FAIRFIELD UNIVERSITY GRADUATE ACADEMIC CATALOG 2026-2027

John Charles Meditz College of Arts & 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. Nemec, PhD
President
Professor of Politics

Fairfield University Graduate Overview

Founded in 1942, Fairfield University is a Jesuit and Catholic University that is rooted in one of the world's oldest intellectual and spiritual traditions. Fairfield prepares graduate 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.

With its main campus located in the coastal town of Fairfield, Connecticut, the University's 210-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's graduate programs are also offered at our additional locations in Mystic, Connecticut, Austin, Texas, and Shanghai, China in addition to being offered online and in low-residency formats. Fairfield has a student population of approximately 7200 students: 5700 undergraduates and 1500 graduate students. Fairfield is also home to 20 Division I athletic teams, and more than 150 student clubs and organizations. A significant achievement for Fairfield University is that over 70 graduates have been tapped as Fulbright scholars since 1993. Students represent 42 states, Puerto Rico, Washington, D.C., and 50 countries, and are enrolled in the University's five schools: the John Charles Meditz 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 institution, Fairfield is committed to a graduate education that builds critical thinking skills, links theory and practice, and grounds itself in applied learning. 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 and 8 doctoral programs, including its distinctive research and practice doctorates. Fairfield's doctoral programs are career-centered, academically rigorous programs in which students conduct applied, problems-based research with opportunities to explore challenges of social justice within their chosen fields. Graduates are prepared to be effective leaders in their profession, playing key roles as change agents. Fairfield's practice doctorates (DNP, DCN) are grounded in licensed clinical practice coupled with coursework and research focused on direct-patient and population-level care. Fairfield's research doctorates (EdD, DBA, and DrPH) are Master's-entry, cohort-based, three-year programs in which students complete advanced coursework while working with academic advisors to research a specific problem of practice within their field.

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 graduate faculty get to know their students as individuals and encourage them to develop and follow their passion through internships, clinical experiences, 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

Admission and Enrollment

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. 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 are 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.

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.

Meditz 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 and Computing

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. Sixteen credits is the maximum load permitted (limited to select full-time programs). During winter sessions, full-time students are permitted to carry a maximum load of 8 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.

APPEALS TO REENROLL AFTER AN ACADEMIC DISMISSAL
Graduate students who have been academically dismissed may be eligible to reenroll at the University after one full semester away, at the discretion of the academic
unit including Program Director and with consultation of the Vice Provost for Graduate, Continuing and Professional Studies and program faculty as appropriate. Prior to formally requesting reenrollment after an academic dismissal, graduate students should consult with their Program Director and Dean's Office. Formal request for reenrollment should be made at least three weeks before the start of the semester in which the graduate student seeks to resume enrollment. Returns from dismissal are neither automatic nor guaranteed.

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

The graduate student seeking reenrollment 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 reenrollment. 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 allowed to reenroll. Recommendations to allow reenrollment may be made in consultation with the Vice Provost for Graduate, Continuing and Professional Studies. Permission to reenroll is neither automatic nor guaranteed.

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 reenrollment 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.

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.

- Personal
- Medical
- Involuntary
- Military

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. After having these discussions, the student will be responsible for initiating the appropriate Leave of Absence (except for Involuntary) through Workday.

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

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, 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. Broadly speaking, Medical Leaves of Absence apply to three situations:

1. The student **is able** to finish the current semester but is unable to return in the immediately upcoming semester due to medical circumstances.
2. The student **is unable** to finish the current semester due to medical circumstances but is able to return in the immediately upcoming semester. In this situation, the student will be withdrawn from all in-progress coursework and the mark of "W" will be noted on the student record (to indicate attempted progress).
3. The student **is unable** to finish the current semester **nor** to return in the immediately upcoming semester due to medical circumstances. In this situation, the student will be withdrawn from all in-progress coursework and the mark of "W" will be noted on the student record (to indicated attempted progress).

While each request for a Medical Leave of Absence will be considered on its own merits, students 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

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 , 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 of Absence

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 institutionally 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

Credit Hours

Fairfield University is in compliance with the federal definition of a credit hour. For each credit hour, the university requires the equivalent of three hours of student academic work each week, broken down to one hour of direct faculty instruction and two hours of out-of-class academic work for approximately 15 weeks or the equivalent amount of work over a different amount of time. Three-credit courses at Fairfield University meet for 150 minutes per week, equally divided over one, two, or three meetings. Four credit courses meet a minimum of 200 minutes per week in various configurations. Academic work includes, but is not limited to direct faculty instruction, e-learning, laboratory work, internships, practica, performance, studio work, and field work. These hours of academic engagement reflect intended learning outcomes and are verified through evidence of student achievement.

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 with the course instructor to complete some of the course requirements after the term ends. This arrangement must be made as early as possible, but no later than the time assigned by the Registrar for the final assessment for the course. With the exception noted below, all course work must be completed within 30 days after the beginning of the next regular semester, after which the outstanding incomplete grade will become an F.

Exceptions for students participating in a study abroad program: 1) grades for incompletes must be recorded with the Registrar at least one week prior to departure for the study abroad, and 2) before going abroad, discussion should occur with Global Fairfield beforehand about an international institution's grading policies, as Fairfield's incomplete policy does not apply to coursework taken abroad.

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 certificate in memoriam.

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 in the DiMenna-Nyselius Library, offers writing assistance and resources to all students. Tutors work with students on any writing project and at any stage of the project's development. For more information or to schedule an appointment, please visit the website.

Aloysius P. Kelley, S.J. Center

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

Arts and Minds Programs

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

- The **Regina A. Quick Center for the Arts** houses the Aloysius P. Kelley, S.J. Theatre, the Lawrence A. Wien Experimental Theatre, and Fairfield University Museum's Thomas J. Walsh Art Gallery.
- **Fairfield University Art Museum** is comprised of the **Thomas J. Walsh Art Gallery** in the Quick Center and the **Bellarmine Hall Gallery**, located in Bellarmine Hall. A showcase for significant art objects and rotating exhibits, the Fairfield University Museum displays a rich and varied collection of paintings, sculpture and decorative arts objects and serves as a learning laboratory for students and members of the regional community.
- The **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, the Meditz College of Arts and Sciences, the School of Education and Human Development, 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, Engineering & Computing 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 or study skills consultations with a librarian in-person, by email, 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; drop-in wellness room, 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 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, Center for Social Impact, 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 training in child development and developmentally appropriate practices with young children, including health, safety, and nutritional guidelines.

The Center is open year-round from 7:30 am to 5:30 pm for children aged 12 weeks to 5 years. Registration takes place on a rolling basis based on availability. For tuition details, registration requirements, or other information, call the Center at 203-254-4198 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 Workday platform, which securely houses all information on each individual student's academic record as well as financial and human resources data and my.Fairfield, a web-based portal from which most university online resources can be accessed.

ITS maintains approximately 150 classrooms across campus, as well as specialized instructional spaces and a few public-use computer labs 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.

Fairfield University also offers a virtual server, Apporto, which is an effective solution for running resource-intensive software such as SPSS and SolidWorks. Apporto provides access to high-performance, cloud-based computing resources from any browser allowing users to run complex, statistical analyses or 3D modeling tasks smoothly without downloading to their personal computers. Because the software runs on a remote server, performance remains consistent regardless of the user's hardware, and large datasets or detailed designs can be handled more efficiently.

For more information on Information Technology Services, please visit the ITS website.

Academic Computing

The Academic Computing team provides a broad range of software support to the faculty and students 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 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 for Students and Blackboard Resource Page for Faculty/Staff (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. We offer both mac and Windows weakly loaner computers to students on a first come first serve basis.

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

Summer Hours: Monday - Thursday 8:30 AM - 5:00 PM, Friday 8:00 AM - 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 in the ITS Wiki. 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 national 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
  - John Charles Meditz 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
- Society for Simulation in Healthcare (SSH)
  - Marion Peckham Egan School of Nursing and Health Studies Simulation Center
- 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.

Tuition, Fees, and Financial Aid

John Charles Meditz College of Arts and Sciences

Tuition and Fees

Application Fee (non-refundable)	$65
Tuition (MA, MPA, MS)	$1,045 per credit
Tuition (MFA Existing Cohort)	$790 per credit
Tuition (MFA Entering Cohort)	$815 per credit
Registration Fee	$60 per semester
Graduate Student Activity Fee	$65 per semester
Red Stack Direct	$24 per credit
Residency (MFA)	$1,300 per semester
Promissory Note Fee	$45
Returned Check Fee	$35
Graduation Fee	$200
Transcript	$20 + Tax

Dolan School of Business

Tuition and Fees

Application Fee (non-refundable)	$65
Tuition (MS Management)	$1,245 per credit
Tuition (all other Graduate programs)	$1,285 per credit
Tuition Doctorate of Business Administration 2024 Cohort (Fall and Spring)	$17,500 per semester
Tuition Doctorate of Business Administration 2025 Cohort (Fall and Spring)	$17,500 per semester
Tuition Doctorate of Business Administration 2026 Cohort (Fall and Spring)	$18,115 per semester
Registration Fee	$60 per semester
Graduate Student Activity Fee	$65 per semester
Graduate Business Lab Fee (MKTG 6560)	$105 per course
Graduate Business Lab Fee (MKTG 6583)	$75 per course
Red Stack Direct	$24 per credit
Promissory Note Fee	$45
Returned Check Fee	$35
Graduation Fee	$200
Transcript	$20 + Tax

School of Education and Human Development

Tuition and Fees

Application Fee (non-refundable)	$65
Tuition – Education and Teacher Prep	$955 per credit
Tuition – Human Development	$975 per credit
Tuition – Doctorate in Education	$1,195 per credit
Registration Fee	$60 per semester
Graduate Student Activity Fee	$65 per semester
Lab Fee (COUN 5457, COUN 6467, PSYG 6538, PSYG 6540)	$95 per course
EdTPA Fee (EDUC 6598)	$300
SEHD Technology Fee for MSW, MFT	$225
SEHD Technology Fee for Counselor Ed	$230
Wilson Reading System Course Fee (in addition to tuition/credit)	$141 per credit
Red Stack Direct	$24 per credit
Promissory Note Fee	$45
Returned Check Fee	$35
Graduation Fee	$200
Transcript	$20 + Tax

School of Engineering and Computing

Tuition and Fees

Application Fee (non-refundable)	$65
Tuition	$1,095 per credit
Registration Fee	$60 per semester
Graduate Student Activity Fee	$65 per semester
Lab Fee	$132 per lab course
Red Stack Direct	$24 per credit
Promissory Note Fee	$45
Returned Check Fee	$35
Graduation Fee	$200
Transcript	$20 + Tax

Marion Peckham Egan School of Nursing and Health Studies

Tuition and Fees

Application Fee (non-refundable)	$65
Tuition (Master of Public Health)	$960 per credit
Tuition (MSN)	$1,065 per credit
Tuition (Dual Degree MSN/MBA)	$1,070 per credit
Tuition (Master of Healthcare Administration)	$1,040 per credit
Tuition (Doctor of Clinical Nutrition)	$1,210 per credit
Tuition (DNP Anesthesia, non-cohort students)	$1,550 per credit
Tuition (DNP Anesthesia, Summer 2024 cohort)	$13,333 per semester
Tuition (DNP Anesthesia, Summer 2025 cohort)	$14,000 per semester
Tuition (DNP Anesthesia, Summer 2026 cohort)	$15,500 per semester
Tuition (All other DNP programs)	$1,220 per credit
Tuition (Doctor of Public Health)	$1,245 per credit
Registration Fee	$60 per semester
Graduate Student Activity Fee	$65 per semester

Nursing Testing Fee (MEPN)	$142 per semester
Nursing Lab and Clinical Fee (MEPN)	$157 per semester
Nursing NCLEX Review Fee (Fall Only, MEPN)	$267 per semester
Nursing ECCO Fee (NURS 4360/5360)	$262 per semester
Nursing IHI Fee (NURS 6521)	$25 per semester
FNP Practicum Fee (NURS7951, NURS7952, NURS7953)	$1,000 per semester
PMHNP Cycle Clinical Fee (NURS7950)	$250 per semester
PMHNP Practicum Fee (NURS7954, NURS7955, NURS7956)	$1,000 per semester
Midwifery Antepartum Clinical Fee (NSMW7951)	$400 per semester
Midwifery Primary Care & Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery Clinical Fee (NSMW7952)	$750 per semester
Midwifery Intrapartum Clinical Fee (NSMW7953)	$750 per semester
Advanced Midwifery Clinical Fee (NSMW7954)	$750 per semester
Integration to Nurse-Midwifery Practice Fee (NSMW7955)	$1,500 per semester
Health Assessment Clinical Exam Fee (NURS 7604 - Required for FNP Students)	Approximately $400
Doctor of Public Health Fee	$150 per semester
Red Stack Direct	$24 per credit
Promissory Note Fee	$45
Returned Check Fee	$35
Graduation Fee	$200
Transcript	$20 + Tax

Austin 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. The below chart represents the indirect expenses for students attending programs at the Austin, TX location.

