connect businesses with their target audiences across a wide range of social media platforms such as Facebook, YouTube, Instagram, TikTok, Twitter and Pinterest. Through their work with each of these platforms, they will develop content, create paid social campaigns, and interpret the analytical data generated by their efforts. By the end of this course, students will have gained industry relevant social media management and analytics certifications while using technology such as AI and Canva. Students will have learned strategies for turning data into actionable insights that can be used to improve social media marketing campaigns. Learning will be achieved through lectures, assessments, case studies with interactive discussions, certifications and an experiential learning project for a business.

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 6990 Independent Study 3 Credits**MKTG 6999A Capstone Project: Marketing Analytics and Strategy** 3 Credits**Prerequisites:** Four courses from: MKTG 6510, MKTG 6520, MKTG 6550, 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 Research on Contemporary Issues in Taxation **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.

Graduate Certificate Programs

Candidates can hone their skills by choosing from a variety of graduate certificate programs offered at Dolan. Certificate candidates are expected to complete all requirements within three years of beginning their coursework. Students are expected to make some annual progress toward the certificate in order to remain in good standing. A student who elects to take a leave of absence must notify the Senior Assistant Dean of Graduate Programs 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 ¹	3
DATA 6505	Data Munging in Python	3
Select any two of the following Professions courses:		6
DATA 6520	Analytics Consulting and Strategy	
DATA 6530	Statistics and Forecasting	
DATA 6540	Business Intelligence and Data Storytelling	
DATA 6545	Data Science and MLOps	
DATA 6550	Big Data Management and Data Ops	
Total Credits		12

The four required courses can be completed in one year's time by taking two courses in the fall semester and two courses in the spring semester.

Please note that many of the Professions courses have prerequisites.

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

¹ May be waived with successful completion of an online test-out exam. If tested-out of DATA 5405, any other DATA course may be substituted.

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
Total Credits		12

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 ¹	3
DATA 6500	Leading with Analytics	3
DATA 6510	Data Warehousing and Visualization	3
Select one of the following Professions courses:		3
DATA 6520	Analytics Consulting and Strategy	
DATA 6530	Statistics and Forecasting	
DATA 6540	Business Intelligence and Data Storytelling	
DATA 6545	Data Science and MLOps	
DATA 6550	Big Data Management and Data Ops	
Total Credits		12

The four required courses can be completed in one year's time by taking two courses in the fall semester and two courses in the spring semester.

Please note that many of the Professions courses have 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 those certificates and coursework into a full MSBA.

¹ May be waived with successful completion of an online test-out 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	Statistics and Forecasting	3
FNCE 6500	Stakeholder Value ¹	3
FNCE 6530	Corporate Finance	3
Total Credits		12

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

Graduate Certificate in Marketing Analytics and Strategy

The Graduate Certificate in Marketing Analytics and Strategy is a 12-credit program designed for the following audiences:

- Those who want to enhance their quantitative analytical and strategic marketing skills.
- Those who are contemplating a master's degree, such as the MS in Marketing Analytics and Strategy (MAS), 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 6550	Advanced Marketing Strategy	3
Select two courses from the following:		6
DATA 5405 or DATA 6505	Python Fundamentals Data Munging in Python	
MKTG 6525	Customer Experience	
MKTG 6560	Category Management and Shopper Insights	
MKTG 6570	Digital Marketing and Analytics	
MKTG 6580	Multivariate Analysis for Consumer Insights	
MKTG 6583	Pricing Strategies and Analytics	
MKTG 6590	Experimental Research	
Total Credits		12

The certificate is fully transferable to the MS in Marketing Analytics and Strategy (MAS) 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 6504	Managing People for Competitive Advantage	3
MGMT 6505	Human Resource Strategies: An Analytics Approach	3
MGMT 6507	Negotiations and Dispute Resolution	3

MGMT 6540	Cross Cultural Management and Sustainable Leadership	3
Total Credits		12

Certificate of Advanced Study

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 a Certificate of Advanced Study (C.A.S.) in Accounting or Taxation.¹ To earn a Certificate of Advanced Study in Accounting or Taxation, candidates complete the subject area's required concentration course plus additional elective courses, for a total of 15 credits in Accounting or Taxation, respectively.²

Programs of study are planned in consultation with the Director of Graduate Accounting Programs and consider the interests and goals of the participant. Candidates pursuing Certificate of Advanced Study are expected to complete all requirements within three years of beginning their coursework. They are expected to make some annual progress toward the certificate in order to remain in good standing. A candidate who elects to take a leave of absence must notify the Graduate Office in writing.

Grades and academic average computation are identical to those of the MBA and MS programs. Certificates are awarded to candidates who complete their programs with at least a 3.00 overall grade point average.

¹ To be eligible to pursue a Certificate of Advanced Study 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 Certificate of Advanced Study in Taxation, students also must have completed a graduate-level course in entity taxation (three credits). Deficiencies will be handled on a case-by-case basis.

² Because students pursuing the Certificate of Advanced Study 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 Certificate of Advanced Study, those students will have earned at least 18 credits in Taxation at the graduate level.

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School of Education and Human Development

A Message from the Dean

Welcome and congratulations on your decision to pursue training with our school.

The **School of Education and Human Development** is committed to *innovatively and responsively meeting the needs of a complex society*. We prepare professionals who will serve the fields of education and mental health with the highest level of competence, moral leadership, commitment to justice and equity, discernment, and lifelong service to others.

Our school embodies Fairfield's Jesuit mission, where intellectual growth in service to others and social justice are primary. The SEHD develops advocates for social change and persons for others. Our School has a rich history and renewed commitment to issues of equity and inclusion for a more just world. We work closely with our students and community

partners to cultivate a spirit of social responsibility and values-based decision-making. Our commitment to community engagement and our strong alumni network allows our faculty and students to engage in meaningful internship and clinical experiences shaped by evidence-based practices.

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

Evelyn Bilius Lolis, Ph.D.

Interim 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 (SEHD) (formerly the Graduate School of Education and Allied Professions) has awarded over 10,000 master's degrees and 2,500 certificates of advanced study. The current structure of SEHD consists of four departments that house over 20 distinct programs of study. Our programs are state-approved and many lead to initial or advanced certification. Additionally, several of our programs are nationally recognized and accredited by professional organizations. The School has earned the reputation of being a model of excellence and innovation within its various professional communities.

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.

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.

Accreditations

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)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Social Work Education (CSWE)

- 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)

Degrees

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

- Counselor Education
 - Clinical Mental Health Counseling
 - School Counseling
 - Sixth Year Certificate (SYC) in Clinical Mental Health Counseling
 - Sixth Year Certificate (SYC) in School Counseling
 - Certificate in the Integration of Spirituality and Religion in Counseling
 - Certificate in Substance Use Counseling
- Educational Studies and Teacher Preparation
 - 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
 - Certificate or Concentration in Queer and Trans Mental Health
- Psychological and Educational Consultation
 - Educational Leadership
 - Educational Technology
 - Instructional Design
 - School Psychology
 - Certificate in Classroom Technology Integration
 - Certificate in Instructional Design

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

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 (PK-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 Use 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 to pursue a doctoral degree, master of arts degree, a sixth year certificate of advanced study (SYC), state certification or licensure,

or to take courses as non-degree candidates seeking credits for career enhancement or personal growth.

Dates for admission vary by program. Please contact the Office of Graduate Admission at gradadmis@fairfield.edu for deadline information. 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.

Admission Procedure

Applicants to the Doctorate in Educational Leadership

Applicants for the Doctorate should meet the following requirements:

- M.Ed., Ed.S. or master's degree in a field relevant to PK-12 education or higher education administration
- Current or recent experience working in a PK-12 school, college/university, or other setting that serves students
- At least three years of experience as a teacher and/or as an instructional leader or higher education professional
- Demonstrated leadership skills
- Demonstrated commitment to excellence and equity

Students seeking admission to the EdD must complete and submit the following online:

1. A completed application. Apply online.
2. A non-refundable application fee.
3. All official college transcripts from each institution attended sent to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent to gradadmis@fairfield.edu.
4. Two-page personal statement in which the applicant describes their work as an educator or higher education professional that demonstrates the applicant's commitment to justice and equity, leadership roles (beyond classroom teaching for teacher leaders), professional goals, research interests, and reasons for pursuing a scholar-practitioner doctoral degree
5. Artifact (e.g., sample professional presentation, training documents, policy statement) and a brief explanation of how the artifact demonstrates the applicant's efforts to bring about sustained and systemic change
6. A professional resume
7. Three recommendation letters (completed online), accompanied by the University online recommendation forms, from current/ recent employers, supervisors, or professors.

Applicants to MA, SYC, or Cross-Endorsement Programs

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.

Students seeking admission must complete and submit the following online:

1. A completed application. Apply online.
2. A non-refundable application fee.
3. All official college transcripts from each institution attended 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. Interviews may be required, depending on program.
9. Consult a faculty advisor about course selection.

Program deadlines vary by program. Please contact the Office of Graduate Admission for complete deadline information.

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.

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. A passing SAT score is considered 1100 or above on the combined verbal/ math scores with no less than 450 on each section. Applicants submitting ACT or GRE score reports should contact the Office of Admission at gradadmis@fairfield.edu to determine if their scores will be accepted. 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 candidate whose undergraduate GPA is lower than 2.67 must complete a GPA waiver request form and a written

statement to explain any extenuating circumstances that may account for their undergraduate academic record. The decision to grant the formal GPA waiver will be made based on the candidate'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) also will be considered.

GPA less than 2.40: Candidates whose undergraduate GPA is below 2.40 must complete a GPA waiver request form and an explanation of the low GPA. Candidates will be contacted by the Program Director for a meeting to discuss the low GPA and any potential remediation strategies. Many candidates 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 formal admission 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 undergraduate 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. Secondary 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.

Applicants to Certificate Programs

Those seeking admission to a certificate program must complete and submit the following online:

1. A completed formal application. Apply online.
2. A non-refundable application fee.
3. All official college transcripts from each institution attended sent to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent to gradadmis@fairfield.edu.
4. A professional resume.

Non-Degree/ Visiting Students

Individuals seeking to take coursework outside of a degree or certificate program may be eligible to enroll as a visiting, non-degree student. 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 as visiting students. Non-degree, visiting students are not eligible for financial aid. Students may apply for this designation by using the following procedure:

1. Contact the Office of Graduate Admission at gradadmis@fairfield.edu to obtain the visiting student application.
2. Submit all official college transcripts (undergraduate and graduate) to the Office of Graduate Admission.
3. Meet with the Program Chair or Director for course advisement. Registration is online.

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.

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 district(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 (chickenpox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program or an in-person certificate program. More detailed information on the required immunizations and how to submit the required documentation is available online at www.fairfield.edu/immunization. Although compliance with University immunization requirements is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please note, students who are enrolling in 100% online programs with no intention of coming to campus may be exempt from providing immunization records. Please consult the Student Health Center to determine what documentation may be required as an online student. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or email health@fairfield.edu.

International Students

International applicants must provide an official course-by-course evaluation for all coursework completed outside the US. Evaluations must be completed by an approved evaluator (found on our website) recognized by NACES. All international students whose native language

is not English must demonstrate proficiency in the English language by taking and submitting test scores from one of the following exams: TOEFL, IELTS, Duolingo, or PTE Academic. Scores must be sent directly from the testing agency. Fairfield University's ETS code is 3390. English language test score requirements can be viewed on our website. English language 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 must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars). A blank pdf affidavit of financial support document will be provided by the office of Global Fairfield to be completed, along with a list of acceptable financial certificates. All supporting credentials must be submitted at least three months prior to the intended start date.

Students with Disabilities

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

If a student with a disability would like to be considered for accommodation(s), 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 interactive request process for accommodations. Instructions for how to initiate the accommodation request process are located on our website. Students can also email ooa@fairfield.edu to start the accommodation request process. 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 the Office of Accessibility, accommodations need not be provided and are not retroactive. 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 – Education and Teacher Prep	\$895 per credit
Tuition – Human Development	\$910 per credit
Tuition – Doctorate in Education	\$1,120 per credit
Registration Fee	\$50 per semester
Graduate Student Activity Fee	\$65 per semester
Lab Fee (COUN 5457, COUN 6467, PSYG 6538, PSYG 6540)	\$85 per course
EdTPA Fee (EDUC 6598)	\$300
SEHD Technology Fee for MSW, MFT	\$215
SEHD Technology Fee for Counselor Ed	\$220

Wilson Reading System Course Fee \$141 per credit
(in addition to tuition/credit)

Red Stack Direct	\$24 per credit
Promissory Note Fee	\$40
Returned Check Fee	\$35
Graduation Fee	\$200
Transcript	\$15

Fairfield Campus Indirect Estimated Expenses

Direct Expenses and Indirect Expenses are two vital parts of the "Cost of Attendance" or budget. *Direct Expenses* are charges that a student will incur on their billing statement from the Bursar's office. *Indirect Expenses* are other cost that a student will incur on their own while attending Fairfield University.

Housing	Fall and Spring \$10,770 Summer \$3,591
Food	Fall and Spring \$4,616 Summer \$1,539
Books/CM/Supp/Equip Row	Fall and Spring \$1,000 Summer \$500
Transportation	Fall and Spring \$3,193 Summer \$1,065
Miscellaneous	Fall and Spring \$10,450 Summer \$3,485
Total	Fall and Spring \$30,029 Summer \$10,180

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 intercession. 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.

Federal Leave of Absence Policy

The purpose of this policy is to ensure Fairfield University is following federal regulation, 34 CFR 668.22(d), regarding the process for students requesting a leave of absence.

For students who have federal financial aid, a leave of absence (LOA) must meet certain conditions to be counted as a temporary interruption in their educational plans instead of being counted as a withdrawal requiring the school to perform a Title IV return calculation. If the temporary LOA does not meet the conditions as stated in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school. The school will be required to perform a Title IV return calculation.

According to federal regulation 34 CFR 668.22(d), the following conditions must be met in order for our office to process an approved LOA for Title IV purposes:

- The student must apply/request the LOA in advance unless unforeseen circumstances prevent the student from doing so.
- The student must follow the school's policy for requesting the temporary LOA.
- The LOA cannot be granted for academic reasons (ex: to keep a student from failing).
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
- There must be a reasonable expectation that the student will return from the LOA.
- A student returning from a LOA must resume coursework at the same point in the academic program/courses that he or she was at when the LOA began.*
- The school may not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional federal student aid.
- If a student is a Title IV (federal financial aid) recipient, the institution must explain the requirements and regulations of their financial aid status (grace period, repayment, etc.) PRIOR to the school granting the LOA. The information that will be provided will include the financial consequences if the student fails to return from the LOA.**

Fairfield University may grant a temporary LOA that does not meet the conditions to be approved as a Title IV LOA. In the event a student is approved for a LOA that does not meet the conditions of a Title IV LOA, the student will be reported as WITHDRAWN for the purposes of Title IV (federal) financial aid. Title IV loan recipients must complete exit counseling. Monthly payments may begin when the grace period ends, typically, six-months from the date it was determined that the student was withdrawn. Students may apply for either a qualifying forbearance or deferment with their student loan servicer.

A student approved for a federal financial aid LOA that meets all of the conditions stated above is not considered to have withdrawn and no return of Title IV funds calculation is required. Students granted an approved federal financial aid LOA will be considered on an approved LOA and in an in-school status for Title IV repayment purposes.

*Completion of Coursework upon Return

In as much as approved leaves of absence are viewed as temporary interruptions in a student's attendance, a student returning from a LOA must do so at a time when he or she can complete the work which they missed during the LOA in order to complete the payment period and be eligible to receive a second or subsequent disbursement. Therefore, in order for a LOA to be an LOA, the school must allow a student returning from an LOA to complete the coursework that he or she began prior to the LOA.

The school may permit a student to return to class before the expiration of the student's LOA in order to review material previously covered. However, until the student has resumed the academic program at the point where he or she began the LOA, the student is considered to still be on the approved LOA. The days the student spends in class before the course reaches the point at which the student began his or her LOA must be counted in the 180 days maximum for an approved leave of absence. A student repeating coursework while on LOA must reach the point at which he or she interrupted training within the 180 days of the start of the student's LOA.

**Student Who Fails to Return from LOA

If a student does not return to the school at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's withdrawal date is the date the student began the LOA.

If a student on an approved LOA fails to return, the school must report to the loan holder the student's change in enrollment status as of the withdrawal date. One possible consequence of not returning from a LOA is that a student's grace period for a Title IV program loan might be exhausted. Therefore, in order for a LOA to be an approved LOA, prior to granting a leave of absence, a school must inform a student who is a Title IV loan recipient of the possible consequences a withdrawal may have on the student's loan repayment terms, including the exhaustion of the student's grace period.

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. Federal Direct PLUS Loans
2. Unsubsidized Direct Loans

Example

The Spring semester begins on January 16, 2024. Sarah Smith is enrolled in a Master of Arts and Sciences Program and began the official withdrawal process with her dean. It was determined that her official withdrawal date would be March 7, 2024. 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 \$5,935. 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:

$$\$5935.00 \times 52.3\% = \$3,104.00$$

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 their graduate program) 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 and Master Promissory Note (MPN) online.
- Submit Student Authorization form

Step Three:

- Review, accept or decline your offered Federal Loans via your Net Partner portal. If you are declining your federal loans, then no further action is needed after you have declined the loan.
- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, it has been determined that you are eligible for federal financial aid and the **Step Two** requirements have been satisfied.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement which will be emailed from the Department of Education to the email addressed used to establish your Federal Student Aid ID (FSAID).

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed all requirements listed in Step Two.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
- A student may only receive federal financial aid for coursework that is needed for degree completion.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website.

Tax Deductions

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

Consumer Information

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

Veterans

Veterans may apply GI Bill® educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance

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

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

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

Notes: 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Programs

- Counselor Education
 - Clinical Mental Health Counseling
 - School Counseling
 - Sixth Year Certificate (SYC) in Clinical Mental Health Counseling
 - Sixth Year Certificate (SYC) in School Counseling
 - Certificate in the Integration of Spirituality and Religion in Counseling
 - Certificate in Substance Use Counseling
- Educational Studies and Teacher Preparation
 - 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
 - Certificate or Concentration in Queer and Trans Mental Health
- Psychological and Educational Consultation
 - Educational Leadership
 - Educational Technology
 - Instructional Design
 - School Psychology
 - Certificate in Classroom Technology Integration
 - Certificate in Instructional Design

Counselor Education

The Counselor Education Department offers Master of Arts (MA) degrees in Clinical Mental Health Counseling and in School Counseling. These two programs are accredited by the Council for Accreditation of Counseling

and Related Educational Programs (CACREP) 2009 standards. The Counselor Education Department also offers a Sixth Year Certificate (SYC) for those with a master's degree in counseling but seeking a different specialization within counseling. In addition, the Counselor Education Department offers the following certificates: Integration of Spirituality and Religion in Counseling and Substance Use Counseling (Online).

The Clinical Mental Health Counseling Program is a 60-credit hour program that is aligned with and prepares students for licensure as a Licensed Professional Counselor (LPC) in the state of Connecticut. The School Counseling Program is a 60-credit hour program that prepares students for Certification as a School Counselor in the state of Connecticut. The Substance Use Certification is 16 credits and offers courses in alignment with the License as an Alcohol and Drug Counselor (LADC) in the state of Connecticut. In addition, completing this substance use course sequence leads to a Certificate in Substance Use Counseling from Fairfield University. Similarly, there is a 12 credit four-course sequence that leads to a Certificate in the Integration of Religion and Spirituality in Counseling. The Counselor Education Department also endorses the 9 credit Certificate/Concentration in Sexual and Gender Minority Mental Health.

Matriculation Requirements

Matriculation into the program is through an admission process. In our admission process, department faculty consider facets of an applicant's academic readiness for graduate work, professional maturity, interpersonal skills, and committed to the values and philosophies of the counseling profession and those of the Counselor Education Department at Fairfield University. Within these parameters, the faculty is committed to admitting students who represent diverse backgrounds or who are committed to serving diverse populations. Admission is highly competitive and application reviews are conducted twice a year for fall and spring semester admissions.

Admission Process

Application deadlines are listed online.

The formal admission application process consists of 3 steps:

1. Online Application submitted to Office of Graduate Admission
2. Admissions Day Interview - After review of completed applications by Counselor Education Department Core Faculty, selected candidates will be invited to Admissions Day for an in-person interview, which consists of both individual and group components.
3. Attendance of New Student Orientation- Successful candidates, who confirm attendance post-acceptance into the program, are invited to a new student orientation.

Standardized Testing Requirements for Admission

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(s). Remediation may include re-taking and passing the sections that were not passed, taking additional coursework, or other remediation activities to meet the requirements for certification. 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 the advisor for additional details and recommendations.

There is no test requirement for Clinical Mental Health Counseling candidates.

Technology Fee

Students will be charged a one-time \$220 Tevera technology fee upon beginning the program.

Student Expectations

Students enrolled in the Counselor Education Department programs are evaluated on an ongoing basis based on academic, clinical, and professional (dispositional) criteria. The evaluation process is conducted as part of the gatekeeping process required for the professional counseling field and is informed by the belief that, to be competent and effective, counselors must demonstrate professionalism, ethical decision making and practice, self-awareness, and culturally responsive and developmentally appropriate counseling skills and dispositions.

Academic and Skill Requirements

Matriculated students in the Counselor Education Department are expected to demonstrate solid academic standing and potential, typically evidenced by a GPA of 3.0 or above. Additional requirements include:

- Obtaining a minimum grade of B- for content courses and B for clinical coursework.
- Consistently attend classes.
- Consistently participate actively in classes demonstrating knowledge and contributing to the learning experience.
- Complete all course assignments following guidelines stipulated in each course syllabus.
- Demonstrate understanding of APA Style guidelines in written work.
- Demonstrate reflexivity in your coursework

Professional Dispositions and Ethical Behavior

In addition to the knowledge and skills acquisition, the Counselor Education Department Faculty recognizes the significant role a counselor's personal and professional dispositions play in promoting therapeutic change. As gatekeepers to the profession, the Counselor Education Department Faculty emphasize interpersonal learning that is culturally responsive and socially just as a core competency, along with academic and clinical skill competencies.

We evaluate dispositions based on the following broad areas of the Counselor Competency Scale-Revised (CCS-R).

- Congruence & Genuineness
- Emotional Stability & Self-Control
- Flexibility & Adaptability
- Knowledge & Adherence to Site and Course Policies
- Motivated to Learn & Grow / Initiative
- Multicultural Competence in Counseling Relationship
- Openness to Feedback
- Professional Behavior
- Professional Ethics

- Professional & Personal Boundaries
- Record Keeping & Task Completion

Detailed information is available in the student handbook.

Levels of Evaluation for Remediation, Retention, and/or Dismissal of Students

Level I: No Concerns. Student is progressing well in their program of study.

Level II: Minor Concerns. This level deals with less serious issues that typically may be resolved with faculty teaching specific courses during a semester.

Level III: Moderate Concerns. This level deals with issues that require Counselor Education Program Core Faculty review.

Level IV: Major Concerns. This level deals with issues that require more careful planning on the part of both the faculty and the student in order to address the problem.

Level V: Program Suspension or Termination. This level involves unresponsiveness to remediation plans or egregious violations that might include issues such as academic or professional dishonesty, or/and serious ethical violations.

Detailed information is available in the student handbook.

Academic Appeal and Grievance Procedure

Grade Appeal and Grievance Procedure: In the event a student believes that a final grade for a course is unfair, the matter should be discussed directly with the course instructor. If the situation is not resolved to the student's satisfaction, the student should then consult with the Department Chairperson. If there is no resolution after discussing the matter with the Department Chairperson, the student may appeal the grade according to grade appeal procedures outlined in the SEHD catalog. Only final grades in courses may be appealed.

Academic Appeal and Grievance Procedure: If a student believes they have been subjected to unfair treatment during the time in the program, it is the student's right to initiate a grievance process. In general, students must first attempt to resolve the issue with the faculty member involved. If no resolution is reached, it is appropriate for the student to bring the issue to the Department Chair. If the matter cannot be resolved within the Department, the student is encouraged to follow the academic appeal and grievance procedure outlined in the Graduate Catalog for further steps.

Detailed information is available in the student handbook.

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

This course provides an introduction to the counseling profession, professional counseling in particular, including but not limited to history, roles and responsibilities, interdisciplinary teams, advocacy, consultation, collaboration, leadership, professional organizations, basic counseling knowledge and skills, and service delivery models, record keeping, and reimbursement. 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.

Programs

- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in School Counseling
- Sixth Year Certificate (SYC) in Clinical Mental Health Counseling
- Sixth Year Certificate (SYC) in School Counseling
- Certificate in the Integration of Spirituality and Religion in Counseling
- Certificate in Substance Use Counseling

COUN 5447 Lifespan Development for Professional Counseling 3 Credits

This course explores the processes of individual and family development through the lifespan. It explores theories of learning; theories of normal and abnormal personality development; biological, neurological, and physiological factors that affect human development, functioning, and behavior; effects of systemic and environmental factors on human development, functioning, and behavior; effects of crisis, disasters, and trauma on diverse individuals across the lifespan; a general framework for understanding differing abilities and strategies for differentiated interventions; and ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 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: \$85 SEHD 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 Legal and Ethical Issues in Counseling 3 Credits

This course covers legal and ethical issues of counseling related to education, accreditation, credentialing, scope of practice, ACA and ASCA ethical guidelines for practice, technology's impact on counseling, legislation and government policy, labor market, self-evaluation, self-care and the role of supervision. 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 an introduction to the counseling profession and school counseling in particular, including the history, roles and responsibilities, interdisciplinary teams, advocacy, consultation, collaboration, leadership, professional organizations, basic counseling knowledge and skills, and models of school counseling. 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 5780 Introduction to Eating Disorders 1-2 Credits

This course serves as an introduction to eating disorders for counselors, including self-reflection on students' relationship with food and body image. The purpose of the course is to: 1) review the DSM-5 diagnoses in this category, along with symptomatology; 2) discuss etiology, with a focus on cultural perspectives; 3) understand best practices in assessment; 4) evaluating level of treatment based on risk; 5) understand theories of treatment; 6) explore public health prevention options; 7) understand diversity issues in eating disorder treatment; 8) understand tailoring treatment to various special populations.