Housing	Fall and Spring $10,654 Summer $3,992
Food	Fall and Spring $4,566 Summer $1,711
Books/CM/Supp/Equip	Fall and Spring $1,000 Summer $500
Transportation	Fall and Spring $3,220 Summer $1,073
Miscellaneous	Fall and Spring $10,830 Summer $3,610
Total	Fall and Spring $29,270 Summer $10,386

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. The below chart represents the indirect expenses for students attending programs on the Fairfield, CT campus.

Housing	Fall and Spring $11,613 Summer $3,871
Food	Fall and Spring $4,977 Summer $1,659
Books/CM/Supp/Equip Row	Fall and Spring $1,000 Summer $500
Transportation	Fall and Spring $3,510 Summer $1,170
Miscellaneous	Fall and Spring $11,804 Summer $3,935
Total	Fall and Spring $31,904 Summer $10,635

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

Refunds for dropped/withdrawn class registrations will be made according to the appropriate schedule below.

Fees are non-refundable after the start of the term.

14-15 Week Courses

Official Withdrawal Date	Refund % of Charge
First Week	90
Second Week	80
Third Week	60
Fourth Week	40
Fifth Week	20
Sixth Week or Later	0

5-7 Week Courses

Official Withdrawal Date	Refund % of Charge
First Week	80
Second Week	40
Third Week	20
Fourth Week or Later	0

4 Week Summer & Winter Courses

Official Withdrawal Date	Refund % of Charge
First Week	75
Second Week	25
Third Week or Later	0

2 Week Summer & Winter Courses

Official Withdrawal Date	Refund % of Charge
First Week	40
Second Week or Later	0

Refunds take two to three weeks to process.

MFA in Creative Writing Program

Residency housing and meals are paid directly to Fairfield University. This charge is separate from program tuition and residency payment is due in full 30 days before the start of each residency. A refund of the residency charge may be requested in writing and will be evaluated on a case-by-case basis. The student may still be assessed any portion of those costs which are non-recoverable to Fairfield University.

Tuition refunds may be requested according to the following schedule.

The tuition deposit is non-refundable.

Official Withdrawal Date	Refund % of Charge
First Week	90%
Second Week	80%
Third Week	70%
Fourth Week	60%
Fifth Week	50%
Sixth Week	40%
Seventh Week	30%
Eighth Week	20%
Ninth Week and Beyond	0%

Refunds take two to three weeks to process.

Financial Aid

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 they were 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 they 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 a LOA, the school must allow a student returning from a LOA to complete the coursework that they 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 they 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 their 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 they 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
First Week	10
Second Week	20
Third Week	40
Fourth Week	60
Fifth Week	80
Sixth Week or later	100%

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

Financial Aid Policy

Graduate and doctoral students in eligible programs may apply for federal financial aid in the form of Federal Direct Student Loans. Merit-based awards are offered to academically talented students as entering first year graduate students and can be renewed for their remaining five semesters of enrollment if students meet the academic requirements. Assistance funded by the University is credited toward tuition unless otherwise indicated. University merit scholarships may be available for use during summer enrollment. Eligibility for university graduate merit scholarships is contingent upon enrollment as at least a half-time (a minimum of six credits), matriculated graduate students in a program of study, working toward completing their degree. In the event a graduate student is enrolled in less than six credits in their final semester, the merit scholarship may be calculated and awarded at a prorated level. Renewal of any type of assistance is contingent on the recipient making satisfactory academic progress and/or completing any required financial aid applications or processes.

Financial aid awards are usually offered to new graduate students as soon as possible, assuming the appropriate applications have been filed. Returning students who apply for financial aid will receive their award notifications beginning in June through University email and will be located in a students Net Partner financial aid platform. Financial Aid administrators are available throughout the year to answer questions and to provide assistance. The Office of Financial Aid is located at the Kelley Center and the staff can be reached at 203-254-4125 or by email (finaid@fairfield.edu)

Application Procedures

To apply for financial aid, graduate students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal loans. The FAFSA form is required each year a student wishes to be considered for federal funding. Federal financial aid notifications are provided to eligible students upon review and analysis of submitted FAFSA applications and on a rolling basis.

Financial Aid Disbursements

Federal and university financial aid typically disburses twice a week of every month with some exceptions. A student must meet various federal regulations in order to be eligible for a disbursement of federal financial aid. Financial aid does not disburse on scheduled University holidays. Federal loans and grants do not disburse during the monthly reconciliation period from approximately the 25th of each month and the first Monday after the first Saturday of the next month. Final disbursement days and financial aid processing days for each semester are published on the academic calendar each year.

Standards for Satisfactory Academic Progress

For students to be eligible for federal financial aid, they must be in good academic standing and must make Satisfactory Academic Progress (SAP) toward a degree. SAP is measured at the end of each academic year and is based on both pace of enrollment and academic performance at the time of measurement. Pace is determined by the total number of credit hours completed as a proportion of those attempted. Incomplete grades, repeated courses and course withdrawals that occur after the drop/add period are counted in the credit hours attempted. If the student has transfer credits, the credit hours are counted in both the credit hours completed and attempted.

Academic performance is measured by GPA including grades earned only in Fairfield University courses. In order to make SAP, graduate students must maintain a cumulative GPA of 3.00 or better. For the purposes of both pace and academic performance, summer courses are a trailing term and will be evaluated in the next SAP review cycle.

Pace of enrollment is measured by the percentage of attempted credit hours that are completed. Students must complete at least 67% of the credit hours attempted in a year in order to receive financial aid in the following year. Overall, students are eligible for university-based aid for up to eight semesters of enrollment; students may receive federal financial aid up to 150% (typically 6 years) of the normal time to degree completion. Repeated courses will be counted as part of the attempted and completed courses, and part of the 150% of normal time to completion. Please refer to our Academic Progress Standards for more information.

Students who lose eligibility for financial aid as a result of failure to make satisfactory academic progress may appeal to be placed on financial aid probation. This appeal must include the reasons for the lack of progress and the student's anticipated steps for improvement. In order to consider the appeal, the student will need to submit an approved academic plan that will lead to achievement of SAP standards. If during the probation period the student has not successfully achieved satisfactory academic progress, the student may appeal with a modified academic plan. Probation may last for up to one academic year, unless there are extraordinary circumstances. While on probation, a student's progress will be monitored at the end of each semester.

Academic Progress Definitions

ATTEMPTED HOURS: Attempted hours include all those in which a student is enrolled at the end of the drop period.

WITHDRAWALS do not impact the GPA. Withdrawals will adversely affect the Completion Rate and are NOT considered a successful completion.

REPEATED COURSES affect both the GPA and Completion Rate.

TRANSFER HOURS do not affect the GPA. Transfer hours are added to both completed hours and attempted hours in the Completion Rate calculation.

STUDY ABROAD classes in programs through other schools will not impact the GPA. These hours are treated the same as transfer hours and added to both completed and attempted hours.

DISTANCE EDUCATION classes are treated no differently from on-campus classes.

INCOMPLETE COURSES will not affect the GPA. Incomplete grade changes will not be re-calculated after SAP has been evaluated for the current term and will be included in the next evaluated term. Incomplete courses will adversely affect the Completion Rate, counting as attempted hours but not completed hours.

FAILED COURSES will impact the GPA. A failed course will also adversely affect the completion rate, counting as attempted hours but not completed hours.

Grade and Credit Definitions for SAP

- Attempted credits include grades of A, B, C, D, F, I, W and blank.
- Earned (completed) credits include grades of A, B, C, D, F
- W's & I's will not affect your GPA, but they do impact your credit completion ratio and will count towards maximum attempted credits
- Summer courses will be evaluated and included in the next evaluation term.
- Winter courses will be included and evaluated as part of spring and in the next evaluation term.
- Incomplete grade changes will not be re-calculated after SAP has been evaluated for the current term and will be included in the next evaluated term.
- If you repeat a course, credits will be added to your attempted/earned credit totals each time you register. However, only the most recent grade received in the course will be used in the calculation of your cumulative GPA.
- Transfer and consortium credits accepted by Fairfield University will be included when calculating your cumulative completed credits percentage and maximum attempted credits, but not your GPA. This includes credits earned from institutions including non-Fairfield University study abroad programs. Credits are included in both attempted and earned credits.
- Consortium credits paid for with financial aid processed by Fairfield University as the home institution will be counted in all academic progress measurements.
- Extended credit courses are considered attempted, but not earned until a grade is submitted.
- Audit credits are not considered either attempted or earned and do not count in the GPA or the completion rate.
- Undergraduate credits taken while you are a graduate student that earn graduate credit toward completion of a graduate program will be included in your cumulative completed credits percentage, cumulative GPA, and maximum attempted credits totals.
- Graduate credits taken while you are an undergraduate student that earn graduate credit will not be included in academic progress standards.
- Graduate credits taken while you are an undergraduate student that earn undergraduate credit for your program of study will be included in academic progress standards.
- Federal regulations require the University to include the original grade and number of credits for any class you retroactively withdrew from when calculating your SAP status. If you have retroactively withdrawn from one or more courses, the GPA used to determine if you are meeting SAP standards may differ from your official University GPA.
- Credit/No Credit Option: Courses graded as "credit" by the instructor will counted in a students attempted and earned credit totals and completion rate. Courses graded as "no credit" by the instructor will count as attempted but not completed courses and will factor into the calculation of the completion rate. Neither option will factor into a students GPA used for determining SAP.

Notification

The Office of Financial Aid will notify all students who fail to maintain satisfactory academic progress. Students will be notified of their SAP status by university email once the Office of Financial Aid has been notified by the University Registrar that all grades have been posted and term-end processing is complete.

Reinstatement of Financial Aid

To have financial aid eligibility reinstated, a student may make up the credit hour and/or grade point index deficiencies in a subsequent

term without receipt of financial aid for that term. University aid is only offered (if the student maintains eligibility) for up to eight consecutive semesters.

Appeal Process

A student who believes his/her failure to meet SAP standards was due to extenuating circumstances beyond his/her control may appeal in writing to the Appeals Committee. Some examples of extenuating circumstances are:

- A student's serious illness or accident
- Death or serious illness in the student's immediate family
- Cancellation/discontinuance of a class by the University
- Other unforeseeable circumstances beyond the control of the student that caused the student to fall below the satisfactory progress standards.