COUN 5785 Interpersonal Theory of Suicide 2 Credits

Students will learn about the Joiner's Interpersonal Theory of Suicide (Joiner, 2009) and its application in the field of clinical mental health counseling. Students will demonstrate the ability to look at cases where suicide is a potential risk and determine how the case will be conceptualized through this theory. Students are expected to: (a) recognize the components of what constitutes a suicidal client and define a crisis, (b) critique alternative suicide assessments using this theory, (c) conduct a decision-tree interview, and (d) experiment with implementing several evidence-based crisis interventions.

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 contraindications 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 6322 Substance Use Counseling: HIV/AIDS and Other Conditions/ Disorders 1 Credit

This course will introduce students to substance use and Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome. Students will learn to assess, motivate, treat, consult and work in an interdisciplinary team to afford these clients a combination of counseling and medical treatment. Students will learn referral techniques to increase client follow through.

COUN 6326 Psychopharmacology of Substance Use 3 Credits

This course introduces students to the psychopharmacology of substance use. Students will learn how drugs affect the body, brain function and behavior. Students will also examine the neural mechanisms, and individual biological and psychosocial factors that contribute to drug use and the development of substance use disorders. The course will explore the medications for substance use disorders, and public policy related to medication regulation and substance use.

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: \$85 SEHD 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 6531 Advanced School Counseling **3 Credits**

Prerequisite: COUN 5531.

This course will prepare students to understand and use models of P-12 comprehensive career development as well as collaboration and consultation to facilitate school and postsecondary transitions, to foster college and career readiness, and to promote equity in student achievement and college access.

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 6553 Advanced Skills and Techniques in Counseling **3 Credits**

Prerequisites: COUN 5553, 5501.

This course prepares students for their Practicum experience by emphasizing advanced counseling skills and techniques. It will focus on increasing complexity of interventions, specialized treatment protocols, including trauma-informed care, and best practices in tele-mental health. It is an experiential course in a laboratory setting with learning occurring through role-plays and case conceptualization.

COUN 6555 Substance Use Counseling: Skills & Strategies with Diverse Populations **3 Credits****Prerequisite:** COUN 5350 or a basic understanding of the addictions field.

This course focuses on developing counseling skills and strategies as it relates to substance use counseling with diverse populations. An overview of assessment, treatment planning, relapse prevention and recovery will be explored with a focus on motivational interviewing. The course addresses ethics and theories that are fundamental to addiction counseling with emphasis on the relationship between theory and the practice of effective skills with diverse populations. Candidates will reflect on their personal characteristics as a counselor and define the qualities, knowledge, and essential skills to becoming a competent, ethical, culturally aware counselor in training specific to the treatment of substance use.

COUN 6557 Co-Occurring Disorders in Substance Use Counseling **3 Credits****Prerequisite:** COUN 5350 or a basic understanding of the addictions field.

This course will cover assessment, diagnosis, and treatment of co-occurring substance use 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. Ethics and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning opportunities.

COUN 6566 Substance Use and the Family **3 Credits****Prerequisite:** COUN 5350 or a basic understanding of the addictions field.

This course brings together substance use studies and family systems approach. 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 families with substance-use issues. 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. Cross-referenced as MFTH 6566.

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****Prerequisites:** 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 6981 Clinical Mental Health Counseling Internship I **3 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 6982 Clinical Mental Health Counseling Internship II **3 Credits****Prerequisite:** COUN 6981. 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. Site supervisors provide weekly individual site supervision. Internship II is the continuation and completion of requirements for the 600 clock hours, including 240 direct service hours. Candidates arrange their internships with the assistance of the clinical coordinator. Previously CN 0590C.

COUN 6983 School Counseling Internship I **3 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. Site supervisors conduct weekly supervision on site. Internship requirements include 700 clock hours over 2 semesters, including 240 direct service hours. Candidates make their internship arrangements with the assistance of the clinical coordinator. Previously CN 0590S.

COUN 6984 School Counseling Internship II **3 Credits****Prerequisite:** COUN 6983.

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. Site supervisors conduct weekly supervision on site. Internship requirements include 700 clock hours over 2 semesters, including 240 direct service hours. Candidates make their internship arrangements with the assistance of the clinical coordinator. Available only to certified teachers with 3 years of experience who are cross endorsing. Previously CN 0590S.

COUN 6985 School Counseling Internship for Teachers **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. Site supervisors conduct weekly supervision on site. Internship requirements include 600 clock hours over 5 months (1 semester), including 240 direct service hours. Candidates make their internship arrangements with the assistance of the clinical coordinator. Available only to certified teachers with 3 years of experience who are cross endorsing. Previously CN 0590S.

COUN 6986 Clinical Mental Health Counseling Internship Continuing **0-3 Credits****Prerequisite:** COUN 6982.

This course is a continuation of COUN 6982. 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 6987 School Counseling Internship Continuing **0-3 Credits****Prerequisite:** COUN 6984 or 6985.

This course is a continuation of COUN 6984 or COUN 6985. 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

Dilani Perera, PhD, LPC, LADC, NCC, MAC, BC-TMH, *Chair*

Associate Professors

John Kiweewa, PhD, LMHC, *Director of Clinical Mental Health Counseling Program*Stephane Morrison, PhD, LPC, NCC, *Director of School Counseling Program*

Assistant Professors

Jocelyn Novella, PhD, LPC, NCC, ACS, BC-TMH

Assistant Professor of the Practice

Paula Lazarim, PhD, *Director of Clinical Training*

Adjunct Faculty

Pamela Anderson, MA, MS, SYC, *Certified School Counselor, Clinical Coordinator*

Clinical Mental Health Counseling

Requirements

Master of Arts in Clinical Mental Health Counseling

Students in the Clinical Mental Health Counseling¹ Master of Arts program must complete a minimum of 60 credits including the following coursework. Candidates are expected to maintain an overall grade point average of 3.0 or higher. Following are the courses on the degree plan.

Code	Title	Credits
COUN 5350	Introduction to Substance and Process Addictions ¹	3
COUN 5432	Introduction to Clinical Mental Health Counseling ¹	3
COUN 5433	Multicultural Issues in Counseling ¹	3
COUN 5447	Lifespan Development for Professional Counseling ¹	3
COUN 5457	Career Development: Theory and Practice ¹	3
COUN 5468	Legal and Ethical Issues in Counseling ¹	3
COUN 5501	Theories of Counseling and Psychotherapy ¹	3
COUN 5553	Counseling Relationships and Skills ²	3
COUN 6250	Diagnosis and Treatment Across the Lifespan ¹	3
COUN 6455	Group Work: Theory and Practice ²	3
COUN 6467	Assessment in Counseling ¹	3
COUN 6515	Trauma and Crisis Intervention ¹	3
COUN 6553	Advanced Skills and Techniques in Counseling ²	3
COUN 6568	Research Methodology ¹	3
COUN 6950	Counseling Practicum ²	3
COUN 6981	Clinical Mental Health Counseling Internship I ²	3
COUN 6982	Clinical Mental Health Counseling Internship II ²	3
COUN Elective Credits ³		9
COUN 6999C	Comprehensive Exam in Clinical Mental Health Counseling ⁴	0

Total Credits **60**

¹ Grades of B- or better is required

² Grade of B or better is required

³ You may choose electives based on your interest and availability but within counseling or a related field.

⁴ May be taken during the last semester of study or one semester prior. Note: Registration is required to sit for the exam. A grade of 70% or better is required for passing.

Concentration in Queer and Trans Mental Health

Code	Title	Credits
MFTH 5470	Queer and Trans 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	Queer and Trans Mental Health Capstone	3
Total Credits		9

School Counseling

Requirements

Master of Arts in School Counseling

Students in the School Counseling MA program must complete a minimum of 60 credits including the following. Candidates are expected to maintain an overall grade point average of 3.0 or higher. Following are the courses on the degree plan.

Code	Title	Credits
COUN 5350	Introduction to Substance and Process Addictions ¹	3
COUN 5433	Multicultural Issues in Counseling ¹	3
COUN 5447	Lifespan Development for Professional Counseling ¹	3
COUN 5457	Career Development: Theory and Practice ¹	3
COUN 5468	Legal and Ethical Issues in Counseling ¹	3
COUN 5454	Introduction to Counseling Children and Adolescents ¹	3
COUN 5501	Theories of Counseling and Psychotherapy ¹	3
COUN 5531	Introduction to School Counseling ¹	3
COUN 5553	Counseling Relationships and Skills ²	3
COUN 6250	Diagnosis and Treatment Across the Lifespan ¹	3
COUN 6455	Group Work: Theory and Practice ²	3
COUN 6467	Assessment in Counseling ¹	3
COUN 6531	Advanced School Counseling	3
COUN 6553	Advanced Skills and Techniques in Counseling ²	3
COUN 6568	Research Methodology ¹	3
COUN 6950	Counseling Practicum ²	3
COUN 6983	School Counseling Internship I ^{2,3}	3
COUN 6984	School Counseling Internship II ^{2,3}	3

SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education ¹	3
Select one elective course in consultation with advisor ⁴		3
COUN 6999S	Comprehensive Exam in School Counseling ⁵	0
Total Credits		60

¹ Grades of B- or better is required.

² Grade of B or better is required.

³ Matriculated School Counselors who have 30 months of teaching experience as a certified teacher in Connecticut may take the following course instead of the two semesters of internship. COUN 6985 School Counseling Internship for Teachers with 30 months of experience 6 credits.

⁴ You may choose electives based on your interest and availability.

⁵ May be taken during the last semester of study or one semester prior. Note: Registration is required to sit for the exam. A grade of 70% or better is required for passing.

Concentration in Queer and Trans Mental Health

Code	Title	Credits
MFTH 5470	Queer and Trans 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	Queer and Trans Mental Health Capstone	3
Total Credits		9

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
Total Credits		12

Training Certificate in Substance Use Counseling

The following six courses are based on the competencies established by the Connecticut Certificate Board for Drug and Alcohol Counseling.

Completion of these courses is required in order to sit for the certification exam that can lead to credentialing as a Licensed Alcohol/Drug Abuse Counselor (LADC).

Code	Title	Credits
COUN 5350	Introduction to Substance and Process Addictions	3
COUN 6322	Substance Use Counseling: HIV/AIDS and Other Conditions/Disorders	1
COUN 6326	Psychopharmacology of Substance Use	3
COUN 6555	Substance Use Counseling: Skills & Strategies with Diverse Populations	3
COUN 6557	Co-Occurring Disorders in Substance Use Counseling	3
COUN 6566	Substance Use and the Family	3
Total Credits		16

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: Elementary or Secondary Concentration in Leadership in English Acquisition Pedagogy
 - Sixth Year Certificate in Bilingual Education
 - Cross-Endorsement in Bilingual Education
- 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 Cross-Endorsement (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 Initial Certification
 - Master of Arts in TESOL for Certified K-12 Teachers: Concentration in Leadership in English Acquisition Pedagogy
 - Sixth Year Certificate in TESOL
 - Sixth Year Certificate in TESOL with initial certification for candidates with an MA in TESOL
 - Cross-Endorsement in TESOL

Faculty

Professors

Bryan Ripley Crandall, PhD, *Director, Connecticut Writing Project*
 Robert Hannafin, PhD, *Director Educational Leadership*
 Emily Smith, PhD

Associate Professors

Anne Campbell, PhD, *Director, TESOL, World Languages, and Bilingual Education Programs*
 Alyson Martin, EdD, *Co-Director, Special Education*
 Orelus, EdD, *Director, Teaching and Foundations*

Emily Shamash, EdD, *Chair, Co-Director, Special Education*

Assistant Professors

Kimberly Barba, PhD
Nicole Fletcher, PhD

Assistant Professors of the Practice

Joshua Elliott, EdD, *Associate Dean and Director, Educational Technology*

Instructors

Jay Rozgonyi, MS, MLS

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 Secondary Education candidates)
 - 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 5581 Directed Observation and Supervised Student Teaching: Secondary Education 6 Credits

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 5589 Supervised Student Teaching/DSAP with Seminar: English 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 5591 Supervised Student Teaching/DSAP with Seminar: Mathematics 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 5592 Supervised Student Teaching/DSAP with Seminar: Science 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 5593 Supervised Student Teaching/DSAP with Seminar: World Languages 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 5594 Supervised Student Teaching/DSAP with Seminar: Social Studies/History 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 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 3-6 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 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
Total Credits		27

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 ¹	6

EDUC 6584	Reflective Practice Seminar: Elementary Education	3
EDUC 6598	edTPA Portfolio ²	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
Total Credits		30

¹ A passing grade of B or better in student teaching is required.

² \$300 edTPA registration fee required

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

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 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
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/Writing	3
ENGL 2230	Teaching and Learning Grammar	3
With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		27

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 5589	Supervised Student Teaching/DSAP with Seminar: English	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
Total Credits		30

¹ \$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 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
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
With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		21

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 5591	Supervised Student Teaching/DSAP with Seminar: Mathematics	3
EDUC 6598	edTPA Portfolio ¹	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 ²		6
Total Credits		30

¹ \$300 edTPA registration fee required

² 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 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
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
With advisor approval, select a course in history covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		21

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 5592	Supervised Student Teaching/DSAP with Seminar Science	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
Total Credits		30

¹ \$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 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
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
With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		21

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 5594	Supervised Student Teaching/DSAP with Seminar: Social Studies/History	3
EDUC 6598	edTPA Portfolio ¹	0
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
With advisor approval, select one elective in American Studies		3
Total Credits		30

¹ \$300 edTPA registration fee required

World Language Education Track

The Secondary Education World Language Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL). Additionally, initial certification (7-12) at the graduate level is offered for French, German, Italian, Spanish, and Latin. Candidates interested in teaching middle school or elementary grades can also earn a k-12 cross-endorsement. The program benefits from the University's location near schools with long-established k-12 World Language programs. Experience is gained and classroom knowledge is applied at the elementary and secondary levels during field observations, practicum and student teaching placements. One program strength is the network of experienced teachers, newly certified teachers, and administrators (many of whom are Fairfield graduates) who share their knowledge and expertise at local and regional meetings and act as mentors to Fairfield students.

Undergraduate Courses

Code	Title	Credits
EDUC 2201	Explorations in Education	3
EDUC 2329	Philosophy of Education: An Introduction	3
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 3241	Educational Psychology	3
EDUC 3350	Special Learners in the Mainstream	3
TSLA 5467	Language Acquisition	3
With advisor approval, select a course in US History covering 50 years (or if met, a course from the approved cognate list)		3
Total Credits		21

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 5593	Supervised Student Teaching/DSAP with Seminar: World Languages	3
EDUC 6598	edTPA Portfolio ¹	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
Total Credits		30

¹ \$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
Core Courses		
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
Elementary Education Coursework		
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 ¹	6
EDUC 6584	Reflective Practice Seminar: Elementary Education	3
EDUC 6598	edTPA Portfolio ²	0
Integrated Inquiry/Advocacy Sequence		
EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
Total Credits		51

¹ A passing grade of B or better in student teaching is required.

² \$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 with Discipline-Specific Coursework

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
Core Curriculum		
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 ¹	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
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Discipline-Specific Courses

Select 18-24 credits in Discipline-Specific coursework (see below) 18-24

Master's Project

EDUC 6999	Capstone: Educating for Social Responsibility and Civic Engagement ²	3
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Total Credits **45-51**

¹ \$300 edTPA registration fee

² 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	3
EDUC 5589	Supervised Student Teaching/DSAP with Seminar: English	3

Total Credits **21**

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	3
EDUC 5594	Supervised Student Teaching/DSAP with Seminar: Social Studies/History	3
Select one elective in American Studies with advisor approval		3

Total Credits **15**

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 5591	Supervised Student Teaching/DSAP with Seminar: Mathematics	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	3

Select two graduate-level mathematics electives in Statistics and Geometry with advisor approval ²	6
Total Credits	18

² If taken previously, alternate courses may be selected with advisor approval.

Science

Code	Title	Credits
EDUC 5462	Science Methods	3
EDUC 5592	Supervised Student Teaching/DSAP with Seminar Science	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	3
Total Credits		15

World Language

The Secondary Education World Language Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL). Additionally, initial certification (7-12) at the graduate level is offered for French, German, Italian, Spanish, and Latin. Candidates interested in teaching middle school or elementary grades can also earn a k-12 cross-endorsement. The program benefits from the University's location near schools with long-established k-12 World Language programs. Experience is gained and classroom knowledge is applied at the elementary and secondary levels during field observations, practicum and student teaching placements. One program strength is the network of experienced teachers, newly certified teachers, and administrators (many of whom are Fairfield graduates) who share their knowledge and expertise at local and regional meetings and act as mentors to Fairfield students.

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 5593	Supervised Student Teaching/DSAP with Seminar: World Languages	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	3
TSLA 6439	Methods of Foreign Language Teaching for Elementary School	3
TSLA 5467	Language Acquisition	3
Total Credits		18

Master of Arts in Teaching and Foundations

Requirements

The MA in Teaching and Foundations is an advanced professional degree for experienced educational professionals and community educators who wish to deepen and expand their knowledge of teaching and learning in a

socio-cultural context. Candidates for this degree may select from several possible cluster/concentrations, including: Curriculum Studies; Literacy, Language, and Culture; and Integrating Technologies.

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

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

Sixth Year Certificate in Foundations in Education

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

Requirements

Code	Title	Credits
Foundational Core		
EDUC 5493	Educational Imagination: Exploring Multicultural Identities & Curriculum in a Cross-Cultural Context	3
PSYG 6534	Theories of Learning	3
Select two elective courses ¹		6
Concentration		
Select one concentration from the following areas:		12
	Curriculum Studies	
	Literacy, Language, and Culture	
	Individualized Concentration with approval of program advisor	
Integrated Inquiry/Advocacy Sequence		

EDUC 6552	Research for Action and Advocacy in School and Community Settings	3
EDUC 6590	Reflective Research Practicum in Teaching	3
Total Credits		30

- includes optional Remedial Reading and Remedial Language Arts Cross-Endorsement (#102)
- includes optional Wilson® Reading Level 1 Certification

¹ 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.

Programs

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

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 SEHD 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: \$141 SEHD 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: \$141 SEHD 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:** \$141 SEHD 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:** \$141 SEHD 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 **1-3 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

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
Total Credits		10

Plan of Study

Summer Start Option

Course	Title	Credits
Summer		
RLDV 6575	Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+	1
Credits		1
Fall		
RLDV 6576	Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6	3

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

RLDV 6577	Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6	1.5
Credits		4.5
Spring		
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
Credits		4.5
Total Credits		10

Fall Start Option

Course	Title	Credits
Fall		
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
Credits		5.5-7
Spring		
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
Credits		4.5-6
Total Credits		10-13

Remedial Reading and Remedial Language Arts Cross-Endorsement (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 Cross-Endorsement 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
Total Credits		21-24

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
Clinical Practicum		
RLDV 6951	Clinical Practicum: Structured Literacy	3
RLDV 6952	Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements	3
Total Credits		30

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 ¹		15
Clinical Practicum		
RLDV 6951	Clinical Practicum: Structured Literacy	3
RLDV 6952	Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements	3
Total Credits		36

¹ 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

Admission to Special Education programs is rolling. Apply here.

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. Crosslisted with SPED 4403.

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 SEHD 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. Cross-listed 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 SEHD Fee

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). Cross-listed with RLDV 6576.

SPED 6577 Clinical Intensive Instruction I for the Non-Responsive Reader in Grades 3+ **1.5 Credits****Fee:** \$211.5 SEHD Fee

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. Cross-listed 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 SEHD Fee

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). Cross-listed 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 SEHD Fee

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. Cross-listed 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 Practica/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. 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/Fall. Previously SE 0591.

SPED 6952 Practica/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. 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/Fall. Previously SE 0592.

SPED 6953 Student Teaching in Special Education 3-6 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/DSAP Seminar in Special Education 3 Credits

Corequisite: SPED 6953.

Participants take this weekly seminar concurrently with student teaching/DSAP. Although much of the seminar's subject matter flows from the ongoing student teaching/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
Total Credits		18

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 ¹	0
SPED 6953	Student Teaching in Special Education	6
SPED 6954	Student Teaching/DSAP Seminar in Special Education	3

SPED 6999	Comprehensive Examination in Special Education	0
Total Credits		36

¹ \$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
Total Credits		30

Master of Arts in Special Education with Cross-Endorsement

Requirements

The MA in Special Education with a Cross-Endorsement in Special Education is designed to provide certified teachers with coursework

designed to fulfill the cross-endorsement requirements for Special Education. 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
Psycho-Educational Theory and Development of Handicapped Children		
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
Diagnosis of Handicapped Children		
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
Program Planning and Evaluation of Handicapped Children		
SPED 6534	Skill Development for Individualized Educational Plans	3
Curriculum and Methods of Teaching Handicapped Children		
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
Practica		
SPED 6951	Practica/DSAP in Special Education ¹	3
SPED 6952	Practica/DSAP in Special Education ¹	3
Total Credits		30

¹ Candidates must pass the PRAXIS II in Special Education and the Foundations of Reading Test prior to taking the practica 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: ²		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
Total Credits	9

² In collaboration with academic advisor, candidates select courses from the recommended list. Courses from other graduate programs, such as 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
Total Credits		30

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	3
SPED 6954	Student Teaching/DSAP Seminar in Special Education	3
EDUC 6598	edTPA Portfolio ¹	0
Total Credits		18

¹ \$300 edTPA registration fee required

Note: Candidates are eligible to request an endorsement for initial certification after successfully completing the above courses.

9 CREDITS Self-Design

In collaboration with their academic advisor, candidates select 9 credits to complete the Sixth Year Certificate. Courses from EDTC, PSYG, EDUC, 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 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: ¹		18
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	
Total Credits		30

¹ These courses are recommended options and are available dependent upon the candidate's previous coursework, course availability, and career focus.

Cross-Endorsement in Special Education

Requirements

Cross-endorsement in special education (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
Psycho-Educational Theory and Development of Handicapped Children		
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
Diagnosis of Handicapped Children		
SPED 6561	Diagnostic Procedures in Special Education of Youth with Disabilities	3
Program Planning and Evaluation of Handicapped Children		
SPED 6534	Skill Development for Individualized Educational Plans	3
Curriculum and Methods of Teaching Handicapped Children		
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
Practica		
SPED 6951	Practica/DSAP in Special Education ¹	3
SPED 6952	Practica/DSAP in Special Education ¹	3
Total Credits		30

¹ Candidates must pass the PRAXIS II in Special Education and the Foundations of Reading Test prior to taking the practica 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 (pre-K-3 early childhood, elementary 1-6, 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 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.

The Sixth Year Certificate with initial TESOL certification is available to candidates with an MA in TESOL who want to teach ESL in k-12 schools.

Programs

- Bilingual Education
 - 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 Initial Certification
 - MA in TESOL for Certified K-12 Teachers: Concentration in Leadership in English Acquisition Pedagogy
 - SYC in TESOL
 - SYC in TESOL with initial certification for candidates with an MA in TESOL, Linguistics, English or Bilingual Education
 - 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 6527 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 6528 Second Language Curriculum Development 3 Credits

This course familiarizes foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The course emphasizes devising curricula in accordance with the needs of learners and presents strategies for analyzing needs, developing curricula that focus on communication, and evaluating and choosing appropriate materials and assessment instruments. Previously SL 0528.

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

This course is for TESOL candidates who have been approved for student teaching in TESOL. Candidates observe in classrooms and teach 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/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/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 pre-K-3 early childhood, 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 pre-K-12th 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 are learning a second language and students are 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 require 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.

The Bilingual Education programs offer in-service teachers:

- Cross-endorsement (#902) only elementary bilingual education k - 9 (18 credits)
- Cross-endorsement in secondary bilingual endorsement (18 credits)
- Cross-endorsement (#991) only in secondary bilingual humanities 7 - 12 (18 credits)
- Cross-endorsement (#992) in bilingual secondary STEM education 7 - 12 (18 credits)

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. In addition, they may need to pass the ACTFL OPI in English with a score of "Advanced Low."

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.

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.

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, an interview may be required at the discretion of the program director. 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. The bilingual programs have rolling admission, and candidates can start in the spring, summer, or fall semesters.

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: 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 a Concentration in Leadership in English Acquisition Pedagogy, Elementary or Secondary

Requirements

Code	Title	Credits
Methods of Teaching Bilingual Education		
TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
First and Second Language Acquisition		
TSLA 5420	Linguistic Foundations of English Acquisition	3
Methods of Teaching English as a Second Language		
TSLA 5436	TESOL Methods and Materials Development	3
or TSLA 6451	Infusing Content Language into TESOL/Bilingual Curriculum (Grades 4-12)	
or TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	
Cross-Cultural Sensitivity and Communication and Implications for Instruction		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
Linguistic and Academic Assessment		
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
Strategies for Modifying English Content Area Instruction		
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Additional Courses		
TSLA 5951	Elementary TESOL/Bilingual Advanced Practicum	3
or TSLA 5952	Secondary TESOL/Bilingual Advanced Practicum	
Select three elementary-focused or three secondary-focused electives		9
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Total Credits		33

Sixth Year Certificate in Bilingual Education

Requirements

Code	Title	Credits
PSYG 5446	Advanced Foundations of Development and Learning: From Theory to Practice	3
or MFTH 5447	Human Development Across the Family Lifecycle	

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

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		
Total Credits		18

TESOL

MA in TESOL for Non-K-12 Educators

The TESOL MA only program is designed for candidates who want to teach ESL in Adult Education programs or in college or university Intensive English Language institutes.