Students should submit the SAP Appeal Form, including a personal letter, explaining the reason for the request and reason for their current academic status. In addition, an approved Academic Plan must be completed by the student and by an administrator from the appropriate Dean's Office. The Academic Plan can be obtained in the Dean's Office of any school, or printed online. The appeal form, personal letter, Academic Plan, and any other supporting documentation (if desired), must be submitted to the student's financial aid counselor in the Office of Financial Aid within two weeks of the notification from the Office of Financial Aid that SAP standards have not been maintained.

If an appeal for one semester of probationary financial aid is approved, a student's progress will be monitored at the end of each semester. If after the financial aid probation period the student has not successfully rectified the satisfactory academic progress deficiency, the student may submit an appeal letter to request an extended probationary period of financial aid. Financial aid probation may last for up to two semesters, unless there are extraordinary circumstances.

Appeals must be submitted to the Office of Financial Aid by July 1, or by other stated deadlines as provided by the Office of Financial Aid. If reinstatement of aid is sought for summer sessions, the appeal must be submitted prior to the first day of classes for that term. It is the responsibility of the student to initiate an appeal before a specified SAP Appeal deadline.

Academic Withdrawal

Those who are asked to withdraw from the University for academic failure will lose entitlement to financial aid. Students who are later readmitted to the University may appeal for reinstatement of some financial aid, but aid is not automatically reinstated. Students' satisfactory academic progress (SAP) status will be reviewed if a student is reinstated to the University. Students may be asked to complete the SAP appeal process as part of the re-determination of financial aid eligibility.

Federal Return of Title IV (R2T4) Funds Policy

Student financial aid is disbursed based on the assumption the student will successfully complete all registered credits. If a student does not successfully complete all registered credits, they may not have earned all the aid disbursed on their behalf. 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 Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct Graduate PLUS Loan Program
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. Federal TEACH Grant
8. Iraq & Afghanistan Service Grant

It is the student’s responsibility to return unearned aid that was disbursed directly to the student. Unearned loan proceeds paid directly to the student must be repaid under the terms and conditions of the Master Promissory Note (MPN). Unearned grant proceeds paid directly to the student must be returned by the student to the Department of Education or by Fairfield University. The amount of grant proceeds a student must repay is limited to the amount by which the grant overpayment exceeds half of the original grant funds. An overpayment of $50 or less does not have to be repaid. The student must make arrangements with Fairfield University or the Department of Education to return such grant proceeds. If the student fails to make repayment arrangements within fourteen (14) calendar days of the date of the notice of the overpayment, the Office of Financial Aid may report the student to the National Student Loan Data System (NSLDS), which will result in the loss of any further financial aid eligibility.

Examples

The amount of assistance that a student has earned is determined on a pro rata basis. For example, if a student completed 30% of the payment period or period of enrollment, the student earns 30% of the Title IV assistance that he or she was originally scheduled to receive. Once a student has completed more than 60% of the payment period or period of enrollment, the student earns all the assistance that he or she was scheduled to receive for that period.

If a student receives (or the institution or a parent receives on his or her behalf) excess Title IV program funds that must be returned, the University must return a portion of the excess equal to the lesser of:

1. The student's institutional charges multiplied by the unearned percentage of the student's funds, or
2. The entire amount of excess funds.

Example 1 - Official Withdrawal - Attending Less than 60% of the semester

The student is a graduate student in the fall semester.

The student's financial aid package includes:

Direct Unsubsidized Loan: $10,142(net)

Total Aid: $10,142

The student's charges include:
Tuition: $8,460 ($940 x 9 credits)

Registration Fee: $60

Graduate Student Activity Fee: $65

Total Charges: $8,585

Using Federal Aid Awarded in Computation:

The student withdraws on day 50 out of 111 days in the semester.
50 ÷ 111 = 45% of the semester completed *(This student earned 45% of Title IV funds.)*

Total amount of Title IV funds x Percent of earned Title IV funds
$10,142 x 45% = $4,564
$4,564 is the amount of earned Title IV aid.

Total amount of Title IV funds - Earned Title IV funds = Funds to be returned to Department of Education
$10,142 - $4,564 = $5,578
$5,578 is the amount of Title IV funds to be returned.

Using Qualified Charges (Tuition and Fees) in Computation:

The student withdraws on day 50 out of 111 days in the semester.
50 ÷ 111 = 45% of the semester completed *(This student earned 45% of Title IV funds.)*

Total amount of qualified charges x Percent of earned Title IV funds
$8,585 x 45% = $3,863

Total amount of qualified charges - (Total amount of qualified charges x Percent of earned Title IV funds) = Funds to be returned to Department of Education
$8,585 - $3,863 = $4,722
$4,722 is the amount of Title IV funds to be returned.

The University must return the lesser of the two computations above to the Federal Title IV Program. In this case, based on the order of Title IV repayments, $4,722 would be returned to the Federal Direct Unsubsidized Loan Program.

Example 2 - Official Withdrawal - Attended at least 60% of the semester

The student withdraws on day 72 out of 111 days in the semester. 72 ÷ 111 = .6486 or 64.86% of the semester completed. As 64.86% is over 60%, no return of funds is required.

Example 3 - Unofficial Withdrawal

The student is a graduate student during the fall semester.

The student's financial aid package includes:

Direct Unsubsidized Loan: $10,142 (net)

Total Aid: $10,142

The student's charges include:

Tuition: $8,460 ($940 x 9 credits)

Registration Fee: $60

Graduate Student Activity Fee: $65

Total Charges: $8,585

There are 111 countable days in the payment period or period of enrollment. After the semester was completed, it was determined that the student unofficially withdrew during the term. It was determined by the University Registrar that the students last date of attendance was day 42 of the term.

Using Federal Aid Awarded in Computation:

The student's reported last date of attendance was day 42 out of 111 days in the semester. 42 ÷ 111 = 38% of the semester completed *(This student earned 38% of Title IV funds.)* However, because this is an unofficial withdrawal, Fairfield University is allowed to utilize the mid-point of the payment period to determine the unearned aid percentage, or 50%.

Total amount of Title IV funds x Percent of earned Title IV funds
$10,142 x 50% = $5,071
$5,071 is the amount of earned Title IV aid.

Total amount of Title IV funds - Earned Title IV funds = Funds to be returned to Department of Education
$10,142 - $5,071 = $5,071
$5,071 is the amount of Title IV funds to be returned.

Using Qualified Charges (Tuition and Fees) in Computation:

The student's reported last date of attendance was day 42 out of 111 days in the semester. 42 ÷ 111 = 38% of the semester completed *(This student earned 38% of Title IV funds.)* However, because this is an unofficial withdrawal, Fairfield University is allowed to utilize the mid-point of the payment period to determine the unearned aid percentage, or 50%.

Total amount of qualified charges x Percent of earned Title IV funds
$8,585 x 50% = $4,293

Total amount of qualified charges - (Total amount of qualified charges x Percent of earned Title IV funds) = Funds to be returned to Department of Education
$8,585 - $4,293 = $4,292
$4,292 is the amount of Title IV funds to be returned.

The University must return the lesser of the two computations above to the Federal Title IV Program. In this case, based on the order of Title IV repayments, $4,292 would be returned to the Federal Direct Unsubsidized Loan Program.

Example 4 - Post-Withdrawal Disbursement

Student was enrolled full-time for courses that spanned the full semester. The original charges for the tuition and fees for the term were $9,170. The student began attendance in each course, but officially withdrew (W) on day 8 and received a 100% refund of institutional charges. The funds disbursed (credited) to the students account were: $0 Federal Direct Unsubsidized Loan. However, the student could have received $10,142 from the Federal Direct Unsubsidized Loan Program if they had continued to be enrolled. There are 111 countable days in the payment period.

8 ÷ 111 = 0.0721 or 7.21%.

Apply the percentage completed (earned), 7.21% to Title IV (federal) aid that could have been disbursed: $10,142 x 7.21% = $731.24 earned aid.

Total charges for the term: $0. (The student was provided a full refund.)The student earned more federal financial aid than what was disbursed. The post-withdrawal disbursement for Title IV funds would be processed for the student and a refund would be issued within 14 days of the calculation.

If his or her post-withdrawal disbursement includes loan funds, the University must get the student's permission before it can disburse them. The student may choose to decline some or all of the loan funds so as not to incur additional debt. The University may automatically use all or a portion of the student's post-withdrawal disbursement of grant funds for tuition, fees, and housing and food charges (as contracted with the school) if the student had any remaining charges after the withdrawal was processed. The University needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce debt at the school.

- The University needs the student's permission to use the post-withdrawal grant or loan disbursement for all other school charges. If permission is not given, the student will be offered the funds.
- However, it may be in his or her best interest to allow the school to keep the funds to reduce debt at the school.

Withdrawal Date

A student's withdrawal date is defined as the date that the student began the withdrawal process with Fairfield University; the student otherwise provided Fairfield University with official notification of the intent to withdraw; or, for the student who did not begin our withdrawal process or notify us of the intent to withdraw, the midpoint of the payment period of enrollment for which Title IV assistance was disbursed (unless we can document a later date).

Student Notification

The Return of Title IV Refund calculation will be performed within 30 days of the withdrawal from the University. Notification of aid adjustments, as well as whether the student owes a Title IV or HEA overpayment, or owe funds to Fairfield University, will be sent in writing to the student.

Reinstatement of Financial Aid Upon Readmission to the University

Students who are later readmitted to the University may appeal for reinstatement of some financial aid, but aid is not automatically reinstated. A student's satisfactory academic progress (SAP) status will be reviewed once the student is reinstated to the University. The student may be asked to complete the SAP appeal process as part of the re-determination of financial aid eligibility upon readmission to the University.

Types of Financial Aid

In July 2025, President Donald Trump enacted the One Big Beautiful Bill Act, introducing significant changes to higher education policy including changes to Federal Direct Loans, repayment options for new and continuing students and Pell eligibility. The Financial Aid office remains dedicated to supporting the Fairfield University community through these updates. We are closely monitoring legislation and guidance as it is released from the Federal Government.

Please note: The information presented on this page is subject to change as new guidance becomes available. We encourage the Fairfield University to check their email regularly and carefully review any communications from our office.

For more information on the impact that the One Big Beautiful Bill Act is expected to have on higher education policy and federal financial aid programs please visit the Federal Student Aid (FSA) website or the National Association for Student Financial Aid Administrators (NASFAA) information page.

MERIT SCHOLARSHIP

All graduate merit scholarships awarded by Fairfield University are renewable for up to five consecutive semesters of graduate study provided the recipient earns the required minimum GPA for renewal and is enrolled in at least six credits. The GPA renewal requirement is a cumulative 3.00 or better and is included in the initial financial aid notification provided at the time of the student's admission to Fairfield and is measured at the end of each academic year. The renewal eligibility period is prorated in the final semester if the student enrolls in less than six-credits.

Students who lose eligibility for merit scholarship as a result of failure to meet the minimum GPA requirement may appeal to be placed on merit scholarship probation. Students must submit the SAP Appeal Form, including a personal letter, explaining the reason for the request and reason for their current academic status. The appeal form, personal letter, and any other supporting documentation (if desired), must be submitted to the student's financial aid counselor in the Office of Financial Aid.

If an appeal for probationary merit scholarship status is approved, a student will be permitted up to two (2) consecutive semesters after the status has been granted, to obtain the required cumulative GPA necessary for the scholarship level. Merit scholarship probation may last for up to one year, unless there are extraordinary circumstances. If after the merit scholarship probation period the student has not

successfully achieved the required minimum GPA for reinstatement of the full merit scholarship, the merit scholarship will be canceled indefinitely. If, in a future semester, the student obtains the required cumulative GPA necessary for renewal of the scholarship, the renewal is not automatic. The student must submit a letter of appeal requesting reinstatement of the scholarship to the Associate Director of Financial Aid for reinstatement consideration. The reinstatement of the merit scholarship is at the sole discretion of the Office of Financial Aid.

Appeals must be submitted to the Office of Financial Aid by July 1, or by other stated deadlines as provided by the Office of Financial Aid. It is the responsibility of the student to initiate an appeal before a specified SAP Appeal deadline.

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.

Student Employment

There are opportunities available across campus in various departments for student employment. Available student positions are posted in the Student Job Listing in Workday, accessed through my.Fairfield. The Student Job Listing includes both FWS and Non-work study positions. Students are encouraged to check the Student Job Listing frequently as positions are updated throughout the academic year.

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.

John Charles Meditz College of Arts and Sciences Fellowship Program for Veterans

As part of our commitment to help Veterans attain their educational goals, the Meditz 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 Meditz 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 Meditz College Fellowships range from $3000 to $10,000 and are available to veterans enrolled in the Meditz 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 Meditz 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.

School of education and human development 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 Unsubsidized Loan

Noting that final rules and guidance per the One Big Beautiful Bill Act are not yet final, under this program, graduate students may apply for up to $20,500 per academic year/$100,000 lifetime for new graduate loan borrowers (existing graduate unsubsidized loan borrowers can access the current limits until completing their current program or for three additional years, whichever is less), 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)

Step Two:

- Complete the required Entrance Counseling and Master Promissory Note (MPN) online.

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).

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

Federal Direct Plus Loan for Graduate Students

Noting that final rules and guidance per the One Big Beautiful Bill Act are not yet final, a Graduate PLUS loan is a federal loan available to graduate and professional students to help cover the cost of education, including tuition, fees, and living expenses, with a fixed interest rate and the option for deferment while enrolled at least half-time. As of the passing of the One Big Beautiful Bill Act, beginning July 1, 2026, the Graduate PLUS loan will be phased out and will not be available for new borrowers. There will be some continuing eligibility for existing Grad PLUS borrowers as they complete their current programs. For information on current interest rates and loan origination fees, please visit the Federal Student Aid website.

Alternative Loans

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

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. 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.

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 AI-driven 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, such as AI, 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 award-winning faculty (e.g., recipient of the best journal paper award on AI, the Outstanding Educator of the Year in Accounting) conduct cutting-edge research to inform their teaching. As a result, students benefit from lectures and course activities that bring real world issues into the classroom.

Curricula that challenge and inspire students while also providing them with the necessary tools to become true leaders in organizations. At the undergraduate level, business education is purposively infused with a broad and rich arts and sciences university core curriculum. This results in forming engaged students who are critical thinkers and problem solvers. Regarding graduate study, Dolan's Executive DBA, MBA and various specialized MS programs (e.g., AI and Analytics, FinTech) 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 co-op opportunities 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, AI, analytics, cybersecurity, economics, finance, financial technology, management, and marketing. Also offered are Master of Science degrees in accounting, AI and 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, a practice-focused program designed for experienced professionals.

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 technology-enabled learning spaces throughout. 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, with a strong emphasis on experiential and applied learning. We emphasize the *magis* in all that we do: inspiring tomorrow's leaders through educational excellence.

In carrying out its mission, the School typically admits graduate students who have an average of one to two or more years of professional experience. Generally, the School admits graduate students with an undergraduate GPA of at least 3.00 accompanied by a GMAT score of at least 500[1] (GRE also accepted) or other evidence of academic readiness; GMAT or GRE requirements and waivers vary by program. 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 online, in-person, and hybrid programs 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. Faculty engage in applied research, industry collaboration, and innovative pedagogy, including the responsible use of emerging technologies. Their dedication 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.

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
    - Artificial Intelligence Concentration
    - Economics Concentration
    - Finance Concentration
    - Financial Technology Concentration
    - Management Concentration
      - Global Strategy, Innovation, and Entrepreneurship Specialization
      - Strategic Human Resources Specialization
    - Marketing Concentration
      - Marketing Analytics Specialization
  - Master of Business Administration, Business Technology (Shanghai Only)
  - Master of Business Administration, Cybersecurity
- Master of Science in Accounting
  - Assurance Specialization
  - Business Analytics Specialization
  - Taxation Specialization
- Master of Science in Artificial Intelligence and Business Analytics
  - Accounting Specialization
  - Business 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
  - Artificial Intelligence Specialization
  - Business Analytics Specialization
  - Finance Specialization
  - Management Specialization
  - Media Specialization
  - Product Management Specialization
  - Research Specialization

- Graduate Certificates
  - Artificial Intelligence
  - Business Intelligence
  - Business Analytics
  - Business Essentials
  - Digital Media and Artificial 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.

New Level Work Leadership Coaching

Graduate students have an exclusive opportunity to access New Level Work, leadership development & coaching platform. Selected students get personalized support and guidance designed to help take them to the next level.

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.

Networking and Mentorship Opportunities

- **Stags In... Networking Events**: Engage with alumni and industry professionals at events like "Stags in Analytics, Business, Entrepreneurship, Finance, Management, Marketing, and Wall St." Gain insights into industry trends, resume building, and career preparation.
- **Alumni Panels**: Learn directly from successful graduates about diverse career paths, industry trends, and essential skills. These events also provide exclusive networking opportunities.
- **Professional-in-Residence (PIR) Program**: Receive mentorship from experienced professionals who offer real-world insights on leadership and career advancement, helping you turn knowledge into action.

Signature Workshops

- **Excel Workshop Series**: Master essential Excel skills through our three-level workshop series, from introductory to advanced techniques, ensuring you're prepared for internships or jobs.
- **Money Talks**: Financial Planning for College Students and New Graduates: Learn practical financial life skills in this two-part seminar, designed to help you establish a strong financial foundation as you transition into your career.

Employer Engagement

- **Resume Expo**: Prepare your resume for career fairs by attending our Resume Expo, where multiple employers will provide valuable feedback and networking opportunities.
- **Snack n' Chat**: Connect with employers over snacks and casual conversations to explore exciting career opportunities.
- **Professional Pathways Visits**: Experience firsthand exposure to professional environments through site visits to companies like J.P. Morgan, MLB and PwC, bridging the gap between academic learning and real-world application.

Admission

Admission Criteria

Master of Business Administration and Master of Science Programs

Students who hold a bachelor's degree in any field from an 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 Financial Technology: FNCE 5400 Principles of Finance
- MS Business Analytics: DATA 5400 Applied Business Statistics*, DATA 5405 Python Fundamentals*
  *Courses required for specific graduate courses, not prior to program start. Test-out options available.
- MS Marketing Analytics and Strategy: College Statistics, Introduction to Marketing

Candidates for the MBA 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.

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.

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.

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).

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 recognized by NACES (more information found on our website). 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 an 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 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.

Programs

- Executive Doctorate in Business Administration
- Master of Business Administration
  - Master of Business Administration
    - Accounting Concentration
      - Taxation Specialization
    - Analytics Concentration
    - Artificial Intelligence Concentration
    - Economics Concentration
    - Finance Concentration
    - Financial Technology Concentration
    - Management Concentration

        - Global Strategy, Innovation, and Entrepreneurship Specialization
        - Strategic Human Resources Specialization
      - Marketing Concentration
        - Marketing Analytics Specialization
    - Master of Business Administration, Business Technology (Shanghai Only)
    - Master of Business Administration, Cybersecurity
- Master of Science in Accounting
  - Assurance Specialization
  - Business Analytics Specialization
  - Taxation Specialization
- Master of Science in Artificial Intelligence and Business Analytics
  - Accounting Specialization
  - Business 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
  - Artificial Intelligence Specialization
  - Business Analytics Specialization
  - Finance Specialization
  - Management Specialization
  - Media Specialization
  - Product Management Specialization
  - Research Specialization

- Graduate Certificates
  - Artificial Intelligence
  - Business Intelligence
  - Business Analytics
  - Business Essentials
  - Digital Media and Artificial 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

Executive Doctorate in Business Administration

The Executive DBA program is a doctoral level program designed to integrate the theory and practice of business within the context of current issues that the business world faces. The focus is on practical application of scientific research methods. The program is ideal for executives, aspiring consultants, and "clinical" or "applied" faculty desiring faculty positions in schools of business. With the Executive DBA, accredited by AACSB, Dolan joins a select list of schools in the nation offering this terminal degree.

The overarching learning goals of the program are:

GOAL I: Students will understand and apply current quantitative and qualitative research methodologies.

GOAL II: Students will critique organizational practices using theoretical and methodological knowledge.

GOAL III: Students will understand and utilize relevant theoretical frameworks while solving real business problems.

Requirements

Code	Title	Credits
FIRST YEAR		
Summer		
BUSN 7000	Becoming Scholarly Practitioners	1.5
Fall		
BUSN 7100	Understanding the Firm: Theories and Practices	3
BUSN 7500	Quantitative Research Methods I	3
Winter		
BUSN 7050	DBA Degree and Careers	1.5
Spring		
BUSN 7200	Contemporary Topics in Business	3
BUSN 7600	Qualitative Research Methods I	3
SECOND YEAR		
Summer		
BUSN 7700	Research Seminar I: Literature Review - Understanding Theory in the Discipline	3
Fall		
BUSN 7550	Quantitative Research Methods II	3
BUSN 7710	Research Seminar II: Literature Summary for Research Question of Dissertation	3
Winter		
BUSN 7060	University Teaching based on Ignatian Pedagogy	1.5
Spring		
BUSN 7650	Qualitative Research Methods II	3
BUSN 7720	Research Seminar III: Hypotheses & Theory Development	3
THIRD YEAR		
Summer		
BUSN 7730	Research Seminar IV: Exploring Methodologies for Dissertation	3
Fall		
BUSN 7740	Research Seminar V: Methodology for Testing Hypotheses	3
BUSN 7800	Dissertation Proposal Defense	3
Winter		

BUSN 7080	Knowledge Dissemination: How to write, submit and publish scholarly papers	1.5
Spring		
BUSN 7750	Research Seminar VI: Empirical Testing & Results for Dissertation	3
BUSN 7900	Dissertation Defense	3
Total Credits		**48**

*Subject to change with academic planning and scheduling.

Courses

BUSN 7000 Becoming Scholarly Practitioners 1.5 Credits
In this course, the students are introduced to the philosophy and process of a doctorate program. Topics that are addressed are: What is scientific inquiry? What are the processes and elements of scientific inquiry? - Why is scientific inquiry important for business practices? What is a good theory? How to write theory? What are the goals of a doctorate program? What does 'scholarly research' mean? What are the processes of a doctorate program? What is original research?

BUSN 7050 DBA Degree and Careers 1.5 Credits
This course is designed to help DBA students to understand better their career choices and/or broaden their perspective of career possibilities, with the executive DBA degree. Different disciplinary perspectives from Accounting, Analytics, Economics, Finance, Management, and Marketing will be shared. Alumni of DBA programs from Dolan School and other business schools will be invited as guest speakers to share their experiences and reflections. Students will be evaluated based on their participation, a career portfolio and sharing of their own career aspirations after completing the DBA degree.