TESOL MA with Initial Certification

Fairfield University's TESOL MA with initial certification program has been nationally recognized by the NCATE/CAEP and 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.

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. It provides candidates with 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 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.

Sixth Year Certificate in TESOL

The Sixth Year Certificate (SYC) in TESOL is designed for certified teachers with an MA in English, TESOL or Bilingual Education, an MA in education that included some coursework in TESOL, or national, state or district 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.

Connecticut State TESOL Certification and Cross-Endorsement Testing Requirement

Connecticut requires all TESOL initial certification and cross-endorsement candidates to pass the new PRAXIS 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.

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, an interview may be required at the discretion of the program director. 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.

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 Initial Certification
- MA in TESOL for Certified k-12 Teachers: Concentration in Leadership in English Acquisition Pedagogy
- SYC in TESOL
- SYC in TESOL with initial certification for candidates with an MA in TESOL
- Cross-Endorsement in TESOL

Master of Arts in TESOL for Non-K-12 Educators

Requirements

Code	Title	Credits
Education Courses		
EDTC 5401	Introduction to Educational Technology	3
EDUC 5429	Philosophical Foundations of Education	3
TESOL Courses		
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

or TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Select four elective courses in consultation with advisor		12
Total Credits		33

Master of Arts in TESOL with Initial Certification

Requirements

Code	Title	Credits
Education Courses (12 credits)		
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
TESOL Courses (30 credits)		
TSLA 5422	Teaching Grammar in Second Language Settings	3
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 6527	Testing and Assessment in TESOL and Bilingual Programs	3
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 elective course in consultation with advisor ¹		3
Additional Certification Requirements ²		
TSLA 6581	Directed Observation and Supervised Student Teaching ³	6
or TSLA 6588 & TSLA 6589	Directed Observation I for TESOL/DSAP Candidates and Directed Observation II for TESOL/DSAP Candidates	
TSLA 6582	TESOL Student Teaching and DSAP Seminar	3
Additional MA Certification Requirement		
EDUC 6598	edTPA Portfolio ⁴	0
Total Credits		48

- ¹ Candidates with no school experience must complete TSLA 5951 Elementary TESOL/Bilingual Advanced Practicum OR TSLA 5952 Secondary TESOL/Bilingual Advanced Practicum.
- ² Based on transcript evaluation, some prior coursework (up to 12 credits) may apply toward the TESOL/Bilingual Education certification requirements. These replace elective credit.
- ³ Includes 7-8 weeks in an elementary and 7-8 weeks in a secondary TESOL education placement. A passing grade of B or better in student teaching is required.
- ⁴ \$300 edTPA license fee required. Taken concurrently with TSLA 6582.

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 for Certified K-12 Teachers: Concentration in Leadership in English Acquisition Pedagogy

Requirements

Code	Title	Credits
English Syntax and Composition		
TSLA 5422	Teaching Grammar in Second Language Settings	3
Language Theory		
TSLA 5420	Linguistic Foundations of English Acquisition	3
Linguistic and Academic Assessment		
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
Culture and Intergroup Relations		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
Curriculum and Methods of Teaching ESL		
TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
TSLA 5436	TESOL Methods and Materials Development	3
or TSLA 6451	Infusing Content Language into TESOL/Bilingual Curriculum (Grades 4-12)	
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Additional Courses		
TSLA 5951	Elementary TESOL/Bilingual Advanced Practicum	3
or TSLA 5952	Secondary TESOL/Bilingual Advanced Practicum	

TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Select two elective courses in consultation with advisor		6
Total Credits		33

Sixth Year Certificate in TESOL

Requirements

Code	Title	Credits
PSYG 5446	Advanced Foundations of Development and Learning: From Theory to Practice	3
or MFTH 5447	Human Development Across the Family Lifecycle	
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
With an advisor, select 18-30 hours of approved coursework, including study in each of the following areas:		18-30
English Syntax and Composition		
Language Theory		
Culture and Intergroup Relations		
Linguistic and Academic Assessment		
Curriculum and Methods of Teaching ESL		
Total Credits		18-30

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 queer and trans 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 or Concentration in Queer and Trans Mental Health
- Social Work
 - Master of Social Work

Faculty

Associate Professors

Carissa D'Aniello-Heyda, PhD, LMFT, *Chair*
 Suzanne Marmo, PhD, LCSW, *Program Director, Master of Social Work*
 Michele Parker, PhD, LMFT, CCMA, *Program Director, Marriage and Family Therapy*
 Rona Preli, PhD, MSW, LMFT

Assistant Professors

Julie Berrett-Abebe, PhD, LICSW
 Yeddi Park, PhD, LCSW
 Jay Taylor, DSW, LCSW

Assistant Professor of the Practice

Alessandra Bryant, PhD, LMFT, Koslow Center Administrator
 Natasha Wright, PhD, LCSW

Marriage and Family Therapy

The Marriage and Family Therapy program offers a Master of Arts (MA) degree in Marriage and Family Therapy (MFT), that 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 clinical concerns. The program provides a learning context that fundamentally values diversity through a core curriculum and clinical supervision that incorporates a social justice framework in all aspects of training and education. Toward that end, faculty members are 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 (COAMFTE) 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 Queer and Trans Mental Health certificate prepares mental health professionals to meet the diverse mental health needs of queer and trans 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

Contact the Office of Graduate Admission at gradadmis@fairfield.edu for deadline information.

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.

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. 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, demonstrates behavior that is not conducive to the role of the marriage and family therapist (See Marriage and Family Therapy Program Student Handbook), or an unsuccessful attempt to maintain or be placed in a practicum or internship site may be terminated from the program.

Students will be charged a one-time \$215 technology fee upon beginning the program.

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

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- Certificate in School-Based Marriage and Family Therapy
 - Certificate or Concentration in Queer and Trans 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 Human Development Across the Family Lifecycle 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. 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 Queer and Trans 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 Blended Families 3 Credits

This course considers the implications of divorce, single parenting, recoupling, 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 5598 Tevera Site Placement Process 0 Credits

This zero-credit course is designed for students as a mechanism for payment of MFTH Technology Fee associated with the Tevera site placement platform used for the clinical training process.

MFTH 5999G Queer and Trans 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**1-6 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	Human Development Across the Family Lifecycle	
MFTH 5465	Introduction to Substance Abuse and Addictions	
MFTH 5470	Queer and Trans Mental Health	
MFTH 5525	Divorce, Single Parenting, and Blended Families	
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

MFTH 5598	Tevera Site Placement Process ¹	0
Total Credits		33

¹ \$195 one-time TEVERA fee required

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 or higher and earn at least a B in all required courses. Candidates must also complete a minimum of five-semester of 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 as described in the MFT Program Student Handbook.

The 60-credit master's degree program is typically completed within a 3-6 year period, although students may attend on a full-time basis which will enable them to complete the program more quickly. A personalized program of study is designed for candidates upon admission to determine their progression through the program.

Requirements

Code	Title	Credits
FCA 1: Foundations of Relational/Systemic Theories and Models		
MFTH 5550	Introduction to Marriage and Family Therapy	3
MFTH 6555	Foundations of Marital and Family Therapy	3
FCA 2: Clinical Treatment with Individual, Couples, and Families		
MFTH 6450	Techniques of Narrative and Solution-Focused Therapy	3
MFTH 5525	Divorce, Single Parenting, and Blended Families	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
FCA 3: Diverse, Multicultural, and/or Underserved Communities		
MFTH 5433	Social Justice and Diversity in Professional Practice	3
FCA 4: Research and Evaluation		
MFTH 6556	Research in Marriage and Family Therapy	3
FCA 5: Professional Identity, Law, Ethics, and Social Responsibility		
MFTH 6565	Ethical, Legal, and Professional Issues in Family Therapy	3
FCA 6: Bio-Psycho-Social Health and Development Across the Lifespan		
MFTH 5447	Human Development Across the Family Lifecycle	3

FCA 7: Systemic/Relational Assessment and Mental Health

Diagnosis and Treatment

MFTH 6569	Assessment Techniques in Marriage and Family Therapy	3
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FCA 8: Contemporary Issues

MFTH 5465	Introduction to Substance Abuse and Addictions	3
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MFTH 5470	Queer and Trans Mental Health	3
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FCA 9: Community Intersections and Collaborations

MFTH 6425	Private Practice and Small Business Management	3
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Foundational Clinical Practice

The following courses must be taken in sequence and without interruption:

MFTH 6951	Practicum in Family Therapy I	3
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MFTH 6952	Practicum in Family Therapy II	3
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MFTH 6981	Internship in Family Therapy I	3
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MFTH 6982	Internship in Family Therapy II	3
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Capstone and Thesis

Capstone Presentation

Thesis Seminar

MFTH 5598	Tevera Site Placement Process ¹	0
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Total Credits		60
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Concentration in Queer and Trans Mental Health

Code	Title	Credits
MFTH 5470	Queer and Trans 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	Queer and Trans Mental Health Capstone	3
Total Credits		9

¹ \$215 one-time TEVERA fee required

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. Michele Parker by email (mparker@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.

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	Human Development Across the Family Lifecycle	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	
Total Credits		21

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.

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 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 two-semester, full-time program. In addition to the full time programs, students have the opportunity to complete their MSW education with a part-time 3-or 4- year option. Fairfield's MSW curriculum is offered in a low residency format with synchronous online live classes and with an in-person residency component 2-3 times a semester. The MSW is a widely recognized degree that prepares students to enter a profession which offers diverse potential career opportunities and the opportunity to work in a range of settings including schools and educational settings, child welfare agencies, community mental health centers, hospitals and medical settings, nonprofit organizations, addiction treatment centers, correctional facilities and law enforcement, government agencies and advocacy organizations, international settings, private practice, geriatric facilities as well as many other diverse settings of practice.

Fairfield's MSW program has been 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 and are eligible to apply for social work licensure in any state in the United States. Fairfield University has a highly qualified and accomplished faculty in the field of social work, with all faculty members holding the highest clinical level of licensure and sharing a commitment to excellence in education and practice. The faculty also has achieved national and international recognition through published works, research presentations, service to the profession and society, and a commitment to advancing the field and addressing societal needs.

MSW courses are offered in an online/in-person hybrid model. As this is an advanced clinical degree, to ensure high quality and 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 in person weekend residencies several times a semester. All fieldwork requires students

be engaged in clinical social work practice. Fieldwork is completed simultaneously with course work and is considered the signature pedagogy of the social work profession. A variety of dynamic field instruction experiences provide the opportunity for students to integrate the theoretical and conceptual learning in the classroom with real world clinical practice fundamental to social work education and training, and provides the opportunity for students to integrate the theoretical and conceptual learning in the classroom with real world 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

Please contact the Office of Graduate Admission at gradadmis@fairfield.edu for deadline information.

All potential candidates will be required to participate in a mandatory interview as part of the admission process and will be notified in writing of their eligibility for the 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 professional behaviors that are not conducive to the role of a clinical social worker, or after an unsuccessful attempt to maintain a practicum or internship site, may be terminated from the program.

Failure to comply with the National Association of Social Work's 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.

Students will be charged a one-time \$215 technology fee upon beginning the program.

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 Human Behavior and the Social Environment II **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 and the Social Environment I **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 5554 Introduction to Substance Abuse Treatment **3 Credits**

This course is an introduction to the field of substance abuse and addiction. Systemic, post-modern, and linear perspectives will be presented. A variety of models to assist in understanding the complexity of substance use and process addiction will be explored. Attention is also paid to gender, socio-economic, and cultural factors that impact substance abuse and recovery. Assessment techniques, intervention strategies, and relapse prevention issues will be review from systemic, post-modern, and linear models. Throughout the course the participants will be asked to consider their own beliefs about substance use and process addictions and how those beliefs might impact their effectiveness as clinicians. The course will be heavily affective and require a great deal of personal involvement in understanding addictions.

SWRG 5561 Social Work Fieldwork I **3 Credits**

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 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 5598 Tevera Site Placement Process **0 Credits**

This zero-credit course is designed for students as a mechanism for payment of SWRG Technology Fee associated with the Tevera site placement platform used for the clinical training process.

SWRG 6450 Narrative and Solution-Focused Therapy 3 Credits

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.

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**

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

This is a clinical skills and practice course, taken during students' final semester in the MSW program. The course is designed to introduce students to a range of therapeutic modalities, including: psychodynamic therapy, cognitive therapy, and family therapy. Students will hone skills in case formulation from multiple theoretical perspectives and application of theory to practice, using above modalities. The final capstone presentation will give students the opportunity to demonstrate knowledge attained throughout the program (across core competencies – ethics, social justice, policy, process of clinical practice) in the format of a case presentation. Students will also share a professional identity statement. 3 credits

SWRG 6568 Advanced Social Work Research and Program Evaluation 3 Credits

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

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 6570 Assessment Techniques and Psychopathology II 3 Credits
Prerequisite: SWRG 6569.

This course provides an integrative framework for assessment and diagnosis in clinical practice with adults. The process of assessment is situated in the context of clinical practice, including: collaborative treatment planning, interventions, evaluation, and interdisciplinary and larger system communication. This course will highlight an awareness of anti-oppressive practice 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 DMS 5, and an overview of standardized assessment instruments and self-report inventories available for use with adults.

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**

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.

SWRG 6900 Special Topics **1-3 Credits**

This course explores topics in the field of social work. Topics may vary each semester and are determined by the Social Work faculty as a reflection of pertinent themes of interest in the field.

Master of Social Work

Requirements

Code	Title	Credits
SWRG 5433	Social Justice and Diversity in Professional Practice	3
SWRG 5447	Human Behavior and the Social Environment II	3
SWRG 5533	Human Behavior and the Social Environment I ¹	3
SWRG 5551	Generalist Social Work Practice I ¹	3
SWRG 5553	Social Policy and Practice ¹	3
SWRG 5561	Social Work Fieldwork I ¹	3
SWRG 5566	Research Methods in Social Work I	3
SWRG 6450	Narrative and Solution-Focused Therapy	3
SWRG 6552	Generalist Social Work Practice II ¹	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 6570	Assessment Techniques and Psychopathology II	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
SWRG 5598	Tavera Site Placement Process ²	0
Select two elective courses		6
Total Credits		60

¹ Course is waived for Advanced Standing students.

² \$215 one-time TEVERA fee required

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:

Concentration in Queer and Trans Mental Health

Code	Title	Credits
MFTH 5470	Queer and Trans 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	Queer and Trans Mental Health Capstone	3
Total Credits		9

Plan of Study

Two-Year Program

Course	Title	Credits
First Year		
Fall		
SWRG 5433	Social Justice and Diversity in Professional Practice	3
SWRG 5533	Human Behavior and the Social Environment I	3
SWRG 5551	Generalist Social Work Practice I	3
SWRG 5553	Social Policy and Practice	3
SWRG 5561	Social Work Fieldwork I	3
Credits		15
Spring		
SWRG 5447	Human Behavior and the Social Environment II	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
Credits		15
Second Year		
Fall		
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
Credits		15
Spring		
SWRG 6564	Advanced Clinical Skills and Practice II	3
SWRG 6570	Assessment Techniques and Psychopathology 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
Credits		15
Total Credits		60

Advanced Standing Program

Course	Title	Credits
Fall		
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
Credits		15
Spring		
SWRG 6564	Advanced Clinical Skills and Practice II	3
SWRG 6570	Assessment Techniques and Psychopathology 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
Credits		15
Total Credits		30

Concentration in Queer and Trans Mental Health

Course	Title	Credits
Spring		
MFTH 5470	Queer and Trans Mental Health	3
Credits		3

Summer		
MFTH 5480	Transgender and Gender Expansive Affirming Care	1.5
MFTH 5481	Conversations with Queer and Trans Youth	1.5
Credits		3
Fall		
MFTH 5999G	Queer and Trans Mental Health Capstone	3
Credits		3
Total Credits		9

Psychological and Educational Consultation

The Department of Psychological and Educational Consultation (DPEC) houses programs whose graduates are leaders in public schools and higher education. DPEC offers concentrations in studies that prepare students for careers in a variety of areas, including Educational Leadership (EdD), Educational Technology (MA, SYC), and School Psychology (MA, SYC). The department has as its primary objective, a collaborative problem-solving-approach for improving the quality of life in our changing schools, organizations, and society. The department is dedicated to helping students achieve the following goals.

- Enhancing self-awareness and self-understanding
- Developing a self-care practice to develop optimal well-being and prevent burnout
- Improving service delivery options to children, adolescents, and adults
- Resolving problems through effective consultation skills
- Promoting effective communication skills and working relationships
- Increasing effectiveness of interventions in schools, and community support agencies
- Providing 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
- Creating effective curricular, behavioral, and therapeutic interventions
- Facilitating healthy development and primary prevention in school, at home, and in the community
- Understanding social justice is foundational for all practice

To supplement course work, faculty has established working relationships in settings where psychological and instructional skills are applied. These settings include public schools and private organizations. These relationships provide for the coordination of real life experiences with academic training and serve dual purposes. First, candidates have the opportunity to exercise newly acquired skills in practical settings supported by experienced supervisors and university faculty. Second, the addition of graduate candidates to established staff increases the resources available in schools and the community.

Programs

- Educational Leadership
 - Doctor of Education in Educational Leadership: Concentration in Teacher Leadership

- Doctor of Education in Educational Leadership: Concentration in Higher Education Administration
- Educational Technology & Instructional Design
 - Master of Arts in Educational Technology
 - Master of Arts in Instructional Design
 - 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 Instructional Design
- School Psychology
 - MA in School Psychology
 - SYC in School Psychology

Faculty

Professors

Robert Hannafin, *Director, Educational Leadership*
Emily Smith, *Educational Leadership*

Associate Professors

Paula Gill Lopez, *Chair, Director, School Psychology*
Evelyn Biliias Lolis, *Interim Dean, School Psychology*

Associate Professors of the Practice

Michael Regan, *School Psychology*

Assistant Professors of the Practice

Joshua Elliott, *Associate Dean, Director of Educational Technology*

Instructors

Jay Rozgonyi, *Educational Technology*

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 master's degree in a related field, have a GPA of at least 3.50, 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 Admissions Interview Day. Admissions Interview 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 their assigned 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,

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 keeping with the Academic Policies of Fairfield University Graduate Programs, a candidate whose GPA falls below 3.0 in a semester, receives a B- in a course will be placed on academic probation. Practica and Internship candidates are also expected to demonstrate the NASP Professional Work Characteristics (Section 4.5, Standards for the Credentialing of School Psychologists, 2020). A candidate may be denied recommendation of certification for not demonstrating the NASP Professional Work Characteristics. All candidates are evaluated by faculty each year regarding their dispositions and personal work characteristics through formal measures. A Dispositional Assessment can be found in the School Psychology Student Handbook.

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 5433 Applied Statistics for School Psychologists

3 Credits

The statistics course is designed to teach school psychology students applied techniques to use in service of completing their e-Portfolios for NASP accreditation and their practical work in schools as school psychologists.

PSYG 5434 Multicultural Issues in School Psychology

3 Credits

In this class you will examine multicultural issues in school psychology in order to provide the most effective and culturally sensitive services to individuals and families. Diversity in children, families, schools, and communities, including factors related to abilities, disabilities, child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics and the impact they have on development and learning will be discussed. You will recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. 3 Credits.

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

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. 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 5900A Applied Statistics for School Psychologists

3 Credits

The statistics course is designed to teach students applied techniques to use in service of completing their e-Portfolios for NASP accreditation and their practical work in schools as school psychologists.

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: \$85 SEHD 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: \$85 SEHD 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 6545 Advanced Seminar in Linguistically and Culturally Responsive Assessment**3 Credits**

This course is an extension of PSYG 6544 with emphasis on the assessment of English Learners and learners with diverse cultural backgrounds. Advanced issues in administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of both contemporary cognitive and academic ability test batteries with individuals who are culturally and linguistically diverse form the major components of this course. Emphasis is placed on an integrated approach to assessment, report writing, and interpreting data from cognitive and achievement batteries with current, research-based methods that represent best practices in nondiscriminatory assessment and intervention. Candidates examine the historical perspective and theoretical understanding of critical issues in multicultural education and psychology. The course addresses the role of the bilingual school psychologists working with culturally and linguistically diverse students as well as the impact of cultural factors on the assessment process of culturally and linguistically diverse students. Candidates will gain knowledge on differentiating learning disorders from the process of second language acquisition through the use of non-biased assessment including testing in the child's native language, bilingual testing, and adaptation of standardized instruments and techniques.

PSYG 6546 Practicum in Bilingual & Culturally Responsive**Assessment 3 Credits**

This course is one of three in the Concentration in Bilingual & Culturally Responsive Assessment. It is taken in Spring concurrent with PSYG 6546. This course provides supervision for the assessment assignments completed in the practicum field placement. Pragmatic concerns in administration, scoring, theoretical interpretation, psychometric and qualitative characteristics, and comparative analysis of both contemporary cognitive and academic ability test batteries with individuals who are culturally and linguistically diverse form the major components of this course. Emphasis is placed on an integrated approach to assessment, report writing, and interpreting data from cognitive and achievement batteries with current, research-based methods that represent best practices in nondiscriminatory assessment and intervention.

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
PSYG 5430	Foundations of Ethical, Legal, and Professional Practice	3
PSYG 5433	Applied Statistics for School Psychologists	3
PSYG 5434	Multicultural Issues in School Psychology	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
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
PSYG 6999	Comprehensive Examination in School Psychology	0

Total Credits 30

Sixth Year Certificate in School Psychology

Requirements

A separate admission application for the SYC must be submitted upon successful completion of the MA 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. 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 6545	Advanced Seminar in Linguistically and Culturally Responsive 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
Total Credits		33

School Directory

Administration

Evelyn Biliias Lolis, PhD
Interim Dean

Joshua Elliott, EdD
Associate Dean

Laura Whitacre, MA
Assistant Dean and Certification Officer

Department Chairs

Carissa D'Anillo-Heyda, PhD, LMFT
Family Therapy and Social Work

Paula Gill Lopez, PhD
Department of Psychological and Educational Consultation

Dilani Perera, PhD, LPC, LADC, NCC, MAC, BC-TMH
Counselor Education

Emily Shamash, EdD
Educational Studies and Teacher Preparation

Faculty

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BS, Fairfield University
MS, King's College London, UK
PhD, Columbia University

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MA, MSW, Boston College
PhD, Simmons University

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MA, Fairfield University
PhD, University of Connecticut

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MS, Canisius College
PhD, The Ohio State University

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MEd, University of Hartford
PhD, University of Florida

Bryan Ripley Crandall
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MAT, MS, University of Louisville
PhD, Syracuse University

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MA, Fairfield University
PhD, Virginia Tech

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BS, Central Connecticut State University
MAT, CAS, Sacred Heart University
EdD, University of Phoenix

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PhD, Teachers College, Columbia University

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MBA, Fordham University
PhD, Arizona State University

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BA, Makerere University, Uganda
MA, MS, University of Scranton
MA, Syracuse University
PhD, Syracuse University

Paula Lazarim, CMHC

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BS, Julio de Mesquita Filho State University, Brazil
MS, Nova Southeastern University
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PhD, Oregon State University

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EdD, University of Massachusetts, Amherst

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MSW, University of Michigan
PhD, New York University

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BA, University of Oklahoma
MS, Oklahoma Baptist University

PhD, University of Georgia

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BA, Eastern Connecticut State University
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PhD, The University of Toledo

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MS, University of Pennsylvania
PhD, Virginia Polytechnic Institute and State University

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Associate Professor of the Practice of Psychology
BA, Central Connecticut State University
SYC, MS, Southern Connecticut State University
PhD, M.Phil, Teachers College, Columbia University

Jay Rozgonyi

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MA, Trinity College

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BA, Bluffton University
MSW, The Ohio State University
DSW, University of Pennsylvania

Natasha Wright, LCSW

Assistant Professor of the Practice of Social Work
BS University of Bridgeport
MS Fordham University
MA, PhD Walden University

Faculty Emeriti

Patricia Calderwood

Professor of Educational Studies and Teacher Preparation, Emerita

Marguerite R. Carroll

Professor of Education, Emerita

Rosalie M. Colman

Associate Professor of Education, Emeritus

Anthony Costa

Assistant Professor of Education, Emeritus

Faith-Anne Dohm

Professor of Psychology, Emerita

Robert Dubroff*Assistant Professor of Education, Emeritus***Susan Franzosa***Professor of Education, Emerita***Daniel Geller***Professor of Psychology and Special Education, Emeritus***Ingeborg Haug***Associate Professor of Marriage and Family Therapy, Emerita***Ibrahim M. Hefzallah***Professor of Educational Technology, Emeritus***Diana Hulse***Professor of Counselor Education, Emerita***Virginia Kelly***Professor of Counselor Education, Emerita***Wendy Kohli***Professor of Educational Studies and Teacher Preparation, Emerita***Tracey Robert***Professor of Counselor Education, Emerita***Jerome J. Schiller***Professor of Psychology and Special Education, Emeritus***John J. Schurdak***Associate Professor of Education, Emeritus***Martin A. Stader***Associate Professor of Education, Emeritus***Barbara Welles***Associate Professor of Education, Emerita***David Aloyzy Zera***Associate Professor of Psychology and Educational Consultation, Emeritus*

Advisory Boards

Advisory Board in Educational Studies and Teacher Preparation

John Bayers*Director of Human Resources and General Administration
Westport Public Schools***Esther Bobowick***Director for Professional Development Services
Cooperative Educational Services***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***Dr. Bryan Ripley Crandall***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***Brynn Mandel***Region 10***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***Allison Rivera***President
St. Martin de Porres Academy***Michael Rizzo***Assistant Superintendent, Pupil Personnel Services (Special Education)
Westport Public Schools***Laila Rudinas***Human Resources/Clinical Placements
Bethel Public Schools***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. Joan Weiss***Professor and Secondary Education Liaison
College of Arts and Sciences, Math Department
Fairfield University*

Advisory Board in Counselor Education

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

Clinesha D. Johnson, PsyD

Associate Director for Student Support
Office of the Dean of Students

Patricia A. Morrissey

Professional School Counselor
Stratford High School, Stratford, CT

JoAnn O'Connell

Retired School Counseling Professional
Fairfield University, Adjunct faculty

Timothy Sather

Professional School Counselor
Helen Keller Middle School, Easton, CT

Lapde So

Licensed Professional Counselor (LPC)
Westport Counseling & Therapy

Susan Unger

Retired School Counseling Professional
Fairfield University, Adjunct faculty

Advisory Board in School Psychology

Fran Aponte

Director of Psychological Services
Bridgeport, CT

Tom Brant

Director of Pupil Services
Amity Regional School District No. 5

Chris Brown

Pupil Personnel Services Director
Milford Public Schools

Caryn Campbell

Director Student Services, Fairfield Warde High School
Fairfield, CT

Lynn Sellon

School Psychologist, Licensed Professional Counselor

Advisory Board in Special Education

Catherine Carmona

Assistant Principal (Special Education)
Kings Highway Elementary School, Westport

Alyson Martin

Associate Professor and Co-director of Special Education
Fairfield University

Michael Rizzo

Assistant Superintendent, Pupil Personnel Services (Special Education)

Westport Public Schools

Emily Shamash

Professor and Co-director of Special Education

Advisory Board in TESOL and Bilingual Education

Helene Becker

Instructional Specialist-Bilingual/ESOL, Retired
Norwalk Public Schools

Anne Campbell

Associate Professor and Director of TESOL and Bilingual Education
Fairfield University

Michael Camporale

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 and Computing

A Message from the Dean

The seven graduate programs in the School of Engineering and Computing – Master of Science degrees in Cybersecurity, Data Science, Electrical and Computer Engineering, Management of Technology, Mechanical Engineering, Software Engineering and Biomedical 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 accelerated degree BS/MS programs in Software Engineering, Mechanical Engineering, Electrical and Computer Engineering, Data Science, Biomedical Engineering 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 and Computing 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 and Computing at Fairfield University.