BUSN 7060 University Teaching based on Ignatian Pedagogy 1.5 Credits
This course introduces students to the art of university teaching and Ignatian pedagogy (IP) which encourages education of the whole student (cura personalis). Students will learn the Ignatian Pedagogy Paradigm (IPP), which speaks to the continuous nature of the cycle of learning. Faculty and alumni, who are experts in this area, will be invited as guest speakers to share their experiences and reflections. Students will be evaluated based on their participation in classes, sharing of reflection on university teaching, and a course design project.

BUSN 7080 Knowledge Dissemination: How to write, submit and publish scholarly papers 1.5 Credits
Since the Executive DBA program is designed to produce practicing scholars, this course aims to develop student's understanding of the importance of disseminating knowledge and ways to do so. These include academic and trade publications, digital media platforms, and other effective means. Experts familiar with the process of scholarly writing and different publication avenues will be invited to share their expertise and experiences. Students will be evaluated based on their participation in class and a written assignment detailing their plan of disseminating their dissertation work.

BUSN 7100 Understanding the Firm: Theories and Practices 3 Credits
Understanding the theoretical framework of how firm operates, is essential to identify new areas of study for the modern organization. In order to maintain effectiveness and competitiveness in the fast-paced national, global and local environment, a firm needs to continuously examine in external and internal environment and evolve through dynamic capabilities of adapting to the changes. This course examines the dynamics of complex, global organizations through the lenses of foundational theory of firms. These include strategic management; theory of organizations and industries; and behavior of individuals, groups, and organizations in global settings.

BUSN 7200 Contemporary Topics in Business 3 Credits
This course brings together contemporary research topics across the major functional areas of business. Topics include leadership, ethics and social justice, innovation, entrepreneurship, international business, artificial intelligence, technology, human capital. The course focus on how to approach these issues in new ways and discover research opportunities. Students will learn to build on this foundational research by formulating new research questions that address emerging issues and challenges for the modern organization.

BUSN 7500 Quantitative Research Methods I 3 Credits
Quantitative research methods fall into two categories: exploration and testing. This first course in quantitative research methods focuses on the tools, techniques, and approaches of exploratory data analysis for the purpose of discovering patterns and conjecturing new explanations. Students will learn the fundamentals of data collection, cleaning, and management, visualization, and exploration. Topics include sampling considerations, missing data, data integrity, normalization, correlation analysis, principle component analysis, clustering techniques, standard charts and graphs, advanced visualization techniques to display as much of the data as possible, and data interpretation. Students will have guided reading of both classic and state-of-the-art articles. Cases will be used to illustrate these techniques and datasets will be used by students to in their hands-on projects to learn these techniques including: normality violations, multi-collinearity, and missing data.

BUSN 7550 Quantitative Research Methods II 3 Credits
This second course in quantitative research methods focuses on the tools, techniques, and approaches of hypothesis testing for the purpose of testing competing explanations based on the observed outcomes and interpretation of results. Students will learn the relationship between null and alternative hypotheses, design of experiments, p-values and rejection regions, metrics of fit for both classification and regression problems, multivariate linear and logistic regression analysis, and introduction to time series analysis and structural equation modelling. Students will test datasets for potential violations of the assumptions needed for these methods, including non-normality and multi-collinearity. Students will have guided reading of both classic and state-of-the-art articles. The discussion of the readings will emphasize model development and application. Cases with included datasets will be used for students in projects to formulate and then test multiple possible hypotheses.

BUSN 7600 Qualitative Research Methods I 3 Credits
Qualitative research seeks to answer questions about the 'what,' 'why,' and 'how' of social phenomena within their natural settings. In this course, graduate students will understand the principles of qualitative research that will cover research design, data collection, data analysis, inferences for problem solving, theory building and presentation of findings. Philosophical approaches from various business disciplines will be discussed. Students will learn a variety of qualitative techniques such as case studies, in-depth interviews, focus groups, ethnography, content analysis and others through grounded theory building and thematic analysis. Particular attention will be given to the ethics of research, the role of the researcher, relationships within the context researched, and the quality criteria for qualitative research.

BUSN 7650 Qualitative Research Methods II 3 Credits
Prerequisite(s): BUSN 7600.
This second course in qualitative research design and methods provides a hands-on approach to understanding qualitative research methodologies and how they can be applied to problem investigation, problem solving, and outcome evaluation in business and other related fields. The course will review contemporary and classic studies that employ qualitative methods in both theoretical and applied contexts, providing the context for using different techniques. Emphasis will be placed on hands-on qualitative data collection and analysis. Through lecture, small group work, and hands-on experience, the course focuses on training in data collection and analytic techniques commonly used in qualitative research. Students will learn to apply a variety of qualitative methods to research topics, and to choose the most appropriate methods.

BUSN 7700 Research Seminar I: Literature Review - Understanding Theory in the Discipline 3 Credits
In this one-on-one seminar course led by the dissertation chair, students will examine a curated selection of discipline-specific, peer-reviewed journal articles important to and representative of the discipline. A unique list of articles will be pre-set for each discipline but can be adjusted by the dissertation chair based on student interest. At the end of the semester, students will identify their subfield of interest for dissertation research and, with consultation from the dissertation chair, produce a reading list to be examined in Research Seminar II. Students will be evaluated on the understanding and presentation of the selected papers, identification of the dissertation research topic area, and the quality and content of the reading list for Research Seminar II.

BUSN 7710 Research Seminar II: Literature Summary for Research Question of Dissertation 3 Credits
In this instructor led seminar, students will conduct a focused literature review based on the reading list generated at the end of Research Seminar I. They will synthesize and find their dissertation research question from this reading list. Throughout the semester, students will present to their peers. With consultation from the dissertation chair and guidance from the course instructor, this work will culminate in a written literature review that concludes with a more focused area from which the dissertation topic will evolve. The goal of this course is to finish the draft of the literature review section of the dissertation. Research paper generated from this seminar will be part of the dissertation. The instructor will design the class to achieve the goals of the seminar through structured steps, assignments, directional advice, and a peer-learning and supportive community. Students will be evaluated based on the quality and timely completion of the write-up of the literature review related to the dissertation research question.

BUSN 7720 Research Seminar III: Hypotheses & Theory Development 3 Credits
Prerequisite(s): BUSN 7710.
In this instructor led seminar, students, in consultation with Dissertation Chair, will develop hypotheses for their research question. Based on the focused literature review in Research Seminar II, these hypotheses should be linked to relevant theories. Students will present their research questions, hypotheses and underlying theories to their peers. This work will culminate in a research paper focused around the dissertation research question, contextualizing the question within the relevant literature, demonstrating an understanding of the relevant theories, and proposing a testable hypothesis. Research paper generated from this seminar will be part of the dissertation. The instructor will design the class to achieve the goals of the seminar through structured steps, assignments, directional advice, and a peer-learning and supportive community. Students will be evaluated based on the research paper and their presentations.

BUSN 7730 Research Seminar IV: Exploring Methodologies for Dissertation 3 Credits
Under the guidance of the dissertation chair, each student will work independently to identify and learn about the methodologies appropriate for their dissertation topic and hypothesis testing. Students will collect or secure the data needed to test the hypotheses identified in Research Seminar III. Students will be evaluated based on the appropriateness of the methodologies to be used and whether the required data to test the hypotheses have been secured.

BUSN 7740 Research Seminar V: Methodology for Testing Hypotheses 3 Credits
Prerequisite(s): BUSN 7730.
Under the guidance of the dissertation chair, students will develop a paper describing their refined research question, the hypotheses to be tested, the data to be analyzed, and the research methodologies to be used. Students will present preliminary test results. Students will be evaluated based on the paper and presentation. Research paper generated from this seminar will be part of the dissertation. The instructor will design the class to achieve the goals of the seminar through structured steps, assignments, directional advice, and a peer-learning and supportive community.

BUSN 7750 Research Seminar VI: Empirical Testing & Results for Dissertation 3 Credits
Prerequisite(s): BUSN 7740.
Under the guidance of the dissertation chair, students will analyze their data using the appropriate methodologies. Students will develop a paper presenting and discussing their results in relation to their hypotheses. Implications of the findings for practices and for future research, as well as research limitations shall be substantially and meaningfully discussed. Research paper generated from this seminar will be part of the dissertation. The instructor will design the class to achieve the goals of the seminar through structured steps, assignments, directional advice, and a peer-learning and supportive community.

BUSN 7800 Dissertation Proposal Defense 3 Credits
Prerequisite(s): BUSN 7740.
In this course, the students will write, edit and finalize their dissertation proposal. They will learn and apply all style requirements of the proposal. The Dissertation Committee, led by the Chair will guide the student. Successful defense of an oral presentation of the dissertation proposal to the Dissertation Committee is required to move on to the next stage.

BUSN 7900 Dissertation Defense 3 Credits
Prerequisite(s): BUSN 7750, 7800.
In this course, the students will complete their dissertation. They will adhere to all style requirements. The Dissertation Committee, led by the Chair will guide the student. To complete the Executive DBA Program and earn the degree students must: • Successfully defend an oral presentation of the dissertation to the Committee • Provide the written Dissertation, with all compliance to style and formatting requirements

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, AI, 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 a business technology concentration is available to students who wish to pursue it online from Shanghai, China. For further information on completing the MBA from China and the Middle East, please contact Evelyn Zhang **(**yzhang2@fairfield.edu**).**

The overarching learning goals of the program are:

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

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

GOAL III: Students 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, Business Technology (Shanghai Only)
- 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.

ACCT 6500 Accounting Information for Decision-Making 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ACCT 6575 Data Analytics in the Accounting Profession 3 Credits
This course covers the application of data analytics techniques in assurance and tax. Students will gain hands-on experience applying contemporary data analysis techniques to collect, clean and analyze large sets of data in order to address discipline-specific problems. Students will also learn to use appropriate visualizations and reports to meaningfully present analysis results.

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.

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.

ACCT 6970 Research on Contemporary Issues in Accounting 3 Credits
This research seminar engages students in utilizing an analytical lens to develop and present recommendations for emerging issues, recent pronouncements of accounting rule-making bodies, and/or unresolved controversies in contemporary financial reporting and practice. Students apply AI-informed methods of data mining, information synthesis, forecasting, and evaluation to discipline-specific questions in accounting. Emphasis is placed on the systematic evaluation of AI-generated analyses and recommendations, including their accuracy, bias, and implications for organizational decision-making and performance. Alongside developing their analytical and critical thinking skills, students strengthen their professional communication skills.

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.

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.

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 BUAN 5400.

DATA 5405 Programming Fundamentals for Business Analytics 3 Credits
This course introduces the fundamentals of programming with a focus on core computational concepts and AI-assisted coding techniques that apply across general-purpose programming languages. Students will begin by exploring program structure, control flow, and data manipulation, while learning to harness AI tools to enhance problem-solving, debugging, and code development. Through concise lessons, quizzes, and interactive coding challenges, the course demonstrates how programming languages such as Python and R, combined with AI-augmented development, are utilized in contemporary Business Analytics environments. The course concludes with a comprehensive project that showcases both programming competency and the effective integration of AI-driven coding support in real-world analytical workflows.

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 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 ISOM 6500.

DATA 6500 Leading with Analytics and AI 3 Credits
This course provides a broad overview to the analytics profession, with a focus on data driven leadership, hands-on skills in analytics and AI, and ethics. Starting with a foundation of analytical framing, 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, decision analysis, and data storytelling. The course includes an introduction to prompt engineering and other AI basics, as well as discussions on ethics in the profession. 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 a capstone experience. Previously BUAN 6500.

DATA 6505 Data Engineering for Business Analytics 3 Credits
This course introduces fundamental techniques for collecting, preprocessing, and transforming data for business analytics and AI applications. Students develop hands-on skills in modern data processing and data mining, with an emphasis on feature engineering—both traditional and multimodal. The course explores how to convert raw data into meaningful, analyzable forms that power advanced analytical and machine learning models. Key topics include handling diverse data types, integrating information from multiple sources such as text, images, and videos, and applying methods for data acquisition and cleaning. By the end of the course, students will understand how effective data preparation and feature design serve as the foundation for predictive, descriptive, and AI-driven analytics introduced in more advanced courses.

DATA 6510 Data Design and Visualization 3 Credits
This course introduces data design and management. Starting from the traditional relational data model and 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 including entity relationship modeling and diagrams. The course also offers an introduction to NoSQL and data warehousing approaches to handling Big Data. The course further touches upon how artificial intelligence is shaping the field, including query generation and database design from natural language questions. The course concludes with a comprehensive data warehousing project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BUAN 6510.

DATA 6515 AI Ethics and Governance 3 Credits
This course focuses on governance frameworks for AI systems, including transparency, accountability, data privacy, consent, fairness, and social impact. Students will critically analyze AI governance frameworks drawn from sources such as the EU AI framework, NIST, and explainable AI (XAI) literature. Topics include assessment of transparency and risk, and the formulation of policy and governance recommendations. The course includes weekly readings, quizzes, case studies, and hands-on workshops. The final project centers on designing an AI governance framework for a real or realistic AI deployment.

DATA 6520 Analytics Consulting and Strategy 3 Credits
Prerequisite(s): 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.

DATA 6530 Statistical Modeling for Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6530.

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

DATA 6540 Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6540.

DATA 6545 AI Systems for Business 3 Credits
Prerequisite(s): DATA 6505.
This course provides an advanced understanding of the principles and practices of data science and AI engineering, with a special focus on business applications. It covers the design, development, deployment, and maintenance of AI-powered systems across their full lifecycle. Emphasizing practical relevance, the course applies AI and data-driven tools to business analytics. Programming tutorials and case studies introduce topics such as AI lifecycle management, foundation models, and AutoML. 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.

DATA 6550 Big Data Management and Data Ops 3 Credits
Prerequisite(s): 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.

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 Generative AI Applications in Business 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 Autonomous and Agentic AI for Business 3 Credits
Prerequisite(s): DATA 6545.
This course introduces students to autonomous AI applications including agents. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent, are also reviewed. Additionally, students get hands-on experience building autonomous AI models. Topics covered in this class can 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 autonomous AI.

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 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 ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits
Prerequisite(s): 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 BUAN 6999.

Business

BUSN 6980 Business Immersion Practicum 1-3 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.

Economics

ECON 5380 Econometrics 3 Credits
Prerequisite(s): 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.

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.

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 6323 International Economics 3 Credits
The objective of this course is to provide a graduate level analysis of modern international trade theory, trade policy, international finance and international economics. The course material is complemented with cases from the Harvard Business Review to link theory with real-world applications. Course topics cover concepts related to the benefits and consequences of international trade and globalization, the global economic and financial system, international capital flows, exchange rate determination, and foreign exchange markets.

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(s): 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(s): 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
Prerequisite(s): 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.

FNCE 6500 Stakeholder Value 3 Credits
Prerequisite(s): 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.

FNCE 6530 Corporate Finance 3 Credits
Prerequisite(s): 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.

FNCE 6540 Investment Analysis 3 Credits
Prerequisite(s): 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.

FNCE 6545 Portfolio Management 3 Credits
Prerequisite(s): 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.

FNCE 6555 International Financial Management 3 Credits
Prerequisite(s): 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.

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.

FNCE 6565 Derivative Securities 3 Credits
Prerequisite(s): 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.

FNCE 6570 Fixed Income Securities 3 Credits
Prerequisite(s): 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.

FNCE 6575 Capital Budgeting 3 Credits
Prerequisite(s): 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.

FNCE 6580 Financial Risk Management 3 Credits
Prerequisite(s): 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.

FNCE 6595 Research Methods in Finance 3 Credits
Prerequisite(s): 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.

FNCE 6900 Contemporary Topics Seminar 3 Credits
Prerequisite(s): 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.

FNCE 6990 Independent Research Seminar 3 Credits
Prerequisite(s): 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.

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(s): 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(s): 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.

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.

MGMT 6500 Leadership 3 Credits
Prerequisite(s): 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.

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.

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.

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.

MGMT 6505 Human Resource Strategy - An Artificial Intelligence & Human Intelligence Approach 3 Credits
Human Resource (HR) Strategy serves as the critical link between human resource management (HRM) and organizational success. Human capital, which is knowledge, skills and abilities (KSA) of people, is the strategic asset of the firm that acts on all other assets to make them productive. In today's fast-evolving business landscape, leveraging both Artificial Intelligence (AI) and Human Intelligence (HI) is essential for creating dynamic, HR strategies that enhance a firm's competitive advantage. This course explores how HRM functions—including talent acquisition, training and development, performance management, compensation strategies, and employee relations—can be optimized using AI while maintaining the essential human judgment and ethical considerations necessary for effective people management.

MGMT 6506 Navigating Law, Ethics, and Investment in the Green Economy 3 Credits
This course examines the intersection of sustainability, law, and finance to explore how policy, regulation, and private capital interact to shape the clean energy economy. With a focus on both U.S. and global frameworks, students will analyze the role of environmental law, administrative enforcement, and government incentives in supporting innovation and shaping market behavior. Students will explore how legal risk, ESG mandates, and regulatory complexity impact business strategy and investment decisions. Through readings, simulations, and real-world case studies - including venture financing of clean tech firms and ethical dilemmas in global supply chains - students will build practical fluency in how sustainability issues influence corporate governance, entrepreneurial ventures, and international dealmaking. Topics include environmental and administrative law, the Inflation Reduction Act, public-private partnerships, venture capital, ESG and CSR distinctions, international clean energy negotiations, and state-level green investment policies. Weekly instruction will incorporate current events and culminate in group-based legal and investment simulations.

MGMT 6507 Negotiations and Dispute Resolution 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

MGMT 6532 Strategies for Environmental and Social Sustainability 3 Credits
This graduate level course provides an overview of topics related to environmental and social sustainability with a focus on how strategy and innovation at the business level help to create sustainable societies and infrastructures. This course has three major objectives: to increase students' knowledge of key global sustainability related trends; to teach students to think strategically on environmental and social challenges; to help students understand the promises and limits of modern business approaches to sustainability. The course combines talks, case studies, and class discussions on management theory, tools, and frameworks shaping the business-environment interface, and evolving requirements for business success. Several guest lecturers will discuss how they have addressed sustainability within their company.

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.

MGMT 6545 Law and Human Resources Management 3 Credits
Prerequisite(s): 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.

MGMT 6555 Labor Relations 3 Credits
Prerequisite(s): 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.

MGMT 6560 Career Planning and Development 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

MKTG 6500 Customer Value 3 Credits
Prerequisite(s): 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.

MKTG 6505A Introductory Storytelling in Marketing 1.5 Credits
Prerequisite(s): 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(s): 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(s): 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.

MKTG 6515 Artificial Intelligence in Marketing 3 Credits
Prerequisite(s): MKTG 5400.
Artificial Intelligence (AI) in Marketing provides a comprehensive overview of the theory and practical application of AI within the field of marketing. This course equips students with theoretical and practical expertise in core AI concepts like machine learning, LLM, NLP, and generative AI, and their direct application across vital marketing functions, including advanced audience targeting, data-driven personalization, modern SEO/AEO/GEO, media buying, content creation, social listening and predictive analytics. The curriculum emphasizes leveraging AI for strategic decision-making while adhering to ethical use and privacy regulations. Students will be prepared to drive socially responsible, strategic decision-making and gain a competitive advantage.

MKTG 6520 Research for Marketing Insights and Decisions 3 Credits
Prerequisite(s): 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.

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 6530 Marketing Analytics 3 Credits
Prerequisite(s): MKTG 5400, DATA 5400.
Marketing analytics is the practice of leveraging data to drive marketing decision-making and strategy. This course introduces students to essential analytical techniques used to collect, analyze, visualize, and interpret marketing data including the ethical challenges with AI, machine learning and big data. Through a combination of theoretical concepts, hands-on exercises, and simulations, students will develop skills in data-driven marketing, optimization, and predictive modeling. By the end of the course, students will have gained hands-on experience with marketing data technologies and developed the ability to make data-driven marketing decisions.

MKTG 6535 Strategic Brand Management 3 Credits
Prerequisite(s): 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.

MKTG 6540 Advertising Management 3 Credits
Prerequisite(s): 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.

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
Fee: $105 Graduate Business Lab
Prerequisite(s): 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.

MKTG 6570 Digital Marketing and Analytics with AI 3 Credits
Prerequisite(s): MKTG 5400.
This course develops a strategic and analytical understanding of digital marketing, artificial intelligence, and data-driven decision making, and their implications for organizations and consumers in a dynamic business environment. Students apply contemporary digital marketing tools and analytics to design, integrate, and evaluate marketing strategies across digital channels, including web, search, social media, email, and mobile platforms. The course emphasizes the responsible integration of artificial intelligence—such as large language models, generative engine optimization (GEO), and agentic AI—into marketing planning, execution, and performance measurement, while addressing ethical, legal, and governance considerations essential to building and managing a sustainable digital marketing ecosystem.

MKTG 6575 Social Media Analytics and Strategy 3 Credits
Prerequisite(s): MKTG 5400 and DATA 5400.
MKTG 6575 focuses on the power of social media analytics and strategy in enabling businesses to make informed, ethically sound decisions. Students will explore key strategies and techniques, including social listening, social CRM, and social network analysis, to create effective campaigns and optimize resource allocation. The course offers hands-on experience with major social media platforms, where students will develop content, design paid campaigns, and analyze performance data, all while addressing legal and ethical considerations in data collection and management. By the end of the course, students will earn industry-recognized certifications and gain proficiency using AI. The course integrates lectures, case studies, interactive discussions, and an experiential learning project, helping students transform data into actionable insights to elevate social media marketing strategies.

MKTG 6580 Advanced Marketing Analytics 3 Credits
Prerequisite(s): 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.

MKTG 6583 Pricing Strategies and Analytics 3 Credits
Fee: $75 Graduate Business Lab
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
Prerequisite(s): 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.

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.

MKTG 6990 Independent Study 3 Credits

MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits
Prerequisite(s): Four courses from: MKTG 6510, MKTG 6520, MKTG 6530, 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 socially responsible strategic recommendations 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.

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.

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.

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.

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.

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.

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.

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.

TAXN 6575 Data Analytics in Accounting 3 Credits
This course covers the application of data analytics techniques in assurance and tax. Students will gain hands-on experience applying contemporary data analysis techniques to collect, clean and analyze large sets of data in order to address discipline-specific problems. Students will also learn to use appropriate visualizations and reports to meaningfully present analysis results.

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.

TAXN 6970 Research on Contemporary Issues in Taxation 3 Credits
This research seminar engages students in utilizing an analytical lens to develop and present recommendations for emerging issues, recent pronouncements of tax rule-making bodies, and/or unresolved controversies in contemporary tax policy and practice. Students apply AI-informed methods of data mining, information synthesis, forecasting, and evaluation to discipline-specific questions in taxation. Emphasis is placed on the systematic evaluation of AI-generated analyses and recommendations, including their accuracy, bias, and implications for organizational decision-making and performance. Alongside developing their analytical and critical thinking skills, students strengthen their professional communication skills.

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.

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.

Dual Degrees

A dual graduate business degree program allows students to pursue two graduate degrees, combining a Master of Business Administration (MBA) with a specialized Master of Science (MS) graduate degree in a specific field, or combining two specialized MS programs. The goal is to provide a broader skill set, enabling graduates to apply business knowledge in specialized industries or roles.