Andres Leonardo Carrano, PhD

Dean, School of Engineering and Computing

School Overview

The School of Engineering and Computing 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 and Computing 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 and Computing 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 and Computing 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 Biomedical Engineering
- 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

Independent Study

Graduate independent studies are designed to allow students to pursue topics not offered through a traditional course. Independent studies may involve laboratory or research-based work in which the student investigates a research problem with a supervising professor.

A student wishing to pursue an independent study must prepare the Independent Study Request containing the information shown below and have it approved by the supervising professor, department chair and the dean's office

1. All graduate independent study courses require the approval of the department and the Dean's office.
2. A maximum of one Independent Study course (3 credits) may substitute for an elective course.
3. A student may take an Independent Study only from a supervising professor. A supervising professor must be a School of Engineering faculty member.
4. Before a student may register for an Independent Study course, the student must submit a written course proposal to the supervising professor. The course proposal must state the student's goals for the course. The supervising professor must approve the course proposal.
5. Each supervising professor sets his or her standards and expectations that each student must satisfy for course credit. A supervising professor may not award credit for an Independent Study unless the student produces a written final paper or poster paper that reflects learning and achievement that merit the award of course credit.

Independent Study Course Proposal Contents

1. Description of the proposed course - Describe the general theme and scope of the independent study. This may be stated as a problem to be investigated, an issue to be explored, or an argument to be defended. The description might indicate where the student is starting out and where the student would like to get in terms of answering a question, exploring a phenomenon, understanding a theory, building a skill or other goal
2. Clearly state the number of credits for this course. As a basis of comparison, one college credit represents approximately one hour spent in a classroom and 2 to 3 hours spent on homework or laboratory activities each week.
3. Together with the supervising professor, the student should identify the course Student Learning Outcomes.
4. The supervising professor and the student should prepare a syllabus identifying the expected topics to be covered. Include the schedule that the supervising professor will meet with the student
5. Articulate the work to be completed by the student and evaluated by the instructor. Identify the major assignments, which may include the following
 - a. Literature search
 - b. Readings
 - c. Written work
 - d. Lab work
 - e. A final paper which includes a problem statement, a possible solution to the problem, describes why the work is significant, and how the student will use this learning.
6. Evaluation – The supervising professor will create a grading rubric to evaluate the student's submittals based on the following:
 - a. What was learned? What skills did the student gain from this course (e.g., problem solving, critical thinking, tools, etc.)?
 - b. How the information was learned. For example, homework, lab assignments, quizzes, exams, reports, essays, research projects, presentations, case study analysis.
 - c. The supervising professor will identify the criteria for assessing oral and other performances.

Admission

Admission Policies, Criteria, and Procedures

In carrying out its mission, the School of Engineering and Computing admits graduate students to Master of Science degree programs and certificates in the areas of biomedical engineering, cybersecurity, data science, management of technology, software engineering, electrical and computer engineering, and mechanical engineering. Candidates for admission to those programs must have earned a bachelor's degree from a regionally accredited college or university or the international equivalent. Students whose bachelor's degrees do not include all prerequisite coursework are expected to complete bridge courses. 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 for campus based programs are offered in the evening 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.

Biomedical

Admission to the program is open to applicants with a bachelor's degree in biomedical engineering, bioengineering or an equivalent related major. Applicants with degrees in mechanical, electrical and chemical engineering may also be considered with the appropriate bridge courses as determined by the program director.

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. Up to two bridge courses may be necessary to remedy gaps in knowledge and experience.

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. Bridge courses may be required based on candidate's undergraduate preparation.

Management of Technology

Admission will be granted to applicants with a bachelor's 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. Bridge courses may be required depending on the candidate's undergraduate preparation.

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. Bridge courses may be required depending on the candidate's undergraduate preparation.

Software Engineering

Admission will be granted to applicants with a bachelor's degree who demonstrate adequate experience as a professional software developer or programmer and 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, may need to complete bridge courses depending on the candidate's undergraduate preparation.

Application Process for Masters Programs

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

1. A completed application for admission. Apply online.
2. A non-refundable application fee.
3. All official transcripts from each institution attended sent to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent to gradadmis@fairfield.edu.
4. Two recommendation letters and accompanying forms (completed online), professional and academic recommendations are accepted.
5. A professional resume.
6. A personal statement describing intent for studying in the program.

International applicants must submit an official course by course evaluation from a NACES-recognized evaluating agency, an official English test score report, and a passport.

Applications are accepted on a rolling basis.

Application Process for Certificate Programs

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

1. A completed application for admission. Apply online.
2. A non-refundable application fee.
3. All official transcripts from each institution attended sent to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent to gradadmis@fairfield.edu.
4. A professional resume.

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 (chickenpox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program or an in-person certificate program. More detailed information on the required immunizations and how to submit the required documentation is available online at www.fairfield.edu/immunization. Although compliance with University immunization requirements is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please note, students who are enrolling in 100% online programs with no intention of coming to campus may be exempt from providing immunization records. Please consult the Student Health Center to determine what documentation may be required as an online student. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or email health@fairfield.edu.

International Students

International applicants must provide an official course-by-course evaluation for all coursework completed outside the US. Evaluations must be completed by an approved evaluator (found on our website) recognized by NACES. All international students whose native language is not English must demonstrate proficiency in the English language by taking and submitting test scores from one of the following exams: TOEFL, IELTS, Duolingo, or PTE Academic. Scores must be sent directly from the testing agency. Fairfield University's ETS code is 3390. English language test score requirements can be viewed on our website. English language 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 must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars). A blank pdf affidavit of financial support document will be provided by the office of Global Fairfield to be completed, along with a list of acceptable financial certificates. All supporting credentials must be submitted at least three months prior to the intended start date.

Students with Disabilities

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

If a student with a disability would like to be considered for accommodation(s), 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 interactive request process for accommodations. Instructions for how to initiate the accommodation request process are located on our website. Students can also email oa@fairfield.edu to start the accommodation request process. 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 the Office of Accessibility, accommodations need not be provided and are not retroactive. 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	\$1,020 per credit
Registration Fee	\$50 per semester
Graduate Student Activity Fee	\$65 per semester
Lab Fee	\$120 per lab course
Red Stack Direct	\$24 per credit
Promissory Note Fee	\$40
Returned Check Fee	\$35
Graduation Fee	\$200
Transcript	\$15

Fairfield Campus Indirect Estimated Expenses

Direct Expenses and Indirect Expenses are two vital parts of the "Cost of Attendance" or budget. *Direct Expenses* are charges that a student will incur on their billing statement from the Bursar's office. *Indirect Expenses* are other cost that a student will incur on their own while attending Fairfield University.

Housing	Fall and Spring \$10,770 Summer \$3,591
Food	Fall and Spring \$4,616 Summer \$1,539
Books/CM/Supp/Equip Row	Fall and Spring \$1,000 Summer \$500
Transportation	Fall and Spring \$3,193 Summer \$1,065
Miscellaneous	Fall and Spring \$10,450 Summer \$3,485
Total	Fall and Spring \$30,029 Summer \$10,180

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.

Federal Leave of Absence Policy

The purpose of this policy is to ensure Fairfield University is following federal regulation, 34 CFR 668.22(d), regarding the process for students requesting a leave of absence.

For students who have federal financial aid, a leave of absence (LOA) must meet certain conditions to be counted as a temporary interruption in their educational plans instead of being counted as a withdrawal requiring the school to perform a Title IV return calculation. If the temporary LOA does not meet the conditions as stated in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school. The school will be required to perform a Title IV return calculation.

According to federal regulation 34 CFR 668.22(d), the following conditions must be met in order for our office to process an approved LOA for Title IV purposes:

- The student must apply/request the LOA in advance unless unforeseen circumstances prevent the student from doing so.
- The student must follow the school's policy for requesting the temporary LOA.
- The LOA cannot be granted for academic reasons (ex: to keep a student from failing).
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
- There must be a reasonable expectation that the student will return from the LOA.
- A student returning from a LOA must resume coursework at the same point in the academic program/courses that he or she was at when the LOA began.*
- The school may not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional federal student aid.
- If a student is a Title IV (federal financial aid) recipient, the institution must explain the requirements and regulations of their financial aid status (grace period, repayment, etc.) PRIOR to the school granting the LOA. The information that will be provided will include the financial consequences if the student fails to return from the LOA.**

Fairfield University may grant a temporary LOA that does not meet the conditions to be approved as a Title IV LOA. In the event a student is approved for a LOA that does not meet the conditions of a Title IV LOA, the student will be reported as WITHDRAWN for the purposes of Title IV (federal) financial aid. Title IV loan recipients must complete exit counseling. Monthly payments may begin when the grace period ends, typically, six-months from the date it was determined that the student was withdrawn. Students may apply for either a qualifying forbearance or deferment with their student loan servicer.

A student approved for a federal financial aid LOA that meets all of the conditions stated above is not considered to have withdrawn and no return of Title IV funds calculation is required. Students granted an approved federal financial aid LOA will be considered on an approved LOA and in an in-school status for Title IV repayment purposes.

*Completion of Coursework upon Return

In as much as approved leaves of absence are viewed as temporary interruptions in a student's attendance, a student returning from a LOA must do so at a time when he or she can complete the work which they missed during the LOA in order to complete the payment period and be eligible to receive a second or subsequent disbursement. Therefore, in order for a LOA to be an LOA, the school must allow a student returning from an LOA to complete the coursework that he or she began prior to the LOA.

The school may permit a student to return to class before the expiration of the student's LOA in order to review material previously covered. However, until the student has resumed the academic program at the point where he or she began the LOA, the student is considered to still be on the approved LOA. The days the student spends in class before the course reaches the point at which the student began his or her LOA must be counted in the 180 days maximum for an approved leave of absence. A student repeating coursework while on LOA must reach the point at which he or she interrupted training within the 180 days of the start of the student's LOA.

**Student Who Fails to Return from LOA

If a student does not return to the school at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's withdrawal date is the date the student began the LOA.

If a student on an approved LOA fails to return, the school must report to the loan holder the student's change in enrollment status as of the withdrawal date. One possible consequence of not returning from a LOA is that a student's grace period for a Title IV program loan might be exhausted. Therefore, in order for a LOA to be an approved LOA, prior to granting a leave of absence, a school must inform a student who is a Title IV loan recipient of the possible consequences a withdrawal may have on the student's loan repayment terms, including the exhaustion of the student's grace period.

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. Federal Direct PLUS Loans
2. Unsubsidized Direct Loans

Example

The Spring semester begins on January 16, 2024. Sarah Smith is enrolled in a Master of Arts and Sciences Program and began the official withdrawal process with her dean. It was determined that her official withdrawal date would be March 7, 2024. 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 \$5,935. 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:

$$\$5935.00 \times 52.3\% = \$3,104.00$$

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 their graduate program) 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 and Master Promissory Note (MPN) online.
- Submit Student Authorization form

Step Three:

- Review, accept or decline your offered Federal Loans via your Net Partner portal, If you are declining your federal loans, then no further action is needed after you have declined the loan.

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, it has been determined that you are eligible for federal financial aid and the **Step Two** requirements have been satisfied.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement which will be emailed from the Department of Education to the email address used to establish your Federal Student Aid ID (FSAID).

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed all requirements listed in Step Two.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
- A student may only receive federal financial aid for coursework that is needed for degree completion.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website.

Tax Deductions

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

Consumer Information

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

Veterans

Veterans may apply GI Bill® educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance

In accordance with Title 38 US Code § 3679 (e), Fairfield University adopts the following additional provisions for any student using U.S.

Department of Veterans Affairs Post-9/11 GI Bill® (Chapter 33) or Veteran Readiness and Employment (Chapter 31) benefits.

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

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

Notes: 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Programs

- Master of Science in Biomedical Engineering
- 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
 - Cybersecurity
 - Network Technology
 - Web and Mobile Application Development

Master of Science in Biomedical Engineering

The Fairfield University School of Engineering and Computing offers a master's degree in Biomedical Engineering. This 30-credit program provides experiential learning through research and design projects giving graduates the credentials needed to prepare for a broad range of careers. Upon completing the program, graduates gain the knowledge, confidence, and skills needed to solve the next generation of complex technological healthcare problems.

Program Overview

The Master's degree program in Biomedical Engineering provides students with an engineering education applied to the medical and biological environment. The educational path is intended to train students in the design of biomedical equipment, devices, materials and procedures. The program combines fundamentals of the biomedical sciences with analysis and design engineering methods. It brings together these two fields in order to contribute to the design of new medical instruments and devices, apply engineering principles for understanding and repairing the human body and other biological

systems, and use engineering tools for decision making and cost containment.

Students

The degree is of interest to students who wish to engage in a specialization at the interface between engineering, computing and mathematical sciences, and biology. Students will engage in biomedical engineering areas as diverse as biomechanics, biomedical instrumentation, biomedical imaging, biomaterials, cellular engineering, tissue engineering, physical rehabilitation, and human performance.

Graduates

The degree provides students with the knowledge and tools to develop revolutionary healthcare devices, procedures, and treatment strategies for the 21st century. The field of biomedical engineering is expected to be among the leader in engineering employment growth in the next decade. A degree in biomedical engineering can lead to a career in academia, industry, or government. Connecticut has a growing demand for biomedical engineers who can find employment in organizations such as Hartford HealthCare Corporation, Yale-New Haven Health, Medtronic, The Jackson Laboratory, Cooper Surgical, Boehringer Ingelheim, and Alexion Pharmaceuticals.

Program

Students with a Bachelor of Science in Biomedical Engineering or a similar degree from other universities apply through the graduate admissions website. Upon admission, 30 credits are required as per the programmatic details below in order to be awarded the M.S. degree in Biomedical Engineering.

The yearlong (two-semester) thesis option provides MS in Biomedical Engineering Students with the opportunity to pursue advanced research with a faculty advisor. The Non-Thesis option consists of 30 credits of coursework. Program requirements for both options are described below.

Thesis Option

Code	Title	Credits
BIEG 5319	Advanced Experimental Design in Biomedical Engineering	3
MATH 5417 or SWEG 5317	Applied Statistics I Computational Statistics for Biomedical Sciences	3
BIEG 6971	Thesis I	3
BIEG 6972	Thesis II	3
Select four Biomedical Engineering elective courses from approved list		12
Select two electives from Mechanical, Electrical, Computer, Software Engineering, Computer Science, Mathematics, or Management of Technology with approval from the program director.		6
Total Credits		30

Non-Thesis Option

Code	Title	Credits
BIEG 5319	Advanced Experimental Design in Biomedical Engineering	3
MATH 5417 or SWEG 5317	Applied Statistics I Computational Statistics for Biomedical Sciences	3

Select five Biomedical Engineering elective courses from approved list	15
Select three electives from Mechanical, Electrical, Computer, Software Engineering, Computer Science, Mathematics, or Management of Technology with approval from the program director	9
Total Credits	30

Biomedical Engineering Electives

Code	Title	Credits
Biomedical Engineering Electives		
BIEG 5301	Feedback Control System	3
BIEG 5309	Biosensors	3
BIEG 5311	Biomaterials	3
BIEG 5314	Introduction to Molecular Modeling	3
BIEG 5333	Biomedical Visualization	3
BIEG 5335	Clinical Engineering	3
BIEG 5350	Medical Device Design	3
BIEG 5375	Bioelectronics	3
BIEG 5387	Instrumental Analysis in Biomedical Engineering	3
BIEG 5403	Advanced Biomechanics	3
BIEG 5407	Computational Genomics	3
BIEG 5415	Engineering Applications of Numerical Methods	3
Non-Biomedical Engineering Electives (possible electives may include)		
Mechanical Engineering		
MEEG 5303	Industrial Automation	3
MEEG 5305	Design of Mechatronics Systems	3
MEEG 5312	Advanced Product Design and Manufacturing	3
MEEG 5319	Applications of Finite Element Analysis	3
MEEG 5372	Applications of Theory of Elasticity	3
Electrical Engineering		
ECEG 5315	Nanoelectronics I	3
ECEG 5335	Microelectronics	3
ECEG 5379	Communication Systems	3
ECEG 5480	Wireless Systems I	3
Computer Engineering		
ECEG 5303	Industrial Automation	3
ECEG 5325	Computer Graphics	3
ECEG 5346	Computer Systems Architecture	3
ECEG 5406	Advanced Digital Design	3
SWEG 5355	Artificial Intelligence	3
SWEG 5357	Database Management Systems	3
SWEG 5360	Machine Learning	3
Management of Technology		
MGMT 6584	Global Competitive Strategy	3
MGTN 5460	Project Management	3
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm	3

MGTN 5415	Information Systems	3
MGTN 5470	Leadership in Technical Enterprise	3

Courses

BIEG 5301 Feedback Control System 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.

BIEG 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. Graduate students who intend to pursue a MS in BME can take this course.

BIEG 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.

BIEG 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.

BIEG 5319 Advanced Experimental Design in Biomedical Engineering 3 Credits

How do biomedical engineers know which medical problems are worth solving? How do they know that their inventions will work? How do they know that these inventions will be safe across a diverse population? This course uses a "flipped classroom" approach to answer these questions. It will build student skill in experimental design across the diverse disciplines of biomedical engineering with a focus on statistical analysis. Students will spend the first half of the semester reviewing/analyzing classic literature across biomedical engineering and performing classic experiments within our field. Students will spend the second half of the semester designing and performing their own custom-designed experiment that will be presented at Fairfield's Innovative Research Symposium.

BIEG 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 equivalent: BIEG 4333.

BIEG 5335 Clinical Engineering 3 Credits

Biomedical engineering is defined by the application of engineering design in service of human health. To solve problems in healthcare, it is crucial to understand the clinical environment within which biomedical engineers develop solutions. This course will provide students with the opportunity to work with faculty and students in the Egan School Simulation Lab to gain an understanding of modern clinical care and work collaboratively on solutions to existing problems in healthcare. Students will have an opportunity to use existing medical devices and gain an understanding of their fundamental operating principles. Students will gain an understanding of the societal underpinnings contributing to existing disparities in healthcare outcomes and how previous technological development has exacerbated to these disparities.

BIEG 5350 Medical Device Design 3 Credits

This project-based course focuses on important stages of the medical device product lifecycle including: identifying unmet clinical and global health needs, the FDA approval process, material selection, biocompatibility, ethical considerations, intellectual property, and post-market surveillance of similar products. Students will generate project ideas and design a medical device. Students are required to conduct an independent research, write a research report, create a poster and present the research in annual research symposium at the university or elsewhere. Undergraduate Equivalent BIEG 4350.

BIEG 5375 Bioelectronics 3 Credits

Bioelectronics have emerged as an exciting research area due to the integration of molecular biology with electronics to create fundamental devices. This course is intended for senior and graduate level engineering students. It will introduce fundamentals of bioelectronics through chemical, biochemical and biophysical concepts from the engineering perspective. It will further apply these concepts to the areas of electron transport through biological macromolecules, microfluidics, electrochemical techniques, DNA and neuron-based electronics, biomaterials and semiconductor-based bioelectronics.

BIEG 5387 Instrumental Analysis in Biomedical Engineering 3 Credits

This course will give an overview on several important analytical tools for characterizing the nanomaterials that are functionally engineered towards biomedical applications. Quantification of mechanical, electrical, electronic and biological properties of the nanomaterials such as carbon nanotubes, metal nanoparticles, quantum dots, nanowires, polymeric nanoparticles and biomedical nanomaterials will be discussed. Fundamental principles of the associated instruments and the evaluation of the physical, chemical and microscopy methods for materials in nano-regime will be highlighted. Modern material science depends on the use of a set of analytical methods that are used normally in specialized laboratories. This course will help the students get familiar with the basics of such specialized methods, their range of applicability and reliability, especially when the materials under test are in sub-100nm dimensions.

BIEG 5403 Advanced Biomechanics 3 Credits

This course introduces the applications of continuum mechanics to the understanding of various biological tissue properties and biological fluid flow. The structure, function and mechanical properties of bone, muscle, blood vessels and blood flow will be examined. Conservation laws and constitutive equations for solid, fluid, and intermediate biomaterials will be covered. Critical analysis of current research in the field of biomechanics is also emphasized.

BIEG 5407 Computational Genomics 3 Credits

This course will provide an overview of computational genomics. Students will obtain skill in analyzing genomic data and sequencing experiments. The focus will be on achieving proficiency in data management and processing based on popular file formats in genomic biology.

BIEG 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. Cross-listed with MEEG 5415, ECEG 5415.

BIEG 5990 Independent Study 1-3 Credits

Graduate students pursue special topics, projects, and/or readings in selected areas. Students must meet with the instructor to discuss the proposed topic of study. Enrollment by departmental approval only.

BIEG 6971 Thesis I 3 Credits

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.

BIEG 6972 Thesis II 3 Credits

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.

Master of Science in Cybersecurity

Over the last several years, individuals and industry have grown to rely on critical infrastructure to counter cyber-attacks. The Master of Science in Cybersecurity program prepares students for rewarding career paths protecting personal and proprietary data for businesses, governments, and individuals. Cybersecurity protects all categories of data from theft and damage. This includes sensitive corporate data, health information, personal information, intellectual property, proprietary data, and governmental and industry information systems. Every organization must have cybersecurity protection to defend itself against data breach campaigns.

The risk of cyber-attacks is growing enormously and so is the need for cybersecurity professionals. The Bureau of Labor statistics Occupational Outlook Handbook indicates that the employment of information security analysts is projected to grow 33 percent from 2020 to 2030, much faster than the average for all occupations. The median annual wage for information security analysts is greater than \$100,000. There is a shortage of cybersecurity professionals and experts in the industry, therefore, it is a wonderful time for you to learn cybersecurity skills and enter the market.

The Master of Science in Cybersecurity emphasizes the need for practical knowledge and understanding of computer systems. Courses examine interface with the web, databases, networks and a diverse number of techniques used to fingerprint, map networks, websites and systems, evaluate weaknesses, attack strategies and methodologies, and perform remediation techniques.

The online cybersecurity master's degree provides you the opportunity to recognize best practices, to learn and master the fundamentals of cybersecurity, including threats and vulnerabilities as well as the tools, technologies, and strategies used to manage it.

Coursework in this program is focused on preparing you to:

- Identify threats to cybersecurity.
- Define strategies to identify and remediate vulnerabilities in information assets.
- Analyze a complex cybersecurity computing problem.
- Design, implement, and evaluate cybersecurity solutions.
- Function effectively as a member or leader of a cybersecurity team.
- Apply security principles and practices to maintain operations in the presence of risks and threats.

A career in cybersecurity provides you with the potential to increase your learning and career opportunities. Students may transition from an existing IT career or change their careers in mid-life.

Transition From a General IT career to Cybersecurity

Students with a computer science background may enter the Master of Science in Cybersecurity without the need for taking bridge course work.

Transition to a career in Cybersecurity

Students may enter the Master of Science in Cybersecurity program from any background. Motivated students who wish to expand their skill set and transition into Cybersecurity are welcome to enroll in the program. Change is an option. Career changers may expect to close their knowledge gaps by enrolling in as many as 9 credits of work to catch up in the field. These bridge courses will be determined on an individual

basis. Contact the department chair or program director to discuss your specific needs.

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: ¹		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	
Capstone Sequence		
SWEG 6961	Capstone Professional Project I	3
SWEG 6962	Capstone Professional Project II	3
Total Credits		30

¹ 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.

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 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 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 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 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 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 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 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 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 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 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.

Master of Science in Data Science

The School of Engineering and Computing 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:		6
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	
Social Analytics		
SOCI 5100	American Class Structure	
SOCI 5110	Race, Cities, and Poverty	
SOCI 5300	Sociology of Education	
Elective Courses		
Select two elective courses from the following: ¹		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
Total Credits		30

¹ 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 students to study in several fields including (but not limited to) engineering, mathematics, science, computer hardware, computer software, power, VLSI, sensors, mixed signals, measurement, controls, biomedical, nanotechnology and business. Each student can establish a unique educational identity .

The MSECE graduate student can obtain 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.

Students may take elective courses 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 (optional), 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, communication systems, 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 Computing, 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.

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 entering the program without an appropriate background 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 ¹		12
Select 3 elective courses from approved Engineering, Math, or Business graduate courses		9
Total Credits		30

Non-Thesis Option

Code	Title	Credits
ECEG 5415	Engineering Applications of Numerical Methods	3
Select 6 elective courses from ECE ¹		18
Select 3 elective courses from approved Engineering, Math, or Business graduate courses		9
Total Credits		30

¹ 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
Power and Energy		
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
Communications Systems		
ECEG 5379	Communication Systems	3
ECEG 5480	Wireless Systems I	3
Electronic Systems		
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
Computer Engineering		
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
Biomedical Engineering		
ECEG 5309	Biosensors	3
ECEG 5311	Biomaterials	3
ECEG 5314	Introduction to Molecular Modeling	3
ECEG 5331	Biomedical Signal Processing	3
ECEG 5332	Biomedical Imaging	3
ECEG 5333	Biomedical Visualization	3
ECEG 5375	Bioelectronics	3
ECEG 5387	Instrumental Analysis in Biomedical Engineering	3
ECEG 5407	Computational Genomics	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 5260 Robots	3 Credits
Introductory course in robotics develops understanding of how robotic systems integrate sensors, actuators, and control systems to achieve specific goals. Principles of autonomy, programming, wireless communications, sensor applications, mechatronics, electrical power, electric motors, pneumatics, structure, and locomotion will be understood and applied. Design of robotic subsystems will utilize multiple areas of knowledge. Students will understand degrees of freedom of a robotic arm and their safety parameters through demonstration and use of Fanuc Robot. Service learning is an integral part of the course. All students will participate in mentoring of youth to put into practice the principles learned in class, and gain communication skills through community interaction. Particularly they will participate in mentoring to build small robots to accomplish different feats, for example obstacle avoidance by a mobile robot.	
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:** \$120 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 5375 Bioelectronics 3 Credits

Bioelectronics have emerged as an exciting research area due to the integration of molecular biology with electronics to create fundamental devices. This course is intended for senior and graduate level engineering students. It will introduce fundamentals of bioelectronics through chemical, biochemical and biophysical concepts from the engineering perspective. It will further apply these concepts to the areas of electron transport through biological macromolecules, microfluidics, electrochemical techniques, DNA and neuron-based electronics, biomaterials and semiconductor-based bioelectronics.

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 an electronic system 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 5387 Instrumental Analysis in Biomedical Engineering 3 Credits

This course will give an overview on several important analytical tools for characterizing the nanomaterials that are functionally engineered towards biomedical applications. Quantification of mechanical, electrical, electronic and biological properties of the nanomaterials such as carbon nanotubes, metal nanoparticles, quantum dots, nanowires, polymeric nanoparticles and biomedical nanomaterials will be discussed. Fundamental principles of the associated instruments and the evaluation of the physical, chemical and microscopy methods for materials in nano-regime will be highlighted. Modern material science depends on the use of a set of analytical methods that are used normally in specialized laboratories. This course will help the students get familiar with the basics of such specialized methods, their range of applicability and reliability, especially when the materials under test are in sub-100nm dimensions.

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 5407 Computational Genomics**3 Credits**

This course will provide an overview of computational genomics. Students will obtain skill in analyzing genomic data and sequencing experiments. The focus will be on achieving proficiency in data management and processing based on popular file formats in genomic biology.

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:** \$120 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:** \$120 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**1-3 Credits**

Graduate students pursue special topics, projects, and/or readings in selected areas. Students must meet with the instructor to discuss the proposed topic of study. Enrollment by departmental approval only. 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 10 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 ^B	3
or FNCE 5400	Principles of Finance	
or ACCT 5400	Introduction to Accounting	
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm ^B	3
MGMT 6584	Global Competitive Strategy ^B	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 two elective courses ¹		6
Total Credits		30

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.

^B Indicates a course offered by the Dolan School of Business.

¹ MSMOT students may select any of the courses listed below, or any graduate courses offered by the University. Students should consult the MOT program director to discuss their specific needs.

Elective Courses

In addition to the required courses, students must complete two 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 course electives are shown below.

Code	Title	Credits
Management of Resources		
MGMT 6540	Cross Cultural Management and Sustainable Leadership ^B	3
MGMT 6584	Global Competitive Strategy ^B	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 ^B	3
MKTG 6500	Customer Value ^B	3
MKTG 6540	Advertising Management ^B	3
Management of Information Technology		
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

B Indicates a course offered by the Dolan School of Business.

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

Courses

MGTN 5405 Supply Chain Design	3 Credits
This course is designed to equip and prepare the student with the understanding, management tools, and strategies for supply chain design and management in a global supplier environment. Using analytical techniques, modeling, and industrial scenarios, this course looks in depth at development and manufacturing processes, quality management infrastructure logistics strategies, and culture necessary in evaluating and selecting suppliers for various degrees of added value. 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.	
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 1-3 Credits

This course is intended to broaden the graduate student's knowledge in a specific area of interest. Students may pursue topics or projects under the supervision of a faculty member. Enrollment by departmental approval 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 aerospace, renewable energy, energy conversion, computational fluid dynamics, turbomachinery, combustion, electronics cooling, heat and mass transfer.
- **Mechanical Systems:** This domain includes courses in automation, robotics, mechatronics, applications of theory of elasticity, stability

of structures, 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, applied physics, applied mathematics 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 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: ¹		21
Thermal Systems		
MEEG 5346	Energy Conversion	
MEEG 5353	Computational Fluid Dynamics	
MEEG 5354	Heat and Mass Transfer	
MEEG 5356	Renewable Wind Energy	
MEEG 5362	Gas Turbine Aerodynamics	
MEEG 5364	Combustion	
Mechanical Systems		
ENGR 5308	Autonomous Mobile Robots	
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	
Thesis		
MEEG 6971	Thesis I ²	3
MEEG 6972	Thesis II	3
Total Credits		30

¹ Students following the non-thesis option will select two additional courses for a total of 27 elective credits.

² Students will select an academic advisor and secure approval of the program director.

Courses

MEEG 5301 Feedback and Control Systems 3 Credits

This course emphasizes analysis and synthesis of closed loop control systems using both classical and state-space approaches with an emphasis on electro-mechanical systems. The mathematical requirements include the Laplace transform methods of solving differential equations, matrix algebra and basic complex variables. The discussion of classical control system design includes the modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action [Proportional (P), proportional and integral (PI), Proportional, integral and derivative (PID) and pseudo-derivatives feedback], root locus methods, the methods of Nyquist and Bode and dynamics compensation techniques. The discussion of state-space methods includes formulation and solution (analytical and computer-based) of the state equations and pole-placement design. The course integrates the use of computer-aided analysis and design tools (MATLAB) so as to ensure relevance to the design of real world controlled electro-mechanical systems using case studies and applications to electrical and mechanical systems. Includes hands-on lab (hardware-based) exploration of PID control systems. Undergraduate equivalent: ENGR 4301. Previously ME 0400.

MEEG 5303 Industrial Automation 3 Credits

This hands-on course teaches students about components in automation systems and automated production lines. Students learn and practice with industrial sensors, actuators, PLCs, robot arms, pneumatics devices, and electro-pneumatic components. Students create, simulate, and assemble pneumatics, electric, electronics, and electro-pneumatic control circuits. Automation software, ladder logic programming, and robot programming are also discussed. The course comprises lectures, an automation lab, individual assignments, two group projects, and an individual project. 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

Fee: \$120 Engineering Lab Fee

This laboratory provides practical concepts of machining processes, including milling, turning, and cutting. Students develop the knowledge and skills required in CNC programming, machine setup and operation, manual machining, and metrology. Students machine parts by cutting, drilling, pocketing, and contouring. This laboratory emphasizes the practical application of CNC machine tools and manual machining, involving set-ups and operation procedures. Undergraduate equivalent: MEEG 4310L. Previously ME 0410L.

MEEG 5312 Advanced Product Design and Manufacturing 3 Credits
Corequisite: MEEG 5310L.

This hands-on course presents design principles, design for manufacturing, and assembly (DFMA) mythologies. Students learn to choose the best manufacturing process and appropriate material for a product considering shape, size, weight, production rate, and tolerances. The course also covers geometric dimensioning and tolerancing components (GD&T). The concepts of computer-aided design (CAD) and computer-aided manufacturing (CAM) are covered using SolidWorks and Mastercam software. Students are taught CNC programming (G-code, M-code) applied on CNC lathes and mills. Students apply their knowledge within the semester by designing and fabricating a product. The course comprises lectures, a computer lab, a machine tool lab, a group project, and individual assignments. 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 reviewed. 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, automotive, 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 solution of advanced fluid dynamics problems, using commercially available ANSYS-FLUENT software. 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. There is a focus on the engineering and scientific computing environment. Topics may include waves, advanced numerical methods (like spectral, finite element, finite volume), non-uniform grids, turbulence modeling, and methods complex boundary conditions. Students will learn how to build and implement a working computational fluid dynamics code. Students will also work on a final computational project and will present findings to the class. 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 Gas Turbine Aerodynamics**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**

Graduate students conduct a well-planned program of individual study under the supervision of a faculty member. Enrollment by departmental approval only. 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 and Computing 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

Transition to a career in Software Engineering

Students may enter the Master of Science in Software Engineering program from any background. Motivated students who wish to expand their skill set and transition into software engineering are welcome to enroll in the program. Change is an option. Career changers may expect to close their knowledge gaps by enrolling in as many as 9 credits of work to catch up in the field. These bridge courses will be determined on an individual basis. Contact the department chair or program director to discuss your specific needs.

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 the following bridge courses offered in the MSSE program:

Code	Title	Credits
CPSC 4357	Database Management Systems	3
CPSC 1101	Introduction to Computing	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
Capstone or Thesis Option		
SWEG 6961 or SWEG 6971	Capstone Professional Project I ¹ Thesis I	3
SWEG 6962 or SWEG 6972	Capstone Professional Project II ¹ Thesis II	3
Elective Courses		
Select five elective courses ²		15
Total Credits		30

¹ Students have two options for a two-semester long required course sequence:

1. Capstone Option: The Capstone projects are team driven. The results of these projects provide a library of case studies, designs, and tools that will be of general interest to information technology professionals and organizations in the area. Students in the Software Capstone Project class are typically organized into teams that contribute to a significant real-world software development project. These projects are chosen to advance the student's knowledge in topics related to the specialization areas. Students consult with their advisors and instructors to determine which projects will contribute most to their education. A capstone topic should be approved by the instructor and accepted by the director of the program prior to starting the capstone sequence.
2. Thesis Option: Students may choose the thesis option with the agreement of a faculty member and approval by the program director.

In the event that a student in one option (Capstone or Thesis) wishes to switch to the other option, the course that was taken in one option

will not count toward fulfilling the graduation requirement. Capstone or thesis classes can be taken only after the completion of 9 credits at the minimum.

² Electives may be chosen from courses listed under Software Engineering Graduate Certificate Programs, as well as 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 5350 Introduction to Data Science**3 Credits**

Prerequisite: CSPC 1101.

This course offers a thorough introduction to data science, focusing on both practical skills and theoretical knowledge across a wide range of topics. It guides students through the entire data science lifecycle, starting from the basics of data wrangling, exploratory data analysis, and visualization, to more advanced topics such as statistical inference, machine learning, and natural language processing. Python with web-based interactive computing platforms, such as JupyterLab, are utilized as the primary tools for hands-on learning. Through a combination of lectures, hands-on projects, and assessments, students will learn to derive insights from data and make informed decisions based on data analysis.

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 5366 Deep Learning**3 Credits****Prerequisite:** CPSC 1101.

This course offers a comprehensive introduction to the fundamental principles, theories, and practical aspects of deep learning. Lectures will begin with the basics of shallow neural networks before progressing to complex deep neural network structures. The topics include an overview of key neural network architectures, such as convolutional, recurrent, and autoencoder networks, and their applications in computer vision for tasks like image classification and segmentation, as well as in natural language processing for text classification and machine translation. Additionally, students will learn to craft deep learning architectures using Python on open-source machine learning platforms. Through a combination of lectures, practical exercises, and final projects, students will acquire the ability to implement deep learning models in real-world situations.

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 6411 JavaScript Web Development**3 Credits**

This course teaches software engineers how to produce robust, scalable, data driven JavaScript web applications. JavaScript is currently the most popular general-purpose programming language for web development. In this course students learn a wide range of JavaScript concepts. Topics covered in the course include web application architecture and organization; information management across distributed computing systems; connectivity to parallel and distributed database / web service systems; custom and dynamic web controls; web forms; and best practices. Towards the end of the course, students will engage in a major project that will require application of acquired course knowledge and skill. Students will also be able to articulate the complexities involved in creating and publishing an interactive JavaScript based web site. Programming will be part of this course. Finally, students will be able to implement best principles and practices for securing their web application.

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

Certificate Program Guidelines

The School of Engineering and Computing's academic certificate programs can be especially useful in giving working professionals the skills and knowledge they need to advance in their professional careers. Our academic certificate programs provide relevant education at the graduate level. The programs center on a coherent body of knowledge and skills, and their completion represents the achievement of competence in a well-defined domain.

Applicants interested in enrolling in a Certificate program may be admitted on a non-matriculating basis to the School of Engineering and Computing as special-status students.

Applicants to graduate certificate programs must have successfully completed an undergraduate degree prior to admission. Academic certificate programs typically consist of 4-5 courses for a minimum of 12-15 credit hours. Course transfer credit toward the certificate from other institutions is not allowed. An academic certificate enrollee must maintain a grade-point average of 3.0 or above to qualify for the certificate.

Students initially enrolled in a graduate certificate program can apply these courses towards certain master's degree programs if 1) these courses are normally offered as part of an existing curriculum for a master's degree program and 2) they are accepted for admission into the Master's program. Note that students initially enrolled in a master's degree program will not be awarded an academic certificate. So, certificates are a great way to take some classes, earn a credential, and

confirm that you like an area of study before enrolling in the full graduate program.

Computer Science Certificates

Applicants interested in earning a Computer Science Certificate and those interested in taking selected courses may be admitted on a non-matriculating basis to the School of Engineering and Computing as special-status students. Non-matriculated students must have a Bachelor degree from an accredited university and academic 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. 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:		
SWEG 5349	Cloud Computing	12
SWEG 5530	Introduction to Information Security	
SWEG 6404	Network Security	
SWEG 6530	Applications and Data Security	
SWEG 6599	Ethical Hacking	
Total Credits		12

Data Science and Big Data Technologies Certificate

Code	Title	Credits
Select four courses from the following:		
SWEG 5321	Software Project Management	12
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	
Total Credits		12

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
Total Credits		12

Web and Mobile Application Development Certificate

Code	Title	Credits
Select four courses from the following:		
SWEG 5304	Web Development I	12
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	
Total Credits		12

School Directory

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Associate Dean

Mirco Speretta, PhD
Associate Dean

Jessica Guarneri, MS
Assistant Dean for Undergraduate Studies

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Shahrokh Etemad, PhD
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Joseph Corcoran

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PhD, University of Wisconsin-Madison

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Mechanical Engineering

MS, Central Connecticut State University

Bahareh Estejab

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PhD, University of Connecticut

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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, public health 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 (MHA), Master of Public Health (MPH) and MSN/MBA degrees. 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 is accredited 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.

Academic Advising and Curriculum Planning

Program Directors advise all fully matriculated students in their respective programs. 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. 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 requesting this special status to enroll in one of Fairfield University's graduate programs must 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. 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.

Disruption of Academic Progress

Academic Probation/Dismissal

To remain in good academic standing, a student must achieve and maintain 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. Candidates are responsible for monitoring their grades and GPA closely. Formal notification of probation by the University is not required. Students on academic probation should meet with their program advisors or Dean's Office representative to adjust their course load as needed. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Any student who receives two course grades below 2.67 or B- may be dismissed from the program. Individual programs may set higher standards for satisfactory course or program progress.

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.

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.

Any Egan graduate student who has been academically dismissed, and who has then successfully appealed the dismissal and been re-enrolled, shall remain on Academic Probation for the remainder of time in their program. Any future grade below "B" will result in dismissal 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.

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 for On-Campus Programs

All students in the DNP and MSN programs must provide proof of current active unencumbered Connecticut RN or APRN licensure and, if born after 12/31/1956, proof of immunity to measles, mumps and rubella, prior to starting the program.

Any Egan graduate program that requires a clinical component or supervised experiential learning will require background checks and drug screening. Most clinical sites require students to complete health screenings, criminal background checks and drug screenings before participating in clinical placements or experiential learning experiences. 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 or experiential learning 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, with the exception of Nurse Anesthesia students. 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 a third party vendor which tracks student health requirements:

- Current active unencumbered Connecticut RN License (for all MSN and DNP students).
- Current active unencumbered 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 any licensed nurse practitioners.
- 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, influenza, and Covid-19.

Arrangements for clinical practica will not be made until all health and professional requirements are met, documentation is uploaded, and students are cleared for clinical.

Clinical/Experiential Learning Site Placements:

All Egan graduate students are expected to comply with all requirements of their clinical/experiential learning agencies. Noncompliance with agency requirements (e.g. vaccination mandates) may result in the student being unable to complete the program requirements for graduation.

Degrees

- Doctor of Clinical Nutrition
 - Post-Baccalaureate
 - Post-RDN
- Doctor of Nursing Practice
 - BSN to DNP
 - Nurse Anesthesia
 - Nurse Midwifery
 - Family Nurse Practitioner
 - Psychiatric Nurse Practitioner
 - MSN to DNP
 - Post-Masters DNP
 - PMHNP Concentration
- Master of Public Health
- 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

Admission Criteria

Doctor of Clinical Nutrition

For the Post-Baccalaureate DCN program, admission 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 baccalaureate degree in nutrition/dietetics and have received a verification statement. 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 and lab
- 2 semesters of anatomy and physiology and lab
- Introduction to Nutrition
- Food Science

For the Post-RDN DCN program, admission is open to students who are registered Dietitian Nutritionists with or without a master's degree. Credit for prior learning and experience will be evaluated.

This program cannot currently accept international students seeking to study on the F visa.

Doctor of Nursing Practice (DNP)

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.

Applicants for the Post Master's 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. Advanced Practice candidates must be eligible for APRN licensure in the state of Connecticut. Applications are reviewed by the Graduate Admission Committee.

Nurse Anesthesia (DNP)

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).
- Minimum undergraduate GPA of 3.20 with a science GPA of 3.20.
- Current active, unencumbered Registered Nurse license to practice in the United States at the time of application. A Connecticut RN license and a NY RN license will be required upon admission. Applicants to the Austin, TX campus will be required to submit an active Texas RN license 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.
- Shadowing experience is required. Applicants must demonstrate a minimum of 8 hours of CRNA shadowing experiences.

PREREQUISITE COURSES

- Two semesters of biology with labs (anatomy and physiology meets the biology requirement)
- One semester of chemistry with lab

- One semester of microbiology with lab
- One semester of college math (statistics will fulfill the math requirement)

Prerequisites must be completed with a grade of B- or above within the past 15 year period (5-7 years is preferred.) One prerequisite course is acceptable from AP credits or an early college course. All prerequisite coursework must be completed prior to the application deadline.

Master of Science in Nursing (MSN)

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 active, unencumbered 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. NURS 3310 must be taken at Fairfield University. The other two bridge courses taken outside of the Egan School must produce an official transcript and complete syllabus to be approved by the adult program director. The course(s) can be no more than 5 years old.

Accelerated Master's Entry to Practice Nursing

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

Master of Science in Healthcare Administration (MHA) and Master of Public Health (MPH)

Admission to this online 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.

Application Deadlines

Clinical Nutrition (DCN): August 1

Family Nurse Practitioner (MSN and DNP): July 1

Psychiatric Mental Health Nurse Practitioner (MSN and DNP): July 1

Nurse Anesthesia (DNP): August 1

Nurse Midwifery (DNP): July 1

Post-Master's DNP: Rolling admission until full

Nursing Leadership (MSN): Rolling admission until full

Master's Entry to Practice Nursing (MSN): Rolling admission until full

Healthcare Administration (MS): Rolling admission until full

Public Health (MPH): Rolling admission until full

MSN/ MBA: Rolling admission until full

Admission Procedures

For all Master and Doctoral programs (except for 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 application fee.
3. A professional resume.
4. A personal statement. Personal statement prompts and requirements vary by program. Please contact the Office of Graduate Admission at gradadmis@fairfield.edu for further information.
5. All official transcripts from each college and university attended, including all transfer credits that contributed to your baccalaureate degree as well as all transcripts documenting any prerequisite coursework completed or in progress. Send all transcripts to the Office of Graduate Admission. Electronic transcripts are preferred and should be sent by email (gradadmis@fairfield.edu). All international transcripts must be evaluated by an approved evaluating service which can be found on our website.
6. Two professional letters of recommendation, completed online and accompanied by the University online recommendation forms.
7. For all MSN/ DNP programs: Copy of current active, unencumbered RN license; licensure to practice in the state of Connecticut will be required upon admission (applicants completing a program at our Austin, TX campus will be required to be licensed in the state of Texas upon admission).
8. For the midwifery program, a minimum of one year's work experience as an RN (preferably in women's health) is required.

Additionally, applicants to our post-master's DNP programs must submit:

1. Copy of current active, unencumbered APRN license and certificate of national certification in the advanced specialty.
2. Documentation of the number of supervised clinical hours completed in previous MSN program (up to 600 documented hours of supervision in an MSN program can be used to fulfill the 1,000 practicum/ immersion hours required for the DNP).

Nurse Anesthesia Program

Applications are reviewed by the Graduate Admission Committee.

Students seeking admission must submit the following by August 1 for the following summer cohort:

1. A completed and verified application in NursingCAS.
2. The following supplemental materials must be sent to NursingCAS:

- a. A professional resume or CV.
- b. All official transcripts from each previously attended college or university. All international transcripts must be evaluated by an approved evaluating service which can be found on our website.
- c. Two recommendations, including one from your current supervisor and one other from an individual who can assess your clinical expertise in an acute care setting.
- d. A three page, double-spaced personal statement stating your career goals and future contributions to the profession of nurse anesthesia.
- e. Copy of current active, unencumbered RN license; licensure to practice in the state of Connecticut or Texas will be required upon admission.
- f. ACLS, BCLS, and PALS certifications
- g. CCRN certification
- h. Documentation of 8 hours of CRNA shadowing experience.

- 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.

Admission Policies for Students Admitted to On-Campus Programs

Background Check, Drug screening, and Licensing

All graduate students in Egan School for on-campus programs 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 graduate nursing students licensed in another state must provide a copy of current active, unencumbered Connecticut RN license.

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.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chickenpox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program or an in-person certificate program. More detailed information on the required immunizations and how to submit the required documentation is available online at www.fairfield.edu/immunization. Although compliance with University immunization requirements is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please note, students who are enrolling in 100% online programs with no intention of coming to campus may be exempt from providing immunization records. Please consult the Student Health Center to determine what documentation may be required as an online student. Questions may be directed to the Student Health Center: 203-254-4000 x2241 or email health@fairfield.edu.

International Students

International applicants must provide an official course-by-course evaluation for all coursework completed outside the US. Evaluations must be completed by an approved evaluator (found on our website) recognized by NACES. All international students whose native language is not English must demonstrate proficiency in the English language by taking and submitting test scores from one of the following exams: TOEFL, IELTS, Duolingo, or PTE Academic. Scores must be sent directly from the testing agency. Fairfield University's ETS code is 3390. English language test score requirements can be viewed on our website. English language 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 must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars). A blank pdf affidavit of financial support document will be provided by the office of Global Fairfield to be completed, along with a list

of acceptable financial certificates. All supporting credentials must be submitted at least three months prior to the intended start date.