The advantage of dual degree programs is that they can be completed in less time than pursuing the degrees separately. These programs are ideal for individuals looking to expand their expertise across multiple disciplines, enhance career prospects, and increase their versatility in the job market.

Interested students will contact the Program Directors of each program to develop their dual degree plan of study.

The dual degree options include:

MBA/MS Dual Degree

Students will complete the seven core MS courses, five MBA subject area courses, and four MBA concentration courses. The MBA concentration will be in a different discipline than the MS program. The MBA concentration courses will count as MS electives. A minimum of 16 courses/48 credits is required.

Any prerequisite course for either the MBA or any of the MS programs will be required.

MS/MS Dual Degree

Students will take the seven core MS courses from the first program, the seven core courses from the second program, plus an elective. A minimum of 15 courses/45 credits is required.

Any prerequisite course for either MS program will be required.

MS Nursing/MBA

In collaboration with the Egan School of Nursing, students who hold a baccalaureate degree in Nursing are eligible to pursue a dual degree Master of Science in Nursing and Master of Business Administration.

For more information, please visit: MSN/MBA.

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, economics, finance, 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, analytics, AI, cybersecurity, economics, finance, financial technology, management, or marketing. It is possible in some concentrations to earn a specialization if the student completes specific upper-level courses.

Course Modality

Courses may be offered fully on campus, synchronous online, asynchronous online or hybrid 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
Concentrations [1]		
Select a concentration in one of the following areas:		12
Accounting [2, 3]		
Analytics [3]		
Artificial Intelligence [3]		
Economics		
Finance [3]		
Financial Technology [3]		
Management		
Marketing [3]		
Electives [4]		
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: Taxation[3]

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 graduate course from any department in Dolan.

Code	Title	Credits
Required Concentration Course		**3**
DATA 6500	Leading with Analytics and AI	
Elective Concentration Courses		
Select two courses from the following:		6
DATA 6505	Data Engineering for Business Analytics	
DATA 6510	Data Design and Visualization	
DATA 6520	Analytics Consulting and Strategy [1]	
DATA 6530	Statistical Modeling for Business Intelligence [1]	
DATA 6540	Business Intelligence [1]	
DATA 6545	AI Systems for Business [1]	
DATA 6550	Big Data Management and Data Ops	
DATA 6560	Sports Analytics	
DATA 6570	Generative AI Applications in Business	
DATA 6575	Autonomous and Agentic AI for Business	
DATA 6900	Contemporary Topics Seminar	
Select one advanced (6000-level) Dolan graduate course		3
Total Credits		**12**

[1] Designated research course.

Artificial Intelligence Concentration

Based on student interest and background, the AI concentration offers two options. Option 1 is for students who would like an understanding of AI without taking all AI-based courses. Option 2 is for students who would like a deeper understanding with more AI courses.

The subject area courses will be required, electives will vary based on whether DATA 5405 is taken or waived. (DATA 5405 can be waived based on the successful completion of an online test-out exam.)

Code	Title	Credits
Option 1		
Prerequisite Courses		
DATA 5405	Programming Fundamentals for Business Analytics	
DATA 6505	Data Engineering for Business Analytics	
Required Concentration Courses		**12**
DATA 6545	AI Systems for Business	
DATA 6560	Sports Analytics	
DATA 6570	Generative AI Applications in Business	
DATA 6575	Autonomous and Agentic AI for Business	

Code	Title	Credits
Option 2		
Prerequisite Courses		
DATA 5405	Programming Fundamentals for Business Analytics	
DATA 6505	Data Engineering for Business Analytics	
DATA 6510	Data Design and Visualization	
Required Concentration Courses		
Select four courses from the following:		12
DATA 6545	AI Systems for Business	
DATA 6550	Big Data Management and Data Ops	
DATA 6560	Sports Analytics	
DATA 6570	Generative AI Applications in Business	
DATA 6575	Autonomous and Agentic AI for Business	

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.

Financial Technology Concentration

Code	Title	Credits
Required Concentration Courses		**9**
FNCE 6991	Blockchain and Digital Assets	
FNCE 6992	Decentralized Finance	
FNCE 6994	Ethical Considerations in and Regulation of FinTech [1]	
Elective Concentration Courses		**3**
Select one course from the following:		
DATA 6510	Data Design and Visualization	
DATA 6570	Generative AI Applications in Business	
FNCE 6540	Investment Analysis	
FNCE 6560	Global Financial Markets and Institutions	
FNCE 6993	Algorithmic Trading	
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm	
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 Strategy - An Artificial Intelligence & Human Intelligence 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 6532	Strategies for Environmental and Social Sustainability	
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 6584	Global Competitive Strategy	
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 Strategy - An Artificial Intelligence & Human Intelligence 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
Elective Concentration Courses		
Select two courses from the following:		6
MKTG 6505A & MKTG 6505B	Introductory Storytelling in Marketing and Advanced Storytelling in Marketing	
MKTG 6515	Artificial Intelligence in Marketing	
MKTG 6525	Customer Experience [1]	
MKTG 6530	Marketing Analytics	
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 with AI	
MKTG 6575	Social Media Analytics and Strategy	
MKTG 6580	Advanced Marketing Analytics	
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
To earn a specialization in Marketing Analytics, students must complete the following:		
Required:		
MKTG 6520	Research for Marketing Insights and Decisions [1]	3
Select two courses from the following:		6
MKTG 6515	Artificial Intelligence in Marketing	
MKTG 6530	Marketing Analytics	
MKTG 6560	Category Management and Shopper Insights	
MKTG 6570	Digital Marketing and Analytics with AI	
MKTG 6575	Social Media Analytics and Strategy	
MKTG 6580	Advanced Marketing Analytics	
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.

ACCT 6500 Accounting Information for Decision-Making 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ACCT 6575 Data Analytics in the Accounting Profession 3 Credits
This course covers the application of data analytics techniques in assurance and tax. Students will gain hands-on experience applying contemporary data analysis techniques to collect, clean and analyze large sets of data in order to address discipline-specific problems. Students will also learn to use appropriate visualizations and reports to meaningfully present analysis results.

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.

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.

ACCT 6970 Research on Contemporary Issues in Accounting 3 Credits
This research seminar engages students in utilizing an analytical lens to develop and present recommendations for emerging issues, recent pronouncements of accounting rule-making bodies, and/or unresolved controversies in contemporary financial reporting and practice. Students apply AI-informed methods of data mining, information synthesis, forecasting, and evaluation to discipline-specific questions in accounting. Emphasis is placed on the systematic evaluation of AI-generated analyses and recommendations, including their accuracy, bias, and implications for organizational decision-making and performance. Alongside developing their analytical and critical thinking skills, students strengthen their professional communication skills.

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.

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.

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 BUAN 5400.

DATA 5405 Programming Fundamentals for Business Analytics 3 Credits
This course introduces the fundamentals of programming with a focus on core computational concepts and AI-assisted coding techniques that apply across general-purpose programming languages. Students will begin by exploring program structure, control flow, and data manipulation, while learning to harness AI tools to enhance problem-solving, debugging, and code development. Through concise lessons, quizzes, and interactive coding challenges, the course demonstrates how programming languages such as Python and R, combined with AI-augmented development, are utilized in contemporary Business Analytics environments. The course concludes with a comprehensive project that showcases both programming competency and the effective integration of AI-driven coding support in real-world analytical workflows.

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 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 ISOM 6500.

DATA 6500 Leading with Analytics and AI 3 Credits
This course provides a broad overview to the analytics profession, with a focus on data driven leadership, hands-on skills in analytics and AI, and ethics. Starting with a foundation of analytical framing, 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, decision analysis, and data storytelling. The course includes an introduction to prompt engineering and other AI basics, as well as discussions on ethics in the profession. 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 a capstone experience. Previously BUAN 6500.

DATA 6505 Data Engineering for Business Analytics 3 Credits
This course introduces fundamental techniques for collecting, preprocessing, and transforming data for business analytics and AI applications. Students develop hands-on skills in modern data processing and data mining, with an emphasis on feature engineering—both traditional and multimodal. The course explores how to convert raw data into meaningful, analyzable forms that power advanced analytical and machine learning models. Key topics include handling diverse data types, integrating information from multiple sources such as text, images, and videos, and applying methods for data acquisition and cleaning. By the end of the course, students will understand how effective data preparation and feature design serve as the foundation for predictive, descriptive, and AI-driven analytics introduced in more advanced courses.

DATA 6510 Data Design and Visualization 3 Credits
This course introduces data design and management. Starting from the traditional relational data model and 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 including entity relationship modeling and diagrams. The course also offers an introduction to NoSQL and data warehousing approaches to handling Big Data. The course further touches upon how artificial intelligence is shaping the field, including query generation and database design from natural language questions. The course concludes with a comprehensive data warehousing project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BUAN 6510.

DATA 6515 AI Ethics and Governance 3 Credits
This course focuses on governance frameworks for AI systems, including transparency, accountability, data privacy, consent, fairness, and social impact. Students will critically analyze AI governance frameworks drawn from sources such as the EU AI framework, NIST, and explainable AI (XAI) literature. Topics include assessment of transparency and risk, and the formulation of policy and governance recommendations. The course includes weekly readings, quizzes, case studies, and hands-on workshops. The final project centers on designing an AI governance framework for a real or realistic AI deployment.

DATA 6520 Analytics Consulting and Strategy 3 Credits
Prerequisite(s): 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.

DATA 6530 Statistical Modeling for Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6530.

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

DATA 6540 Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6540.

DATA 6545 AI Systems for Business 3 Credits
Prerequisite(s): DATA 6505.
This course provides an advanced understanding of the principles and practices of data science and AI engineering, with a special focus on business applications. It covers the design, development, deployment, and maintenance of AI-powered systems across their full lifecycle. Emphasizing practical relevance, the course applies AI and data-driven tools to business analytics. Programming tutorials and case studies introduce topics such as AI lifecycle management, foundation models, and AutoML. 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.

DATA 6550 Big Data Management and Data Ops 3 Credits
Prerequisite(s): 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.

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 Generative AI Applications in Business 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 Autonomous and Agentic AI for Business 3 Credits
Prerequisite(s): DATA 6545.
This course introduces students to autonomous AI applications including agents. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent, are also reviewed. Additionally, students get hands-on experience building autonomous AI models. Topics covered in this class can 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 autonomous AI.

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 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 ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits
Prerequisite(s): 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 BUAN 6999.

Business

BUSN 6980 Business Immersion Practicum 1-3 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.

Economics

ECON 5380 Econometrics 3 Credits
Prerequisite(s): 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.

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.

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 6323 International Economics 3 Credits
The objective of this course is to provide a graduate level analysis of modern international trade theory, trade policy, international finance and international economics. The course material is complemented with cases from the Harvard Business Review to link theory with real-world applications. Course topics cover concepts related to the benefits and consequences of international trade and globalization, the global economic and financial system, international capital flows, exchange rate determination, and foreign exchange markets.

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(s): 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(s): 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
Prerequisite(s): 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.

FNCE 6500 Stakeholder Value 3 Credits
Prerequisite(s): 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.

FNCE 6530 Corporate Finance 3 Credits
Prerequisite(s): 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.

FNCE 6540 Investment Analysis 3 Credits
Prerequisite(s): 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.

FNCE 6545 Portfolio Management 3 Credits
Prerequisite(s): 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.

FNCE 6555 International Financial Management 3 Credits
Prerequisite(s): 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.

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.