Students with Disabilities

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

If a student with a disability would like to be considered for accommodation(s), 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 interactive request process for accommodations. Instructions for how to initiate the accommodation request process are located on our website. Students can also email ooa@fairfield.edu to start the accommodation request process. 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 the Office of Accessibility, accommodations need not be provided and are not retroactive. 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 (Master of Public Health)	\$925 per credit
Tuition (MSN)	\$995 per credit
Tuition (Dual Degree MSN/MBA)	\$995 per credit
Tuition (Master of Healthcare Administration)	\$1,040 per credit
Tuition (Doctor of Clinical Nutrition)	\$1,170 per credit
Tuition (DNP Anesthesia, non-cohort students)	\$1,210 per credit
Tuition (DNP Anesthesia, Summer 2023 cohort)	\$11,375 per semester
Tuition (DNP Anesthesia, Summer 2024 cohort)	\$11,375 per semester
Tuition (All other DNP programs)	\$1,135 per credit
Registration Fee	\$50 per semester
Graduate Student Activity Fee	\$65 per semester
Nursing Testing Fee (MEPN)	\$130 per semester
Nursing Lab and Clinical Fee (MEPN)	\$145 per semester
Nursing NCLEX Review Fee (Fall Only, MEPN)	\$255 per semester
Clinical Placement Fee (DNP: Family, Psychiatric, Midwifery; MSN: Family, Psychiatric)	\$165 per semester Fall and Spring

Health Assessment Clinical Exam Fee (NURS 7604 - Required for FNP Students) Approximately \$400

Nursing ECCO Fee (NURS 4360/5360)	\$250 per semester
Red Stack Direct	\$24 per credit
Promissory Note Fee	\$40
Returned Check Fee	\$35
Graduation Fee	\$200
Transcript	\$15

Austin Campus Indirect Estimated Expenses

Housing	Fall and Spring \$9,791 Summer \$3,265
Food	Fall and Spring \$4,196 Summer \$1,399
Books/CM/Supp/Equip	Fall and Spring \$1,000 Summer \$500
Transportation	Fall and Spring \$2,903 Summer \$968
Miscellaneous	Fall and Spring \$9,500 Summer \$3,168
Total	Fall and Spring \$27,390 Summer \$9,300

Fairfield Campus Indirect Estimated Expenses

Direct Expenses and Indirect Expenses are two vital parts of the "Cost of Attendance" or budget. *Direct Expenses* are charges that a student will incur on their billing statement from the Bursar's office. *Indirect Expenses* are other cost that a student will incur on their own while attending Fairfield University.

Housing	Fall and Spring \$10,770 Summer \$3,591
Food	Fall and Spring \$4,616 Summer \$1,539
Books/CM/Supp/Equip Row	Fall and Spring \$1,000 Summer \$500
Transportation	Fall and Spring \$3,193 Summer \$1,065
Miscellaneous	Fall and Spring \$10,450 Summer \$3,485
Total	Fall and Spring \$30,029 Summer \$10,180

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.

Federal Leave of Absence Policy

The purpose of this policy is to ensure Fairfield University is following federal regulation, 34 CFR 668.22(d), regarding the process for students requesting a leave of absence.

For students who have federal financial aid, a leave of absence (LOA) must meet certain conditions to be counted as a temporary interruption in their educational plans instead of being counted as a withdrawal requiring the school to perform a Title IV return calculation. If the temporary LOA does not meet the conditions as stated in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school. The school will be required to perform a Title IV return calculation.

According to federal regulation 34 CFR 668.22(d), the following conditions must be met in order for our office to process an approved LOA for Title IV purposes:

- The student must apply/request the LOA in advance unless unforeseen circumstances prevent the student from doing so.
- The student must follow the school's policy for requesting the temporary LOA.
- The LOA cannot be granted for academic reasons (ex: to keep a student from failing).
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
- There must be a reasonable expectation that the student will return from the LOA.
- A student returning from a LOA must resume coursework at the same point in the academic program/courses that he or she was at when the LOA began.*
- The school may not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional federal student aid.
- If a student is a Title IV (federal financial aid) recipient, the institution must explain the requirements and regulations of their financial aid status (grace period, repayment, etc.) PRIOR to the school granting the LOA. The information that will be provided will include the financial consequences if the student fails to return from the LOA.**

Fairfield University may grant a temporary LOA that does not meet the conditions to be approved as a Title IV LOA. In the event a student is approved for a LOA that does not meet the conditions of a Title IV LOA, the student will be reported as WITHDRAWN for the purposes of Title IV (federal) financial aid. Title IV loan recipients must complete exit counseling. Monthly payments may begin when the grace period ends, typically, six-months from the date it was determined that the student

was withdrawn. Students may apply for either a qualifying forbearance or deferment with their student loan servicer.

A student approved for a federal financial aid LOA that meets all of the conditions stated above is not considered to have withdrawn and no return of Title IV funds calculation is required. Students granted an approved federal financial aid LOA will be considered on an approved LOA and in an in-school status for Title IV repayment purposes.

*Completion of Coursework upon Return

In as much as approved leaves of absence are viewed as temporary interruptions in a student's attendance, a student returning from a LOA must do so at a time when he or she can complete the work which they missed during the LOA in order to complete the payment period and be eligible to receive a second or subsequent disbursement. Therefore, in order for a LOA to be an LOA, the school must allow a student returning from a LOA to complete the coursework that he or she began prior to the LOA.

The school may permit a student to return to class before the expiration of the student's LOA in order to review material previously covered. However, until the student has resumed the academic program at the point where he or she began the LOA, the student is considered to still be on the approved LOA. The days the student spends in class before the course reaches the point at which the student began his or her LOA must be counted in the 180 days maximum for an approved leave of absence. A student repeating coursework while on LOA must reach the point at which he or she interrupted training within the 180 days of the start of the student's LOA.

**Student Who Fails to Return from LOA

If a student does not return to the school at the expiration of an approved LOA (or a student takes an unapproved LOA), the student's withdrawal date is the date the student began the LOA.

If a student on an approved LOA fails to return, the school must report to the loan holder the student's change in enrollment status as of the withdrawal date. One possible consequence of not returning from a LOA is that a student's grace period for a Title IV program loan might be exhausted. Therefore, in order for a LOA to be an approved LOA, prior to granting a leave of absence, a school must inform a student who is a Title IV loan recipient of the possible consequences a withdrawal may have on the student's loan repayment terms, including the exhaustion of the student's grace period.

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. Federal Direct PLUS Loans
2. Unsubsidized Direct Loans

Example

The Spring semester begins on January 16, 2024. Sarah Smith is enrolled in a Master of Arts and Sciences Program and began the official withdrawal process with her dean. It was determined that her official withdrawal date would be March 7, 2024. 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 \$5,935. 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:

$$\$5935.00 \times 52.3\% = \$3,104.00$$

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 their graduate program) 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 and Master Promissory Note (MPN) online.
- Submit Student Authorization form

Step Three:

- Review, accept or decline your offered Federal Loans via your Net Partner portal, If you are declining your federal loans, then no further action is needed after you have declined the loan.
- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, it has been determined that you are eligible for federal financial aid and the **Step Two** requirements have been satisfied.
- You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement which will be emailed from the Department of Education to the email addressed used to establish your Federal Student Aid ID (FSAID).

Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed all requirements listed in Step Two.
- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.
- Loans cannot disburse until all eligible classes have started and a student is enrolled in at least six credits.
- A student may only receive federal financial aid for coursework that is needed for degree completion.
- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit our website.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's

employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Consumer Information

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

Veterans

Veterans may apply GI Bill® educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through the Post-9/11 GI Bill® and Yellow Ribbon program, as well as Fairfield's Veterans Pride grant. Information about the program, including free tuition for some veterans, is available on our website. The School Certifying Official, located in the Office of the University Registrar, will complete and submit the required certification form for all veteran benefits.

VA Pending Payment Compliance

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

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

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

Notes: 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Programs

- Doctor of Clinical Nutrition
 - Post-Baccalaureate
 - Post-RDN
- Doctor of Nursing Practice
 - BSN to DNP
 - Nurse Anesthesia
 - Nurse Midwifery
 - Family Nurse Practitioner
 - Psychiatric Nurse Practitioner
- MSN to DNP
 - Post-Masters DNP
 - PMHNP Concentration
- Master of Public Health

- 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 a doctoral degree with an emphasis on leadership, evidence-based practice, and research. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has granted the DCN program accreditation in February 2024 under the newly released graduate program standards for programs in nutrition and dietetics. The Post-Baccalaureate 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 Post-Baccalaureate 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.

Programs

Post-Baccalaureate Post-RDN

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

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 7016 Lifecycle Nutrition 3 Credits

An advanced course that addresses the variation in nutritional needs at specific stages of the human life cycle: pregnancy, lactation, infancy, childhood, adolescence, adulthood and elders. The content will address the most common nutritional concerns, their relationship to food choices and health status and strategies to enhance wellbeing at each stage of the lifecycle. Diet modification to meet particular nutritional needs will be covered.

NUTR 7020 Community Nutrition 3 Credits

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

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

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

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

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 7051 Sports Nutrition 3 Credits

The course will provide an overview of sports nutrition basics, nutrition assessment and energy balance in athletes. It will focus on specific evidence-based practices on various sports nutrition topics such as, carbohydrate requirements to fuel sport, ergogenic aids, and hydration. The course will include the sports nutrition needs of various populations, such as children, adolescent athletes, college age athletes, elite and vegetarian athletes.

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

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 7061 Pediatric/Geriatric Nutrition 3 Credits

Students will be introduced to the biological changes of the body during the development and aging process, and nutritional impacts on age-associated diseases. There will be special emphasis on medical nutrition therapy for select pediatric diseases and chronic illnesses and the impact of environment on nutritional intake. Students will understand the dietary practices and nutritional needs specific to pediatric and older individuals, and practice skills needed to develop and lead interventions with both populations. This course is designed to introduce students to the knowledge and skills needed by dietitians to promote successful aging and minimize disease impact in the first and second half of life.

NUTR 7951 Community Nutrition Practicum 1 Credit

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

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 3-4 Credits

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 3-4 Credits

This course will prepare students for more advanced clinical scenarios. The course will focus on nutrition support and more complex disease states and critical illness. Supervised experiential learning will primarily encompass critical care where students will work under the supervision of Registered Dietitians providing Medical Nutrition Therapy. In addition to critical care, students will have the option to locate a specialty rotation within their area of interest.

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

TDCN Project Seminar I provides the foundation for development of the scholarly DCN Project. This seminar gives students the opportunity to define their proposed DCN 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 outcomes and practice improvement. Project plans are developed to include the identification of an appropriate 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 DCN Advisor in developing the project.

NUTR 7962 DCN Project Seminar II**1-2 Credits**

DCN Project Seminar II is designed to provide students with the opportunity to synthesize knowledge at the doctoral level. The seminar reflects integration of all coursework and experiential learning in order to demonstrate the students' integration and utilization of evidence-based practice, finance, management, quality improvement, leadership, ethics, and reflective practice in the management of individual patients, populations, and healthcare systems. Students will collect data and/or provide intervention for their doctoral project and develop an abstract and poster for professional presentation.

NUTR 7963 DCN Project Seminar III**2 Credits****Prerequisite:** NUTR 7962.

DCN Project Seminar III is designed to provide students with the opportunity to finalize and defend their DCN Project in a professional setting. Students will develop a final publication-ready manuscript. In addition, this seminar will prepare students for graduation and the Commission on Dietetic Registration (CDR) credentialing exam through various interactive studying methods and simulation. CNUT students only.

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.

Clinical Nutrition: Post-Baccalaureate

Overview

Post-Baccalaureate DCN

The Doctorate in Clinical Nutrition (DCN) program in the Egan School at Fairfield University is a doctoral degree with an emphasis on leadership, evidence-based practice, and research. The Post-Baccalaureate 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 Post-Baccalaureate DCN program is a three-year full time or four-year part time program that incorporates didactic and supervised experiential learning throughout the curriculum.

Requirements

Requirements for Post-Baccalaureate DCN

Code	Title	Credits
NUTR 7015	Nutrition Assessment and Diagnosis	3
NUTR 7016	Lifecycle Nutrition	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 7051	Sports Nutrition	3
NUTR 7055	Nutrition and Global Health	3
NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7951	Community Nutrition Practicum	1
NUTR 7952	Food Systems Practicum	2
NUTR 7953	Nutrition Practicum I	3-4
NUTR 7954	Advanced Practice Residency	3-4
NUTR 7961	DCN Project Seminar I	1
NUTR 7962	DCN Project Seminar II	2
NUTR 7963	DCN Project Seminar III	2
NURS 7601	Epidemiology and Biostatistics	3
NURS 7602	Healthcare Economics and Marketing	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7620	Advanced Concepts in Pathophysiology	3

Plan of Study

Post-Baccalaureate (Full Time)

Course	Title	Credits
First Year		
Fall		
NURS 7620	Advanced Concepts in Pathophysiology	3
NUTR 7015	Nutrition Assessment and Diagnosis	3
NUTR 7045	Food Systems Management	3
Credits		9
Spring		
NUTR 7016	Lifecycle Nutrition	3
NUTR 7025	Nutritional Biochemistry	3
NUTR 7952	Food Systems Practicum	2
Credits		8
Summer		
NUTR 7030	Nutrition Pharmacology	3
NUTR 7040	Nutrition Metabolism	3
NUTR 7050	Nutrition for Prevention and Treatment of Chronic Disease	3
Credits		9

Second Year		
Fall		
NURS 7608	Research Methods for Evidence-Based Practice	3
NUTR 7953	Nutrition Practicum I	4
NUTR 7961	DCN Project Seminar I	1
Credits		8
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NUTR 7020	Community Nutrition	3
NUTR 7035	Advanced Nutrition Counseling	3
Credits		9
Summer		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7612	Research Translation for Clinical Practice	3
NUTR 7951	Community Nutrition Practicum	1
Credits		7
Third Year		
Fall		
NUTR 7051	Sports Nutrition	3
NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7962	DCN Project Seminar II	2
Credits		8
Spring		
NURS 7615	Leadership and Interprofessional Collaboration	3
NUTR 7055	Nutrition and Global Health	3
NUTR 7954	Advanced Practice Residency	4
NUTR 7963	DCN Project Seminar III	2
Credits		12
Total Credits		70

Post-Baccalaureate (Part Time)

Course	Title	Credits
First Year		
Fall		
NURS 7620	Advanced Concepts in Pathophysiology	3
NUTR 7015	Nutrition Assessment and Diagnosis	3
Credits		6
Spring		
NUTR 7016	Lifecycle Nutrition	3
NUTR 7025	Nutritional Biochemistry	3
Credits		6
Summer		
NUTR 7030	Nutrition Pharmacology	3
NUTR 7040	Nutrition Metabolism	3
Credits		6
Second Year		
Fall		
NURS 7608	Research Methods for Evidence-Based Practice	3
NUTR 7045	Food Systems Management	3

NUTR 7961	DCN Project Seminar I	1
Credits		7
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NUTR 7055	Nutrition and Global Health	3
NUTR 7952	Food Systems Practicum	2
Credits		8
Summer		
NURS 7602	Healthcare Economics and Marketing	3
NUTR 7050	Nutrition for Prevention and Treatment of Chronic Disease	3
Credits		6
Third Year		
Fall		
NUTR 7051	Sports Nutrition	3
NUTR 7953	Nutrition Practicum I	4
Credits		7
Spring		
NUTR 7020	Community Nutrition	3
NUTR 7035	Advanced Nutrition Counseling	3
Credits		6
Summer		
NURS 7612	Research Translation for Clinical Practice	3
NUTR 7951	Community Nutrition Practicum	1
Credits		4
Fourth Year		
Fall		
NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7962	DCN Project Seminar II	2
Credits		5
Spring		
NURS 7615	Leadership and Interprofessional Collaboration	3
NUTR 7954	Advanced Practice Residency	4
NUTR 7963	DCN Project Seminar III	2
Credits		9
Total Credits		70

Clinical Nutrition: Post-RDN

Overview

Post-RDN DCN

The Egan School 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
NUTR 7025	Nutritional Biochemistry	3
NUTR 7030	Nutrition Pharmacology	3
NUTR 7035	Advanced Nutrition Counseling	3
NUTR 7040	Nutrition Metabolism	3
NUTR 7051	Sports Nutrition	3
NUTR 7055	Nutrition and Global Health	3
NUTR 7060	Advanced Clinical Nutrition	3
NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7954	Advanced Practice Residency	3
NUTR 7961	DCN Project Seminar I	1
NUTR 7962	DCN Project Seminar II	1
NURS 7601	Epidemiology and Biostatistics	3
NURS 7602	Healthcare Economics and Marketing	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7620	Advanced Concepts in Pathophysiology	3

Plan of Study

Post-RDN (Full Time)

Course	Title	Credits
First Year		
Fall		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7620	Advanced Concepts in Pathophysiology	3
Credits		9
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NUTR 7025	Nutritional Biochemistry	3
NUTR 7035	Advanced Nutrition Counseling	3
NUTR 7961	DCN Project Seminar I	1
Credits		10
Summer		
NURS 7612	Research Translation for Clinical Practice	3
NUTR 7030	Nutrition Pharmacology	3
NUTR 7040	Nutrition Metabolism	3
Credits		9
Second Year		
Fall		
NUTR 7051	Sports Nutrition	3
NUTR 7060	Advanced Clinical Nutrition	3

NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7962	DCN Project Seminar II	1

Credits **10**

Spring

NURS 7615	Leadership and Interprofessional Collaboration	3
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NUTR 7954	Advanced Practice Residency	3
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Credits **6**

Summer

NURS 7602	Healthcare Economics and Marketing	3
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NUTR 7055	Nutrition and Global Health	3
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Credits **6**

Total Credits **50**

Post-RDN (Part Time)

Course	Title	Credits
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First Year

Fall

NURS 7611	Social and Behavioral Determinants of Health	3
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NURS 7620	Advanced Concepts in Pathophysiology	3
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Credits **6**

Spring

NURS 7608	Research Methods for Evidence-Based Practice	3
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NUTR 7025	Nutritional Biochemistry	3
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Credits **6**

Summer

NUTR 7030	Nutrition Pharmacology	3
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NUTR 7040	Nutrition Metabolism	3
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Credits **6**

Second Year

Fall

NURS 7601	Epidemiology and Biostatistics	3
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NUTR 7051	Sports Nutrition	3
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Credits **6**

Spring

NUTR 7035	Advanced Nutrition Counseling	3
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NUTR 7055	Nutrition and Global Health	3
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NUTR 7961	DCN Project Seminar I	1
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Credits **7**

Summer

NURS 7602	Healthcare Economics and Marketing	3
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NURS 7612	Research Translation for Clinical Practice	3
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Credits **6**

Third Year

Fall

NUTR 7060	Advanced Clinical Nutrition	3
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NUTR 7061	Pediatric/Geriatric Nutrition	3
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NUTR 7962	DCN Project Seminar II	1
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Credits **7**

Spring

NURS 7615	Leadership and Interprofessional Collaboration	3
NUTR 7954	Advanced Practice Residency	3
Credits		6
Total Credits		50

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) is a practice-focused doctorate comparable to advanced clinical degrees in other health disciplines such as Medical Doctor (MD), Doctor of Pharmacy (PharmD), Doctor of Public Health (DrPH), and Doctor of Physical Therapy (DPT). The degree represents the highest academic preparation for nursing practice, focusing on expanded scientific knowledge related to providing comprehensive direct care across all settings. Grounded in clinical practice, the DNP moves the focus of advanced practice nursing from the level of the individual patient to the population level by using a cross-population perspective to assess, manage, and evaluate common problems. The DNP is the preferred degree for advanced practice nursing (AACN, 2004). The DNP is expected to become the standard in advanced nursing practice.

The practitioner tracks prepare candidates to provide quality healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of hospitals and agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The Egan School has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to mentor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process. Faculty members in the Egan School are exceptionally qualified by academic and clinical preparation. Many faculty are currently practicing in advanced practice roles.

For BSN-DNP students, we currently offer advanced practice specialties in family and psychiatric nurse practitioner, nurse midwifery, and nurse anesthesia. The BSN-DNP program requires 72-76 course credits for completion, depending on the selected track students enter. Students entering with a MSN are required to complete a minimum of 32 credits for the Post-Master's 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. Translate advanced nursing knowledge and knowledge from other disciplines into professional practice, guided by a social justice lens, a liberal humanistic approach, and the natural and social sciences.
2. Lead holistic, person-centered care that is equitable, respectful, compassionate, coordinated, evidence-based and developmentally appropriate for diverse individuals.

3. Design and guide population health priorities that span the public health continuum from prevention to disease management through community partnerships and collaboration with local government entities and others to improve equitable population health outcomes.
4. Lead nursing scholarship to transform healthcare, and identify opportunities to apply evidence to improve patient outcomes and advance the nursing profession.
5. Design principles of improvement science to enhance quality and safety to minimize risk of harm to patients and providers through both system effectiveness
6. Develop partnerships with individuals, families, care team members, and communities, demonstrating professional communication and respect, to enhance the healthcare experience and improve outcomes.
7. Design systems of health care delivery by organizing resources to provide safe, cost-effective, and equitable care to diverse populations.
8. Interpret information, communication, and healthcare technologies to gather data, inform decision making, and manage and improve the delivery of safe, high-quality, efficient healthcare services in accordance with professional and regulatory standards.
9. Provide mentorship for a sustainable professional identity that encompasses accountability, ethical principles, empathy, teamwork, and behaviors that reflect nursing's characteristics and core values of altruism, autonomy, and human dignity.
10. Initiate activities that support holistic well-being through self-care, reflection, and discernment to foster personal health, professional growth, lifelong learning, and acquisition of nursing expertise, resilience, and leadership qualities.

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.
- If a DNP student wants to do Immersion hours in an acute care facility (e.g. to learn skills beyond the requirements for their clinical practica), an Affiliation Agreement (AA) would need to be in place with the facility. It is the responsibility of the DNP Advisor to (1) determine if we have a current AA with the site and then (2) work with the Clinical Placement Team to determine how to get approval for the Immersion placement from the site.

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
- Nurse Anesthesia
- Nurse Midwifery
- Psychiatric-Mental Health Nurse Practitioner

MSN to DNP Programs

- Post-Masters DNP
 - PMHNP Concentration

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 Nursing 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 5314C Maternal and Newborn Nursing Clinical 0 Credits

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 5330C Population Health Clinical 0 Credits**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 5332C Transition to Professional Nursing Clinical 0 Credits**NURS 5360 Critical Care Nursing 3 Credits**

Fee: \$250

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 7620, NURS 7641.

This practicum builds upon experiences gained in the Master of Science in Nursing curriculum to expand student opportunities in leadership, quality improvement and other essential competencies. Students and faculty develop specific practicum goals that lead to increasing independence, knowledge and accountability in practice. Students work alongside leaders in a variety of healthcare settings to gain new perspectives of healthcare complexity and leadership skills. Practicum projects reflect collaboration, 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, learning experiences, evidence and insight into the dynamic needs of healthcare organizations. 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 epidemiologic principles and biostatistical methods for the presentation and analysis of health-related data. Data from a variety of sources will be used to draw inferences about the health status of populations. Biostatistical techniques are used to examine relationships among contributing factors for population health in order to plan and evaluate health services and programs. Epidemiological methods for conducting studies will be discussed in detail, with an emphasis on group and population methods. Ethical issues related to the application of biostatistics and data privacy, such as IRB requirements, genomics, population genetics, clinical trials, and public health epidemiological studies are addressed.

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 Health Policy**3 Credits**

The focus of this course is on contemporary health policy, its development and implementation, and ways that public health and healthcare system leaders, can influence it. Students will evaluate the impact of health policy on health professionals, consumers, communities, and healthcare delivery systems. Resource allocation, along with the socioeconomic, political, legal, and ethical factors that influence health policy will be examined.

NURS 7608 Research Methods for Evidence-Based Practice**3 Credits**

The purpose of this course is to provide the student with the skills needed to develop either a research study proposal or a healthcare improvement proposal. This course prepares the 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 public health or healthcare research. Basic concepts of qualitative and quantitative research methods will be examined in order to plan and evaluate a practice change or answer a research question. Using an evidence-based and/or research approach, students identify a clinical or public health problem within a specific population or setting, considering ethical issues. Students will develop a research study proposal or healthcare improvement proposal for implementation. Students use reflection in the evaluation of public health or healthcare system research.

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 Social and Behavioral Determinants of Health**3 Credits**

This course presents the foundational skills required for public health and healthcare provider students to engage in a systematic approach to population health. Disease prevention and health promotion are addressed through examination of social and behavioral determinants. Evidence-based strategies inform how to identify and assess at-risk populations, implement both preventive and therapeutic interventions, and evaluate outcomes at the population level. Models of health behavior change synthesize psychological, biophysical, cultural, ecological, environmental, and social dimensions to analyze population-based outcomes. The roles of national initiatives, public policy and cultural values are explored in relation to health equity to support population health at institutional, local, state, and national levels.

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 NSAN 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 3 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 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**4-5 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**4-6 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 7640 Professional Aspects of Nurse Anesthesia Practice I**1 Credit****Prerequisite:** NSAN 7674.

This course provides a basic introduction for the nurse anesthesia resident on a variety of topics important for professional nurse anesthesia practice. During NSAN 7640, nurse anesthesia residents will learn vital clinical and non-clinical subject matter, including the history of anesthesia, professional organizations dedicated to anesthesiology, and review of the Professional Practice Manual for nurse anesthetists. Additionally, an emphasis on health and wellness for the anesthesia provider will be discussed, along with essential tools and information for the nurse anesthesia resident.

NSAN 7641 Professional Aspects of Nurse Anesthesia Practice II**2 Credits****Prerequisite:** NSAN 7640.

This course provides advanced instruction for the nurse anesthesia resident on a variety of topics important for professional nurse anesthesia practice. Building upon knowledge gained in NSAN 7640 and ongoing clinical experiences, nurse anesthesia residents will learn legal considerations for the nurse anesthetist, current political trends in anesthesia practice, and the variety of business models used by anesthesiology providers. Reflective practice techniques will be utilized, with a continued emphasis on health and wellness for the anesthesia provider.

NSAN 7650 Clinical Integration for Nurse Anesthesia Practice I**2 Credits****Co-requisite:** NSAN 7677.**Prerequisite:** NSAN 7674.

Clinical Integration I is designed to introduce nurse anesthesia residents to the hands-on basics of nurse anesthesiology practice and develop a foundation for clinical experiences in Clinical Integration II. Nurse anesthesia residents will participate in static and high-fidelity simulations as they begin to apply theoretical and didactic knowledge to prepare for clinical experiences.

NSAN 7651 Ultrasound Guided Concepts and Techniques I**2 Credits****Co-requisite:** NSAN 7651L, NSAN 7677.**Prerequisite:** NSAN 7674.

This course introduces the nurse anesthesia resident to ultrasound technology, concepts, and techniques. It teaches students to apply knowledge of anatomy, physiology, pharmacology, basic ultrasound technology, and other related procedures under ultrasound guidance.

NSAN 7651L Ultrasound Guided Concepts and Techniques I Lab**0 Credits****Co-requisite:** NSAN 7651.**Prerequisite:** NSAN 7674.

This lab introduces nurse anesthesia residents to the hands-on, kinesthetic basics of ultrasound-guided techniques. Students will develop technical skills for performing a variety of ultrasound-guided procedures and anesthesia techniques. Teaching methods will include demonstration, equipment workshops, reflection/debriefing, and simulation.

NSAN 7652 Ultrasound Guided Concepts and Techniques II**2 Credits****Prerequisite:** NSAN 7651.

This course builds upon the knowledge and skills gained in Ultrasound-Guided Concepts and Techniques I. Nurse anesthesia residents will continue to apply their developing knowledge of anatomy, physiology, pharmacology, and advanced ultrasound technology to the administration and maintenance of regional anesthesia, patient assessment and management, and other advanced procedures under ultrasound guidance. Co-requisite: NSAN 7652L

NSAN 7652L Ultrasound Guided Concepts and Techniques II Lab**0 Credits****Co-requisite:** NSAN 7652.**Prerequisite:** NSAN 7651.

This course will facilitate continued hands-on training for nurse anesthesia residents and build upon the previous knowledge and skills obtained. Students will continue developing technical skills for performing a variety of ultrasound-guided procedures and anesthesia techniques. Teaching methods will include demonstration, equipment workshops, reflection/debriefing, and simulation.

NSAN 7655 Clinical Integration for Nurse Anesthesia Practice II 2 Credits

Clinical Integration II is designed to build upon the skills acquired in Clinical Integration I and develop a strong foundation for concurrent and future clinical courses. Nurse anesthesia residents will participate in simulation scenarios across the lifespan and will develop the necessary skills and knowledge to effectively integrate clinical practices, evidence-based research, and critical thinking into their role.

NSAN 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 pathophysiological 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 and NURS 7669.

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: NSAN 7671, NURS 7670.

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 4 Credits

This course provides an introduction to the basic principles of anesthesia practice and perioperative management of patients across the lifespan. Emphasis is placed on the anesthesia workstation, patient monitoring modalities, procedural positioning, fluid homeostasis, and principles of airway management. Additionally, nurse anesthesia residents will learn necessary preoperative processes including patient evaluation, interpretation of physiologic studies, and informed consent by analyzing current best practices and learning to develop an anesthesia plan of care.

NSAN 7673L Principles of Nurse Anesthesia Practice I Lab 0 Credits

This laboratory-based course accompanies NSAN 7673 and is designed to introduce the nurse anesthesia resident to the technical skills and critical thinking necessary for professional anesthesia practice. Hands-on experience with anesthesia workstations, airway apparatus, and patient positioning is provided. In addition, nurse anesthesia residents will learn how to perform comprehensive anesthetic assessments on patients during simulated preoperative evaluations and will interpret findings as it relates to the anesthetic plan of care. Teaching methods include demonstration, equipment workshops, and simulation. Co-requisite: NSAN 7673

NSAN 7674 Principles of Nurse Anesthesia Practice II 4 Credits

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 7674L Principles of Nurse Anesthesia Practice II Lab 0 Credits

Prerequisite: NSAN 7673L.

This laboratory-based course accompanies NSAN 7674 and is designed to enhance the students' technical skill and critical thinking as it relates to anesthesia practice. Emphasis will be placed on application of didactic knowledge and decision making in simulated scenarios involving anesthetic management of patients during laparoscopic, robotic, bariatric, and gynecological surgeries. In addition, nurse anesthesia residents will practice the skills necessary for management of thoracic procedures in hands-on laboratory sessions. Teaching methods will include demonstration, equipment workshops, reflection/debriefing, and simulation. Co-requisite: NSAN 7674

NSAN 7675 Clinical Orientation and Specialty Rotations 1 Credit

Prerequisite: NSAN 7677.

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 7677.

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 4 Credits

Prerequisite: NSAN 7674.

This course provides an advanced discussion of anesthetic management for specific patient populations, coexisting disease states, and surgical procedures. Specialty anesthesia practice is emphasized through review of cardiac, vascular, neurological, obstetric, and pediatric procedures and associated comorbidities. Additional focus will be placed on the unique considerations for the anesthetic management of trauma surgeries, non-operating room procedures, and organ transplantation by analyzing current best practices in the development of the specialty anesthesia plan of care.

- NSAN 7678 Clinical Correlation Conference** **2 Credits**
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 7941 Nurse Anesthesia Residency Correlation I** **1 Credit**
Co-requisite: NSAN 7956.
Prerequisite: NSAN 7950.
 Nurse Anesthesia Residency Correlation I is designed for the novice nurse anesthesia resident to integrate their academic knowledge with the practical application of Nurse Anesthesia Residency I. Through this course, nurse anesthesia residents will prepare for their first Self-Examination Exam provided by the NBCRNA. An introduction to asynchronous board review modules alongside module exams will be completed, as well as a clinical case study (Adult, Geriatric, Regional, Pediatric) to dive deeper into evidence-based knowledge and critical thinking. Activities, such as care plans, notecards, and simulation will be assigned to organize, administer, and manage anesthesia in the general or specialty setting.
- NSAN 7942 Nurse Anesthesia Residency Correlation II** **1 Credit**
Co-requisite: NSAN 7957.
Prerequisite: NSAN 7941.
 Nurse Anesthesia Residency Correlation II is designed for the beginning, intermediate nurse anesthesia resident to integrate their academic knowledge with the practical application of Nurse Anesthesia Residency II. Through this course, residents will continue asynchronous board review modules with complementary exams, as well as a clinical case study (Adult, Geriatric, Regional, Pediatric) to dive deeper into evidence-based knowledge and critical thinking. Activities, such as care plans, notecards, and simulation will be assigned to organize, administer, and manage anesthesia in the general or specialty setting.
- NSAN 7943 Nurse Anesthesia Residency Correlation III** **1 Credit**
Co-requisite: NSAN 7958.
Prerequisite: NSAN 7942.
 Nurse Anesthesia Residency Correlation III is designed for the intermediate nurse anesthesia resident to integrate their academic knowledge with the practical application of Nurse Anesthesia Residency III. Through this course, residents will continue asynchronous board review modules with complementary exams, as well as a clinical case study (Adult, Geriatric, Regional, Pediatric) to dive deeper into evidence-based knowledge and critical thinking. Activities, such as care plans, notecards, and simulation will be assigned to organize, administer, and manage anesthesia in the general or specialty setting.
- NSAN 7944 Nurse Anesthesia Residency Correlation IV** **1 Credit**
Co-requisite: NSAN 7959.
Prerequisite: NSAN 7943.
 Nurse Anesthesia Residency Correlation IV is designed for the advanced nurse anesthesia resident to integrate their academic knowledge with the practical application of Nurse Anesthesia Residency III. Through this course, residents will continue asynchronous board review modules with complementary exams, as well as the final clinical case study (Adult, Geriatric, Regional, Pediatric) for deeper understanding of evidence-based knowledge and critical thinking. Activities, such as care plans, notecards, and simulation will be assigned to organize, administer, and manage anesthesia in the general or specialty setting.
- NSAN 7945 Nurse Anesthesia Residency Correlation V** **1 Credit**
Co-requisite: NSAN 7960.
Prerequisite: NSAN 7944.
 Nurse Anesthesia Residency Correlation V is designed for the complex nurse anesthesia resident to integrate their academic knowledge with their independent, practical application of Nurse Anesthesia Residency V. Nurse anesthesia residents must achieve the benchmark score as set by the program on the Self-Examination Exam provided by the NBCRNA prior to successful completion of the course. Board review will culminate in this course with the completion of multiple comprehensive exams. Activities, such as care plans, notecards, and simulation will be assigned to organize, administer, and manage anesthesia in the general or specialty setting.
- NSAN 7950 Transition to Nurse Anesthesia Residency** **1 Credit**
Co-requisite: NSAN 7641.
Prerequisite: NSAN 7650.
 Transition to Nurse Anesthesia Residency is designed to complement Clinical Integration for Nurse Anesthesia Practice II. This course will provide the hands-on, kinesthetic learning experiences to develop a foundation for all Nurse Anesthesia Residency Courses. Nurse anesthesia residents will begin with some basic shadowing experiences and progress to align with Gray Badge Privileges. Clinical expectations will be provided specific to the program, and residents will be provided information from assigned clinical sites. These clinical experiences will introduce the resident to clinical training in the nurse anesthesia specialty.
- 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**
Prerequisite: 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-VE 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.
- NSAN 7956 Nurse Anesthesia Residency I** **3 Credits**
Prerequisites: NSAN 7675, NSAN 7676.
 Nurse Anesthesia Residency I is designed for the novice practitioner to integrate academic knowledge with basic practical application. Emphasis will be placed on basic airway management, function and usage of anesthesia equipment; pre-operative assessment and evaluation, intra-operative management and post-anesthesia management for healthy ASA Class I and Class II patients. The student works side by side with a certified anesthesia provider at all times.
- NSAN 7957 Nurse Anesthesia Residency II** **3 Credits**
Prerequisite: NSAN 7956.
 This clinical practicum provides experience for the beginning intermediate student practitioner who has demonstrated successful completion of Nurse Anesthesia Residency I. Nurse Anesthesia Residency II deals with the incorporation and integration of knowledge, skills and objectives for a more comprehensive and complex range of patients and surgeries. Emphasis is placed on the development of independent critical decision making skills as the students begins to gain independence in practice.
- NSAN 7958 Nurse Anesthesia Residency III** **4 Credits**
Prerequisite: NSAN 7957.
 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 Nurse Anesthesia Residency III the student will demonstrate the ability to manage the anesthesia care of the ASA Class I-V and IE-VE with supervision. Student independence is encouraged as the intermediate anesthesia provider works alone with attending physicians for healthy uncomplicated procedures and supervised for more complex cases.
- NSAN 7959 Nurse Anesthesia Residency IV** **4 Credits**
Prerequisite: NSAN 7958.
 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 Nurse Anesthesia Residency IV the Advanced Student Practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V patients and ASA IE-VE patients with supervision, demonstrate critical thinking skills in a diverse range of clinical situations, including off-site anesthesia locations and as a member of the "code team," work in a collaborative effort with other members of the anesthesia and surgical care teams, exhibit ethical and professional behavior in anesthesia practice and function as a patient advocate.
- NSAN 7960 Nurse Anesthesia Residency V** **4 Credits**
Prerequisite: NSAN 7959.
 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-VE patients. At the completion of Nurse Anesthesia Residency V the student will be able to function as an independent practitioner and will have met all of the requirements in order to sit for the national certification examination. The complex practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V and ASA IE-VE patients, demonstrate critical thinking skills in all clinical situations and patient care venues, work in a collaborative effort with other members of the anesthesia and surgical care team, function as a team leader and collaborative member in cardiopulmonary resuscitation, and exhibit ethical and professional behavior in anesthesia practice.
- NSAN 7965 Nurse Anesthesia Certification Board Review** **2 Credits**
Co-requisite: NSAN 7960.
Prerequisite: NSAN 7959.
 This course provides nurse anesthesia residents with a comprehensive review of the knowledge necessary for the national certification exam and subsequent professional nurse anesthesia practice. This review will utilize a combination of self-paced learning modules, completion of board-style practice questions, didactic lectures, and exams. Additionally, nurse anesthesia residents will demonstrate comprehension through case presentations discussing relevant physiology, anesthetic management of patient comorbidities and specialty populations, and current techniques in anesthesia practice. Seminar discussions will provide the opportunity to exchange dialogue on unique clinical experiences and ethical considerations as they apply to specific case management.

NSMW 7620 Antepartum Care**3 Credits**

This course introduces students to the theory and practice of nurse-midwifery, with an emphasis on antepartum care. Care of the pregnant person, 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 person are examined. Students learn how to perform comprehensive assessments on a pregnant person 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 evidence-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 pregnant persons are explored. Clinical practice guidelines are highlighted and attention given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

NSMW 7622 Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery 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 people across the lifespan and on the provision of primary care to both non-pregnant and pregnant people. This course examines current primary care and gynecological 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. Family planning and contraceptive options will be reviewed. Emphasis is on comprehensive assessments and prevention and screening recommendations from evidence-based research. Concepts related to health promotion are provided. In addition to primary care and gynecologic assessments, preconception and postpartum assessments (including breastfeeding) will be explored. The primary care management of selected common health conditions affecting people will be covered. Developmental considerations, vulnerable populations, and cultural needs as they relate to health promotion will be discussed. Additionally, pharmacology specific to gynecologic and primary care issues will be included. Previously NSMW 0622.

NSMW 7623 Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery II**3 Credits**

This course is a continuation of NSMW 7622 and focuses on the provision of reproductive-based health care to non-pregnant people across the lifespan and on the provision of primary care to both the non-pregnant and pregnant person. This course further examines current primary care and gynecological person'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. 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 people 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 primary care, gynecologic, reproductive, and sexual health and abnormal conditions will be covered in depth. Attention will be given to the evaluation and management of common episodic and chronic primary care and gynecologic conditions of people in the healthcare settings. Developmental considerations, vulnerable populations, and cultural needs, as they relate to health promotion will be discussed in depth.

NSMW 7625 Intrapartum Care**3 Credits**

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 persons with normal deliveries. Evaluation and immediate care of the newborn is included. Development and evaluation of evidence-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 pregnant persons.

NSMW 7627 Advanced Midwifery Management: At-Risk Childbirth**3 Credits**

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 pregnant persons 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 will be coordinated throughout the course to simulate actual patient scenarios with a focus on teamwork and communication.

NSMW 7951 Antepartum Clinical**2 Credits**

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 persons. Emphasis is placed on the physical exam of a pregnant person, assessment of fetal well-being, and providing prenatal education. Students use critical thinking and clinical judgment as they relate the provision of care to pregnant persons. Evidence-based practice guidelines are followed to provide routine prenatal care as well as to recognize abnormal findings. The assessment, diagnosis, treatment, management and evaluation of risk factors and health problems will be addressed. Attention is given to cultural, socioeconomic and family variations in the provision of care in the antepartum setting.

NSMW 7952 Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery Clinical**3 Credits**

Focus on evidence-based practice approaches to primary care and gynecologic care, specifically, ambulatory management of common, acute, and chronic health conditions of persons 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. Age related, cultural, family, and individual patient variations and vulnerabilities will be incorporated into the review of clinical practice guidelines.

NSMW 7953 Intrapartum Clinical**2 Credits**

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 person. 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 persons 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 low risk pregnant persons.

NSMW 7954 Advanced Midwifery Clinical**2 Credits**

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 pregnant persons with these conditions. Further, common medical, surgical, and obstetric complications are explored in depth. Students evaluate patients and manage common obstetric complications. Skills to prevent and manage common obstetric complications and life threatening problems of the pregnant person 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 will be coordinated throughout the course and clinical seminars to simulate actual patient scenarios with a focus on teamwork and communication.

NSMW 7955 Integration to Nurse-Midwifery Practice**6 Credits**

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 healthcare 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. Evaluation and critique of care approaches of persons 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 as they relate to one's wellbeing.

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
Foundation Core Courses		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
DNP Core Courses		
NURS 7611	Social and Behavioral Determinants of 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 ¹	8
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
Advanced Practice Core Courses		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
Family Nurse Practitioner Courses		
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
Total Credits		73

¹ A total of 1000 practicum/immersion hours is required for the DNP FNP.

Plan of Study

BSN to DNP: Family Nurse Practitioner Track (Full Time)

Course	Title	Credits
First Year		
Fall		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7640	Advanced Physiology and Pathophysiology	4
Credits		10
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
Credits		10
Summer		
NURS 7604	Advanced Health Assessment	4
NURS 7611	Social and Behavioral Determinants of Health	3
Credits		7

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
Credits		9

Spring

NURS 7612	Research Translation for Clinical Practice	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7643	Adult Health II	4
Credits		10

Summer

NURS 7687	DNP Immersion ¹	2
NURS 7951	Practicum in Adult Health I	4
Credits		6

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
Credits		11

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
Credits		10
Total Credits		73

BSN to DNP: Family Nurse Practitioner Track (Part Time)

Course	Title	Credits
First Year		
Fall		
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7640	Advanced Physiology and Pathophysiology	4
Credits		7
Spring		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
Credits		7
Summer		
NURS 7604	Advanced Health Assessment	4

NURS 7605	Advanced Health Policy	3
Credits		7
Second Year		
Fall		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7642	Adult Health I	3
Credits		6
Spring		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7643	Adult Health II	4
Credits		7
Summer		
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7951	Practicum in Adult Health I	4
Credits		7
Third Year		
Fall		
NURS 7645	Care of Children and Families	3
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	4
Credits		7
Spring		
NURS 7647	Care of At-Risk Populations	3
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	4
Credits		7
Summer		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion ¹	2
Credits		5
Fourth Year		
Fall		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7687	DNP Immersion	3
NURS 7699	DNP Seminar II	1
Credits		7
Spring		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion	3
Credits		6
Total Credits		73

¹ A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

BSN to DNP: Nurse Anesthesia Track

The Nurse Anesthesia track prepares students as expert clinicians for every stage and in every setting in which anesthesia is delivered to patients. Because nurse anesthetists are responsible for direct patient

care, nurse anesthesia residents gain hands-on experience in providing anesthesia services to patients of all acuities across the lifespan. Nurse anesthesia residents 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. Nurse anesthesia residents gain experience in all surgical subspecialties, including cardiac, thoracic, vascular, trauma, major burn, pediatrics, and high-risk obstetrical cases. Upon graduation, nurse anesthesia residents 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 100 credits and the 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 result in dismissal from the program.

Requirements

Code	Title	Credits
Foundation Core Courses		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-Based Practice	3
DNP Core Courses		
NURS 7611	Social and Behavioral Determinants of 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 ¹	5
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
Advanced Practice Core Courses		
NURS 7604	Advanced Health Assessment	4
NURS 7641	Advanced Pharmacology	3
Nurse Anesthesia Courses		
NURS 7670	Human Anatomy and Physiology for Nurse Anesthetists	3

NSAN 7640	Professional Aspects of Nurse Anesthesia Practice I	1	NURS 7670	Human Anatomy and Physiology for Nurse Anesthetists	3
NSAN 7641	Professional Aspects of Nurse Anesthesia Practice II	2	NSAN 7671	Chemistry and Physics for Nurse Anesthetists	3
NSAN 7650	Clinical Integration for Nurse Anesthesia Practice I	2	NSAN 7673	Principles of Nurse Anesthesia Practice I	4
NSAN 7651	Ultrasound Guided Concepts and Techniques I	2	NSAN 7673L	Principles of Nurse Anesthesia Practice I Lab	0
NSAN 7651L	Ultrasound Guided Concepts and Techniques I Lab	0	Credits		13
NSAN 7652	Ultrasound Guided Concepts and Techniques II	2	Fall		
NSAN 7652L	Ultrasound Guided Concepts and Techniques II Lab	0	NURS 7608	Research Methods for Evidence-Based Practice	3
NSAN 7655	Clinical Integration for Nurse Anesthesia Practice II	2	NSAN 7669	Advanced Pathophysiology for Anesthesia Practice	4
NSAN 7669	Advanced Pathophysiology for Anesthesia Practice	4	NSAN 7672	Pharmacologic Strategies in Anesthesia Practice	3
NSAN 7671	Chemistry and Physics for Nurse Anesthetists	3	NSAN 7674	Principles of Nurse Anesthesia Practice II	4
NSAN 7672	Pharmacologic Strategies in Anesthesia Practice	3	NSAN 7674L	Principles of Nurse Anesthesia Practice II Lab	0
NSAN 7673	Principles of Nurse Anesthesia Practice I	4	Credits		14
NSAN 7673L	Principles of Nurse Anesthesia Practice I Lab	0	Winter		
NSAN 7674	Principles of Nurse Anesthesia Practice II	4	NSAN 7640	Professional Aspects of Nurse Anesthesia Practice I	1
NSAN 7674L	Principles of Nurse Anesthesia Practice II Lab	0	Credits		1
NSAN 7677	Principles of Nurse Anesthesia Practice III	4	Spring		
NSAN 7941	Nurse Anesthesia Residency Correlation I	1	NURS 7601	Epidemiology and Biostatistics	3
NSAN 7942	Nurse Anesthesia Residency Correlation II	1	NURS 7604	Advanced Health Assessment	4
NSAN 7943	Nurse Anesthesia Residency Correlation III	1	NSAN 7650	Clinical Integration for Nurse Anesthesia Practice I	2
NSAN 7944	Nurse Anesthesia Residency Correlation IV	1	NSAN 7651	Ultrasound Guided Concepts and Techniques I	2
NSAN 7945	Nurse Anesthesia Residency Correlation V	1	NSAN 7651L	Ultrasound Guided Concepts and Techniques I Lab	0
NSAN 7950	Transition to Nurse Anesthesia Residency	1	NSAN 7677	Principles of Nurse Anesthesia Practice III	4
NSAN 7956	Nurse Anesthesia Residency I	3	Credits		15
NSAN 7957	Nurse Anesthesia Residency II	3	Second Year		
NSAN 7958	Nurse Anesthesia Residency III	4	Summer		
NSAN 7959	Nurse Anesthesia Residency IV	4	NURS 7615	Leadership and Interprofessional Collaboration	3
NSAN 7960	Nurse Anesthesia Residency V	4	NURS 7641	Advanced Pharmacology	3
NSAN 7965	Nurse Anesthesia Certification Board Review	2	NSAN 7652	Ultrasound Guided Concepts and Techniques II	2
Total Credits		100	NSAN 7652L	Ultrasound Guided Concepts and Techniques II Lab	0

¹ A total of 2,000 clinical hours, 650 cases, and 250 immersion hours are required for the DNP in Nurse Anesthesia.

Plan of Study

Course	Title	Credits
First Year		
Summer		
NURS 7611	Social and Behavioral Determinants of Health	3

Fall		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7687	DNP Immersion ¹	1
NSAN 7941	Nurse Anesthesia Residency Correlation I	1
NSAN 7956	Nurse Anesthesia Residency I	3
Credits		8

Winter		
NURS 7605	Advanced Health Policy	3
Credits		3
Spring		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7687	DNP Immersion	1
NSAN 7942	Nurse Anesthesia Residency Correlation II	1
NSAN 7957	Nurse Anesthesia Residency II	3
Credits		8
Third Year		
Summer		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion	1
NSAN 7943	Nurse Anesthesia Residency Correlation III	1
NSAN 7958	Nurse Anesthesia Residency III	4
Credits		9
Fall		
NURS 7687	DNP Immersion	1
NURS 7697	DNP Seminar I	1
NSAN 7944	Nurse Anesthesia Residency Correlation IV	1
NSAN 7959	Nurse Anesthesia Residency IV	4
Credits		7
Winter		
NSAN 7641	Professional Aspects of Nurse Anesthesia Practice II	2
Credits		2
Spring		
NURS 7687	DNP Immersion	1
NURS 7699	DNP Seminar II	1
NSAN 7945	Nurse Anesthesia Residency Correlation V	1
NSAN 7960	Nurse Anesthesia Residency V	4
NSAN 7965	Nurse Anesthesia Certification Board Review	2
Credits		9
Total Credits		100

¹ A minimum of 2,000 clinical hours, 650 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 doctoral education 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
Foundation Core Courses		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
DNP Core Courses		
NURS 7611	Social and Behavioral Determinants of 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 ¹	5
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
Advanced Practice Core Courses		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
Midwifery Courses		
NSMW 7620	Antepartum Care	3
NSMW 7622	Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery I	3
NSMW 7623	Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery II	3
NSMW 7625	Intrapartum Care	3
NSMW 7627	Advanced Midwifery Management: At-Risk Childbirth	3
NSMW 7951	Antepartum Clinical	2
NSMW 7952	Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery Clinical	3

NSMW 7953	Intrapartum Clinical	2
NSMW 7954	Advanced Midwifery Clinical	2
NSMW 7955	Integration to Nurse-Midwifery Practice	6
Total Credits		75

¹ A total of 1000 practicum/immersion hours is required for the DNP Midwifery.

Plan of Study

Course	Title	Credits
First Year		
Fall		
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
Credits		16
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
NSMW 7622	Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery I	3
Credits		13
Summer		
NURS 7612	Research Translation for Clinical Practice	3
NSMW 7623	Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery II	3
NSMW 7952	Primary Care and Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery Clinical	3
Credits		9
Second Year		
Fall		
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
Credits		11
Spring		
NURS 7605	Advanced Health Policy	3
NURS 7687	DNP Immersion ¹	1
NSMW 7627	Advanced Midwifery Management: At-Risk Childbirth	3

NSMW 7954	Advanced Midwifery Clinical	2
Credits		9

Summer

NURS 7611	Social and Behavioral Determinants of Health	3
Credits		3

Third Year

Fall

NURS 7687	DNP Immersion	2
NSMW 7955	Integration to Nurse-Midwifery Practice	6
Credits		8

Spring

NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion	2
NURS 7699	DNP Seminar II	1
Credits		6
Total Credits		75

¹ A total of 1000 practicum/immersion hours are required for the DNP. One credit of immersion equals 50 hours.

BSN to DNP: Psychiatric Nurse Practitioner Track

The Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares advanced practice psychiatric nurses to provide care in a wide variety of settings: hospitals, outpatient clinics, private practices, intensive outpatient settings, substance use, and extended care facilities. Students learn to care for individuals suffering from a variety of mental health problems and psychiatric disorders. Patients range in age from children throughout the lifespan and are from diverse ethnic and socioeconomic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Holistic trauma-informed care, integrated care, telehealth care, and psychotherapy are important components of the curriculum. We place students in clinical practice sites that span the state with seasoned PMHNPs. The DNP Psychiatric Nurse Practitioner track requires 78 credits of coursework and completion of a DNP Project.

Requirements

Code	Title	Credits
Foundation Core Courses		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
DNP Core Courses		
NURS 7611	Social and Behavioral Determinants of 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 ¹	5
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
Advanced Practice Core Courses		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
Psychiatric Nurse Practitioner Courses		
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	3
NURS 7954	Practicum I: PMHNP	4
NURS 7955	Practicum II: PMHNP	5
NURS 7956	Practicum III: PMHNP	6
Total Credits		78

¹ A total of 1000 practicum/immersion hours is required for the DNP PMHNP.

Plan of Study

BSN to DNP: Psychiatric Nurse Practitioner Track (Full Time)

Course	Title	Credits
First Year		
Fall		
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7640	Advanced Physiology and Pathophysiology	4
Credits		10
Spring		
NURS 7604	Advanced Health Assessment	4
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
Credits		11

Summer		
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7611	Social and Behavioral Determinants of Health	3
Credits		9

Second Year		
Fall		
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
Credits		11

Spring		
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
Credits		9

Summer		
NURS 7667	Psychopharmacology	3
NURS 7687	DNP Immersion ¹	2
NURS 7954	Practicum I: PMHNP	4
Credits		9

Third Year		
Fall		
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7687	DNP Immersion	2
NURS 7699	DNP Seminar II	1
NURS 7955	Practicum II: PMHNP	5
Credits		10

Spring		
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7687	DNP Immersion	1
NURS 7956	Practicum III: PMHNP	6
Credits		9
Total Credits		78

BSN to DNP: Psychiatric Nurse Practitioner Track (Part Time)

Course	Title	Credits
First Year		
Fall		
NURS 7610	Advanced Nursing Roles and Reflective Practice	3
NURS 7640	Advanced Physiology and Pathophysiology	4
Credits		7

Spring		
NURS 7604	Advanced Health Assessment	4
NURS 7641	Advanced Pharmacology	3
NURS 7697	DNP Seminar I	1
Credits		8
Summer		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7611	Social and Behavioral Determinants of Health	3
Credits		6
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 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
Credits		9
Summer		
NURS 7667	Psychopharmacology	3
NURS 7954	Practicum I: PMHNP	4
Credits		7
Third Year		
Fall		
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7955	Practicum II: PMHNP	5
Credits		7
Spring		
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	6
Credits		11
Summer		
NURS 7605	Advanced Health Policy	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion ¹	1
Credits		7
Fourth Year		
Fall		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7687	DNP Immersion	2

NURS 7699	DNP Seminar II	1
Credits		6
Spring		
NURS 7687	DNP Immersion	2
Credits		2
Total Credits		78

¹ A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

Master of Public Health

The Master of Public Health (MPH) prepares students for a wide range of careers in public health, ensuring that they develop a broad base of knowledge and skills that can be applied to a variety of settings. The curriculum requires 42 credits and includes intermediate- and advanced-level coursework in epidemiology, biostatistics, program planning and evaluation, health policy, and a 6-credit field experience. The program emphasizes social justice, with the goal of training leaders who will work to achieve health equity and offers a unique interdisciplinary experience. Students will take courses with students in other Egan-level graduate programs and will learn from faculty with diverse professional backgrounds.

The following are the MPH program goals:

- Provide education, mentorship, and practice opportunities to promote students' attainment of core competencies of public health practice.
- Contribute to public health knowledge through interdisciplinary research and practice.
- Impact public health practice through responsive and sustainable community engagement.

Requirements

Code	Title	Credits
PUBH 5101	Foundations of Public Health	3
PUBH 5303	Program Planning and Evaluation	3
PUBH 6951	Public Health Fieldwork Experience and Leadership/Professional Development Seminar	6
PUBH 6961	Public Health Capstone I	3
PUBH 6962	Public Health Capstone II	3
PUBH 7602	Advanced Epidemiology and Biostatistics	3
HCAD 6100	Introduction to the United States Healthcare System	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7611	Social and Behavioral Determinants of Health	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3

Plan of Study

Please note that the below plans of study are a sample of the Online Fall semester cohort start. There are also plan of study grids available from the Program Director for the online program with a spring or summer semester start as well.

(Full Time)

Course	Title	Credits
First Year		
Fall		
HCAD 6100	Introduction to the United States Healthcare System	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7611	Social and Behavioral Determinants of Health	3
PUBH 5101	Foundations of Public Health	3
Credits		12
Spring		
NURS 7608	Research Methods for Evidence-Based Practice	3
PUBH 5303	Program Planning and Evaluation	3
PUBH 7602	Advanced Epidemiology and Biostatistics	3
Credits		9
Summer		
NURS 7605	Advanced Health Policy	3
PUBH 6951	Public Health Fieldwork Experience and Leadership/Professional Development Seminar	6
PUBH 6961	Public Health Capstone I	3
Credits		12
Second Year		
Fall		
PUBH 6962	Public Health Capstone II	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Credits		9
Total Credits		42

(Part Time)

Course	Title	Credits
First Year		
Fall		
NURS 7611	Social and Behavioral Determinants of Health	3
PUBH 5101	Foundations of Public Health	3
Credits		6
Spring		
HCAD 6100	Introduction to the United States Healthcare System	3

PUBH 5303	Program Planning and Evaluation	3
Credits		6
Summer		
NURS 7605	Advanced Health Policy	3
Credits		3
Second Year		
Fall		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7608	Research Methods for Evidence-Based Practice	3
Credits		6
Spring		
PUBH 7602	Advanced Epidemiology and Biostatistics	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Credits		6
Summer		
PUBH 6951	Public Health Fieldwork Experience and Leadership/Professional Development Seminar	6
PUBH 6961	Public Health Capstone I	3
Credits		9
Third Year		
Fall		
PUBH 6962	Public Health Capstone II	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Credits		6
Total Credits		42

Courses

PUBH 5101 Foundations of Public Health 3 Credits

This course is designed to introduce graduate students without a baccalaureate degree in Public Health to the profession and sciences of Public Health. This course will provide an overview of the history and philosophy of Public Health, its core functions and essential services, and its role in understanding and promoting human health.

PUBH 5201 Environmental Health 3 Credits

This course introduces students to both fundamental and technical concepts in the field of environmental health. Environmental health supports clean water, sewage, food, and waste disposal. The course will help students understand the impact of environmental factors on health outcomes, the measures taken to minimize negative effects, and where to access additional information to make a difference at the individual and community levels. The course will also delve into interdisciplinary public health issues such as physical and chemical exposures; environmental justice; environmental policy, regulations, and ethics; risk assessment and management, and climate change.

PUBH 5303 Program Planning and Evaluation **3 Credits****Prerequisite:** NURS 7611.

This course prepares students to develop, implement, and evaluate Public Health programs and interventions. Students will learn to conduct a community health needs assessment; prioritize health needs; select appropriate intervention strategies; and develop program goals, objectives, and evaluation plans.

PUBH 6951 Public Health Fieldwork Experience and Leadership/ Professional Development Seminar **6 Credits**

The fieldwork experience provides each student the opportunity to demonstrate attainment of key program competencies by completing training and practice with a partner agency in their local area. Students will participate in a semester-long public health leadership and professional development seminar while completing their fieldwork experience. This course will fulfill the applied practice experience requirement of the MPH program.

PUBH 6961 Public Health Capstone I **3 Credits****Prerequisites:** NURS 7601, PUBH 7602, PUBH 5303.

The capstone provides an opportunity for students to integrate and apply the knowledge and skills they've gained throughout the program by developing an independent scholarly or applied project. With guidance from a faculty member, students will create and evaluate a public health intervention or design and carry out an original research project. In Public Health Capstone I, students develop a detailed plan and written proposal for their project. This course will fulfill the integrative learning experience requirement of the MPH program.

PUBH 6962 Public Health Capstone II **3 Credits****Prerequisite:** PUBH 6961.

This course is a continuation of Public Health Capstone I. In this course, students complete their capstone projects, by implementing and evaluating the program they created or by collecting and analyzing data to answer an original research question. Students will produce a final paper and presentation for their project. This course will fulfill the integrative learning experience requirement of the MPH program.

PUBH 7602 Advanced Epidemiology and Biostatistics **3 Credits****Prerequisite:** NURS 7601.

This course provides an introduction to statistical reasoning and procedures used in Public Health research. Probability theory, descriptive and inferential statistics, and regression and correlation methods will be covered, with applications using statistical software.

PUBH 7990 Independent Study in Public Health **3 Credits**

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

Master of Science in Healthcare Administration

The Master of Science in Healthcare Administration (MHA) program 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 MHA program allows students flexibility with a fully online format of course work and both full-time or part-time enrollment options. The fully online cohorts can start in the summer, fall, or spring semesters for

full flexibility. Our example plan of study shows the summer start cohort option.

Requirements

Code	Title	Credits
Healthcare Administration Courses		
HCAD 6100	Introduction to the United States Healthcare System	3
HCAD 6200	Healthcare Reimbursement and Organizational Performance	3
HCAD 6951	Healthcare Administration Practicum	3
HCAD 6999	Healthcare Administration Capstone	4
Nursing Courses		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7602	Healthcare Economics and Marketing	3
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-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
OR take PUAD 5425	Administrative Leadership and Ethics	
MGMT 6504	Managing People for Competitive Advantage	3
MGMT 6525	Employee Performance Management and Rewards for Competitive Advantage	3
Total Credits		43

Plan of Study

Please note that the below plan of study is a sample of the Online summer semester cohort start. There are also plan of study grids available from the Program Director for the online program with Fall or Spring semester starts as well.

Full Time - Summer Start

Course	Title	Credits
First Year		
Summer		
ACCT 5400	Introduction to Accounting	3
HCAD 6100	Introduction to the United States Healthcare System	3
NURS 7605	Advanced Health Policy	3
Credits		9
Fall		
FNCE 5400	Principles of Finance	3
MGMT 6503	Legal and Ethical Environment of Business	3
OR take PUAD 5425	Administrative Leadership and Ethics	

MGMT 6504	Managing People for Competitive Advantage	3
MGMT 6525	Employee Performance Management and Rewards for Competitive Advantage	3
Credits		12
Spring		
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 Evidence-Based Practice	3
Credits		12
Second Year		
Summer		
HCAD 6999	Healthcare Administration Capstone	4
NURS 7602	Healthcare Economics and Marketing	3
NURS 7614	Information Technology for Healthcare Improvement	3
Credits		10
Total Credits		43

Part Time - Summer Start

Course	Title	Credits
First Year		
Summer		
HCAD 6100	Introduction to the United States Healthcare System	3
NURS 7614	Information Technology for Healthcare Improvement	3
Credits		6
Fall		
FNCE 5400	Principles of Finance	3
MGMT 6503	Legal and Ethical Environment of Business	3
OR take PUAD 5425	Administrative Leadership and Ethics	
Credits		6
Spring		
HCAD 6200	Healthcare Reimbursement and Organizational Performance	3
NURS 7608	Research Methods for Evidence-Based Practice	3
Credits		6
Second Year		
Summer		
ACCT 5400	Introduction to Accounting	3
NURS 7605	Advanced Health Policy	3
Credits		6
Fall		
MGMT 6504	Managing People for Competitive Advantage	3

MGMT 6525	Employee Performance Management and Rewards for Competitive Advantage	3
Credits		6
Spring		
HCAD 6951	Healthcare Administration Practicum	3
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
Credits		6
Third Year		
Summer		
HCAD 6999	Healthcare Administration Capstone	4
NURS 7602	Healthcare Economics and Marketing	3
Credits		7
Total Credits		43

Courses

HCAD 6100 Introduction to the United States Healthcare System 3 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 the MHA Practicum, the student will identify a healthcare environment for a 150-hour immersion learning opportunity. Paired with community partners, students will observe and participate in learning how the theoretical concepts and skills of healthcare leadership are implemented in practice. The student will focus on the competencies of the program such as organizational behavior, management, human resources, project management, systems improvement, financial strategies, information technology and performance management as appropriate to the clinical site. Students will identify one practice partner or divide time in multiple areas to achieve the objectives of the practicum. The student will incorporate reflections about social justice, diversity and inclusion, and caring for communities and individuals into their overall reflections on the Practicum experience. 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 or Program Director Approval.

The Healthcare Administration Capstone is an integrative learning experience drawing on all the disciplines and subject matter presented in the MHA Program that results in a comprehensive and relevant plan to address a current health care problem impacting a specific health care organization, institution, provider group and directed toward an at-risk community or population. The Capstone Project is a representation of the student's theoretical and applied skills developed during their course of study in the program. The capstone will be customized to the student's experiences, goals and expertise. The course will consist of 200 hours of time dedicated to the various components of project development for 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-Mental Health 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. Integrate an advanced level of knowledge from the discipline of nursing into professional practice, guided by a social justice lens, a liberal humanistic approach, and the natural and social sciences.
2. Implement, provide and evaluate holistic, person-centered care that is equitable, respectful, compassionate, coordinated, evidence-based and developmentally appropriate for diverse individuals.
3. Implement and evaluate population health priorities that span the public health continuum from prevention to disease management through community partnerships and collaboration with local government entities and others to improve equitable population health outcomes.
4. Integrate nursing scholarship to transform healthcare, and identify opportunities to apply evidence to improve patient outcomes and advance the nursing profession.
5. Implement emerging principles of safety and improvement science to enhance quality, minimize risk of harm to patients and providers through both system effectiveness and individual performance
6. Foster partnerships with individuals, families, care team members, and communities, demonstrating professional communication and respect, to enhance the healthcare experience and improve outcomes.
7. Integrate the coordination of health care delivery by organizing resources to provide safe, cost-effective, and equitable care to diverse populations.
8. Integrate information, communication, and healthcare technologies to gather data, inform decision making, and manage and improve the delivery of safe, high-quality, efficient healthcare services in accordance with professional and regulatory standards.
9. Model a sustainable professional identity that encompasses accountability, ethical principles, empathy, teamwork, and behaviors that reflect nursing's characteristics and core values of altruism, autonomy, and human dignity.
10. Implement practice activities that support holistic well-being through self-care, reflection, and discernment to foster personal health, professional growth, lifelong learning, and acquisition of nursing expertise, resilience, and leadership qualities.

A graduate of the Egan School MEPN program will be able to:

1. Synthesize and apply an advanced level of knowledge from the discipline of nursing into professional practice, guided by a social justice lens, a liberal humanistic approach, and the natural and social sciences.
2. Guide and evaluate holistic, person-centered care that is equitable, respectful, compassionate, coordinated, evidence-based and developmentally appropriate for diverse individuals.
3. Identify and analyze population health priorities that span the public health continuum from prevention to disease management through community partnerships and collaboration with local government entities and others to improve equitable population health outcomes.
4. Engage in nursing scholarship to transform healthcare, and identify opportunities to apply evidence to improve patient outcomes and advance the nursing profession.

5. Collaborate with team members regarding improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Collaborate with care team members, patients, families, and communities to achieve mutual goals to promote a positive healthcare experience, improve health equity, and strengthen patient outcomes.
7. Respond to the needs of complex healthcare systems through equitable coordination of resources, to provide safe, quality care to diverse populations.
8. Engage in informatics processes to ensure improvement in the delivery of safe, high-quality, and efficient healthcare services
9. Exemplify professionalism that encompasses accountability, ethical principles, empathy, teamwork, and behaviors that reflect nursing's characteristics and core values of altruism, autonomy, and human dignity
10. Practice activities that support holistic well-being through self-care, reflection, and discernment to foster personal health, professional growth, lifelong learning, and acquisition of nursing expertise, resilience and leadership qualities.

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
 - 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 Nursing 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 5314C Maternal and Newborn Nursing Clinical **0 Credits**

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 5330C Population Health Clinical**0 Credits****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 5332C Transition to Professional Nursing Clinical**0 Credits****NURS 5360 Critical Care Nursing****3 Credits**

Fee: \$250

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 7620, NURS 7641.

This practicum builds upon experiences gained in the Master of Science in Nursing curriculum to expand student opportunities in leadership, quality improvement and other essential competencies. Students and faculty develop specific practicum goals that lead to increasing independence, knowledge and accountability in practice. Students work alongside leaders in a variety of healthcare settings to gain new perspectives of healthcare complexity and leadership skills. Practicum projects reflect collaboration, 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, learning experiences, evidence and insight into the dynamic needs of healthcare organizations. 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 epidemiologic principles and biostatistical methods for the presentation and analysis of health-related data. Data from a variety of sources will be used to draw inferences about the health status of populations. Biostatistical techniques are used to examine relationships among contributing factors for population health in order to plan and evaluate health services and programs. Epidemiological methods for conducting studies will be discussed in detail, with an emphasis on group and population methods. Ethical issues related to the application of biostatistics and data privacy, such as IRB requirements, genomics, population genetics, clinical trials, and public health epidemiological studies are addressed.

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 Health Policy**3 Credits**

The focus of this course is on contemporary health policy, its development and implementation, and ways that public health and healthcare system leaders, can influence it. Students will evaluate the impact of health policy on health professionals, consumers, communities, and healthcare delivery systems. Resource allocation, along with the socioeconomic, political, legal, and ethical factors that influence health policy will be examined.

NURS 7608 Research Methods for Evidence-Based Practice**3 Credits**

The purpose of this course is to provide the student with the skills needed to develop either a research study proposal or a healthcare improvement proposal. This course prepares the 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 public health or healthcare research. Basic concepts of qualitative and quantitative research methods will be examined in order to plan and evaluate a practice change or answer a research question. Using an evidence-based and/or research approach, students identify a clinical or public health problem within a specific population or setting, considering ethical issues. Students will develop a research study proposal or healthcare improvement proposal for implementation. Students use reflection in the evaluation of public health or healthcare system research.

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 Social and Behavioral Determinants of Health**3 Credits**

This course presents the foundational skills required for public health and healthcare provider students to engage in a systematic approach to population health. Disease prevention and health promotion are addressed through examination of social and behavioral determinants. Evidence-based strategies inform how to identify and assess at-risk populations, implement both preventive and therapeutic interventions, and evaluate outcomes at the population level. Models of health behavior change synthesize psychological, biophysical, cultural, ecological, environmental, and social dimensions to analyze population-based outcomes. The roles of national initiatives, public policy and cultural values are explored in relation to health equity to support population health at institutional, local, state, and national levels.

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 NSAN 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 3 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 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**4-5 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**4-6 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.

Admission to the program is offered to students who hold a baccalaureate degree in Nursing from an accredited university with a minimum cumulative GPA of 3.3 or better.

Requirements

Code	Title	Credits
MSN Courses		
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 Health Policy	3
NURS 7608	Research Methods for Evidence-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
MBA Courses		
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
MGMT 6504	Managing People for Competitive Advantage	3
MGMT 6503	Legal and Ethical Environment of Business	3
MKTG 5400	Marketing Management	3
MGMT 5400	Organizational Behavior	3
MKTG 6500	Customer Value	3
Total Credits		62

Plan of Study

Course	Title	Credits
First Year		
Summer		
ACCT 5400	Introduction to Accounting	3
MKTG 5400	Marketing Management	3
NURS 7605	Advanced Health Policy	3
Credits		9
Fall		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
Credits		6

Spring		
NURS 7604	Advanced Health Assessment	4
NURS 7608	Research Methods for Evidence-Based Practice	3
Credits		7
Second Year		
Summer		
DATA 5400	Applied Business Statistics	3
NURS 7641	Advanced Pharmacology	3
Credits		6
Fall		
FNCE 5400	Principles of Finance	3
MGMT 6503	Legal and Ethical Environment of Business	3
Credits		6
Spring		
ACCT 6500	Accounting Information for Decision-Making	3
NURS 7601	Epidemiology and Biostatistics	3
Credits		6
Third Year		
Summer		
MGMT 5400	Organizational Behavior	3
NURS 7602	Healthcare Economics and Marketing	3
NURS 7614	Information Technology for Healthcare Improvement	3
Credits		9
Fall		
MGMT 6504	Managing People for Competitive Advantage	3
MKTG 6500	Customer Value	3
Credits		6
Winter		
FNCE 6500	Stakeholder Value	3
Credits		3
Spring		
NURS 6951	Master's Leadership Practicum	4
Credits		4
Total Credits		62

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 Health Policy	3
NURS 7608	Research Methods for Evidence-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
Total Credits		76

Plan of Study

Course	Title	Credits
First Year		
Summer		
NURS 5110	Introduction to Professional Nursing	3
NURS 5307	Fundamentals of Nursing Care	4
NURS 7604	Advanced Health Assessment	4
NURS 7620	Advanced Concepts in Pathophysiology	3
Credits		14
Fall		
NURS 5305	Mental Health Nursing	4
NURS 5312	Medical Surgical Nursing I	5

NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7641	Advanced Pharmacology	3
Credits		15
Spring		
NURS 5323	Pediatric Nursing	4
NURS 5325	Medical Surgical Nursing II	5
NURS 7608	Research Methods for Evidence-Based Practice	3
Credits		12
Second Year		
Summer		
NURS 5272	Geriatric Nursing	4
NURS 5314	Maternal and Newborn Nursing	4
NURS 5330	Population Health	4
Credits		12
Fall		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7668	Palliative Care Across the Lifespan	3
Credits		12
Spring		
NURS 5332	Transition to Professional Nursing	4
NURS 5360	Critical Care Nursing	3
NURS 6951	Master's Leadership Practicum	4
Credits		11
Total Credits		76

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
Graduate Core Courses		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3

NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
Practice Core Courses		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
Family Nurse Practitioner Courses		
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
Total Credits		51

Plan of Study

Course	Title	Credits
First Year		
Fall		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7640	Advanced Physiology and Pathophysiology	4
Credits		7
Spring		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7641	Advanced Pharmacology	3
Credits		6
Summer		
NURS 7604	Advanced Health Assessment	4
NURS 7605	Advanced Health Policy	3
Credits		7
Second Year		
Fall		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7642	Adult Health I	3
Credits		6
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7643	Adult Health II	4
Credits		7
Summer		
NURS 7951	Practicum in Adult Health I	4
Credits		4

Third Year**Fall**

NURS 7645	Care of Children and Families	3
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	4
Credits		7

Spring

NURS 7647	Care of At-Risk Populations	3
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	4
Credits		7
Total Credits		51

Master of Science in Nursing: Nursing Leadership

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, 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.

Programs

There are two types of tracks you can follow in the MSN in Nursing Leadership program:

Clinical Systems Track

Integrated Healthcare Track

Master of Science in Nursing: Psychiatric Nurse Practitioner Track

The Psychiatric Mental Health Nurse Practitioner (PMHNP) program prepares advanced practice psychiatric nurses to provide care in a wide variety of settings: hospitals, outpatient clinics, private practices, intensive outpatient settings, substance use, and extended care facilities. Students learn to care for individuals suffering from a variety of mental health problems and psychiatric disorders. Patients range in age from children throughout the lifespan and are from diverse ethnic and socio-

economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Holistic trauma-informed care, integrated care, telehealth care, and psychotherapy are important components of the curriculum. We place students in clinical practice sites that span the state with seasoned PMHNPs. The MSN Psychiatric Nurse Practitioner track requires 59 credits of coursework, including 12 credits (600 hours) of practicum experience.

Requirements

Code	Title	Credits
Graduate Core Courses		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
Practice Core Courses		
NURS 7604	Advanced Health Assessment	4
NURS 7640	Advanced Physiology and Pathophysiology	4
NURS 7641	Advanced Pharmacology	3
Psychiatric Nurse Practitioner Courses		
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	3
NURS 7954	Practicum I: PMHNP	4
NURS 7955	Practicum II: PMHNP	5
NURS 7956	Practicum III: PMHNP	6
Total Credits		59

Plan of Study

Course	Title	Credits
First Year		
Fall		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7640	Advanced Physiology and Pathophysiology	4
Credits		7
Spring		
NURS 7604	Advanced Health Assessment	4

NURS 7641	Advanced Pharmacology	3
Credits		7
Summer		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
Credits		6
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 Health 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	3
NURS 7954	Practicum I: PMHNP	4
Credits		7
Third Year		
Fall		
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7955	Practicum II: PMHNP	5
Credits		7
Spring		
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7956	Practicum III: PMHNP	6
Credits		8
Total Credits		59

School Directory

Administration

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Assistant Dean for Undergraduate Programs

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Associate Dean for Graduate Programs

Karen Corcoran, DNP, APRN, PMHNP-BC

Assistant Dean for Graduate Programs

Program Directors

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Austin, Texas Location

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Second Degree Nursing
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Kimberly Doughty, MPH, PhD, CHES®
Undergraduate Public Health

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Family Nurse Practitioner

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Doctorate in Clinical Nutrition

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