FNCE 6565 Derivative Securities 3 Credits
Prerequisite(s): 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.

FNCE 6570 Fixed Income Securities 3 Credits
Prerequisite(s): 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.

FNCE 6575 Capital Budgeting 3 Credits
Prerequisite(s): 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.

FNCE 6580 Financial Risk Management 3 Credits
Prerequisite(s): 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.

FNCE 6595 Research Methods in Finance 3 Credits
Prerequisite(s): 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.

FNCE 6900 Contemporary Topics Seminar 3 Credits
Prerequisite(s): 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.

FNCE 6990 Independent Research Seminar 3 Credits
Prerequisite(s): 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.

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(s): 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(s): 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.

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.

MGMT 6500 Leadership 3 Credits
Prerequisite(s): 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.

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.

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.

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.

MGMT 6505 Human Resource Strategy - An Artificial Intelligence & Human Intelligence Approach 3 Credits
Human Resource (HR) Strategy serves as the critical link between human resource management (HRM) and organizational success. Human capital, which is knowledge, skills and abilities (KSA) of people, is the strategic asset of the firm that acts on all other assets to make them productive. In today's fast-evolving business landscape, leveraging both Artificial Intelligence (AI) and Human Intelligence (HI) is essential for creating dynamic, HR strategies that enhance a firm's competitive advantage. This course explores how HRM functions—including talent acquisition, training and development, performance management, compensation strategies, and employee relations—can be optimized using AI while maintaining the essential human judgment and ethical considerations necessary for effective people management.

MGMT 6506 Navigating Law, Ethics, and Investment in the Green Economy 3 Credits
This course examines the intersection of sustainability, law, and finance to explore how policy, regulation, and private capital interact to shape the clean energy economy. With a focus on both U.S. and global frameworks, students will analyze the role of environmental law, administrative enforcement, and government incentives in supporting innovation and shaping market behavior. Students will explore how legal risk, ESG mandates, and regulatory complexity impact business strategy and investment decisions. Through readings, simulations, and real-world case studies - including venture financing of clean tech firms and ethical dilemmas in global supply chains - students will build practical fluency in how sustainability issues influence corporate governance, entrepreneurial ventures, and international dealmaking. Topics include environmental and administrative law, the Inflation Reduction Act, public-private partnerships, venture capital, ESG and CSR distinctions, international clean energy negotiations, and state-level green investment policies. Weekly instruction will incorporate current events and culminate in group-based legal and investment simulations.

MGMT 6507 Negotiations and Dispute Resolution 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

MGMT 6532 Strategies for Environmental and Social Sustainability 3 Credits
This graduate level course provides an overview of topics related to environmental and social sustainability with a focus on how strategy and innovation at the business level help to create sustainable societies and infrastructures. This course has three major objectives: to increase students' knowledge of key global sustainability related trends; to teach students to think strategically on environmental and social challenges; to help students understand the promises and limits of modern business approaches to sustainability. The course combines talks, case studies, and class discussions on management theory, tools, and frameworks shaping the business-environment interface, and evolving requirements for business success. Several guest lecturers will discuss how they have addressed sustainability within their company.

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.

MGMT 6545 Law and Human Resources Management 3 Credits
Prerequisite(s): 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.

MGMT 6555 Labor Relations 3 Credits
Prerequisite(s): 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.

MGMT 6560 Career Planning and Development 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

MKTG 6500 Customer Value 3 Credits
Prerequisite(s): 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.

MKTG 6505A Introductory Storytelling in Marketing 1.5 Credits
Prerequisite(s): 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(s): 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(s): 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.

MKTG 6515 Artificial Intelligence in Marketing 3 Credits
Prerequisite(s): MKTG 5400.
Artificial Intelligence (AI) in Marketing provides a comprehensive overview of the theory and practical application of AI within the field of marketing. This course equips students with theoretical and practical expertise in core AI concepts like machine learning, LLM, NLP, and generative AI, and their direct application across vital marketing functions, including advanced audience targeting, data-driven personalization, modern SEO/AEO/GEO, media buying, content creation, social listening and predictive analytics. The curriculum emphasizes leveraging AI for strategic decision-making while adhering to ethical use and privacy regulations. Students will be prepared to drive socially responsible, strategic decision-making and gain a competitive advantage.

MKTG 6520 Research for Marketing Insights and Decisions 3 Credits
Prerequisite(s): 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.

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 6530 Marketing Analytics 3 Credits
Prerequisite(s): MKTG 5400, DATA 5400.
Marketing analytics is the practice of leveraging data to drive marketing decision-making and strategy. This course introduces students to essential analytical techniques used to collect, analyze, visualize, and interpret marketing data including the ethical challenges with AI, machine learning and big data. Through a combination of theoretical concepts, hands-on exercises, and simulations, students will develop skills in data-driven marketing, optimization, and predictive modeling. By the end of the course, students will have gained hands-on experience with marketing data technologies and developed the ability to make data-driven marketing decisions.

MKTG 6535 Strategic Brand Management 3 Credits
Prerequisite(s): 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.

MKTG 6540 Advertising Management 3 Credits
Prerequisite(s): 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.

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
Fee: $105 Graduate Business Lab
Prerequisite(s): 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.

MKTG 6570 Digital Marketing and Analytics with AI 3 Credits
Prerequisite(s): MKTG 5400.
This course develops a strategic and analytical understanding of digital marketing, artificial intelligence, and data-driven decision making, and their implications for organizations and consumers in a dynamic business environment. Students apply contemporary digital marketing tools and analytics to design, integrate, and evaluate marketing strategies across digital channels, including web, search, social media, email, and mobile platforms. The course emphasizes the responsible integration of artificial intelligence—such as large language models, generative engine optimization (GEO), and agentic AI—into marketing planning, execution, and performance measurement, while addressing ethical, legal, and governance considerations essential to building and managing a sustainable digital marketing ecosystem.

MKTG 6575 Social Media Analytics and Strategy 3 Credits
Prerequisite(s): MKTG 5400 and DATA 5400.
MKTG 6575 focuses on the power of social media analytics and strategy in enabling businesses to make informed, ethically sound decisions. Students will explore key strategies and techniques, including social listening, social CRM, and social network analysis, to create effective campaigns and optimize resource allocation. The course offers hands-on experience with major social media platforms, where students will develop content, design paid campaigns, and analyze performance data, all while addressing legal and ethical considerations in data collection and management. By the end of the course, students will earn industry-recognized certifications and gain proficiency using AI. The course integrates lectures, case studies, interactive discussions, and an experiential learning project, helping students transform data into actionable insights to elevate social media marketing strategies.

MKTG 6580 Advanced Marketing Analytics 3 Credits
Prerequisite(s): 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.

MKTG 6583 Pricing Strategies and Analytics 3 Credits
Fee: $75 Graduate Business Lab
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
Prerequisite(s): 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.

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.

MKTG 6990 Independent Study 3 Credits

MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits
Prerequisite(s): Four courses from: MKTG 6510, MKTG 6520, MKTG 6530, 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 socially responsible strategic recommendations 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.

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.

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.

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.

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.

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.

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.

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.

TAXN 6575 Data Analytics in Accounting 3 Credits
This course covers the application of data analytics techniques in assurance and tax. Students will gain hands-on experience applying contemporary data analysis techniques to collect, clean and analyze large sets of data in order to address discipline-specific problems. Students will also learn to use appropriate visualizations and reports to meaningfully present analysis results.

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.

TAXN 6970 Research on Contemporary Issues in Taxation 3 Credits
This research seminar engages students in utilizing an analytical lens to develop and present recommendations for emerging issues, recent pronouncements of tax rule-making bodies, and/or unresolved controversies in contemporary tax policy and practice. Students apply AI-informed methods of data mining, information synthesis, forecasting, and evaluation to discipline-specific questions in taxation. Emphasis is placed on the systematic evaluation of AI-generated analyses and recommendations, including their accuracy, bias, and implications for organizational decision-making and performance. Alongside developing their analytical and critical thinking skills, students strengthen their professional communication skills.

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.

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.

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, Business Technology (Shanghai Only)

Courses

Code	Title	Credits
Required Courses		
ACCT 6500	Accounting Information for Decision-Making	3
DATA 5400	Applied Business Statistics	3
DATA 6500	Leading with Analytics and AI	3
DATA 6520	Analytics Consulting and Strategy	3
DATA 6570	Generative AI Applications in Business	3
FNCE 6540	Investment Analysis	3
FNCE 6991	Blockchain and Digital Assets	3
FNCE 6992	Decentralized Finance	3
MGMT 6500	Leadership	3
MGMT 6503	Legal and Ethical Environment of Business	3
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm	3
MKTG 6500	Customer Value	3
Total Credits		**36**

Master of Business Administration, Cybersecurity

The MBA Cybersecurity is an interdisciplinary program that combines Dolan's expertise in teaching business courses with the School of Engineering's experience in delivering cybersecurity knowledge. The online program is in recognition of increasing market demand for cybersecurity professionals who have adequate background in business management to provide strong leadership or develop an efficient and effective plan of operation.

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

Requirements

Coursework Details

Code	Title	Credits
Required Background Courses [1]		
DATA 5400	Applied Business Statistics	
DATA 5405	Programming Fundamentals for Business Analytics	
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
Electives [2]		
Choose 1-3 elective courses from any Dolan graduate program		3-9
Required Concentration Courses		
SWEG 5427	Operating Systems and Programming	3
SWEG 5530	Introduction to Information Security	3
Elective Concentration Courses		
Select any three from the following:		9
SWEG 5335	Digital Forensics	
SWEG 5417	Security Management	
SWEG 6404	Network Security	
SWEG 6530	Applications and Data Security	
SWEG 6599	Ethical Hacking	
Total Credits		**36-42**

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

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

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.

ACCT 6500 Accounting Information for Decision-Making 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ACCT 6575 Data Analytics in the Accounting Profession 3 Credits
This course covers the application of data analytics techniques in assurance and tax. Students will gain hands-on experience applying contemporary data analysis techniques to collect, clean and analyze large sets of data in order to address discipline-specific problems. Students will also learn to use appropriate visualizations and reports to meaningfully present analysis results.

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.

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.

ACCT 6970 Research on Contemporary Issues in Accounting 3 Credits
This research seminar engages students in utilizing an analytical lens to develop and present recommendations for emerging issues, recent pronouncements of accounting rule-making bodies, and/or unresolved controversies in contemporary financial reporting and practice. Students apply AI-informed methods of data mining, information synthesis, forecasting, and evaluation to discipline-specific questions in accounting. Emphasis is placed on the systematic evaluation of AI-generated analyses and recommendations, including their accuracy, bias, and implications for organizational decision-making and performance. Alongside developing their analytical and critical thinking skills, students strengthen their professional communication skills.

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.

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.

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 BUAN 5400.

DATA 5405 Programming Fundamentals for Business Analytics 3 Credits
This course introduces the fundamentals of programming with a focus on core computational concepts and AI-assisted coding techniques that apply across general-purpose programming languages. Students will begin by exploring program structure, control flow, and data manipulation, while learning to harness AI tools to enhance problem-solving, debugging, and code development. Through concise lessons, quizzes, and interactive coding challenges, the course demonstrates how programming languages such as Python and R, combined with AI-augmented development, are utilized in contemporary Business Analytics environments. The course concludes with a comprehensive project that showcases both programming competency and the effective integration of AI-driven coding support in real-world analytical workflows.

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 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 ISOM 6500.

DATA 6500 Leading with Analytics and AI 3 Credits
This course provides a broad overview to the analytics profession, with a focus on data driven leadership, hands-on skills in analytics and AI, and ethics. Starting with a foundation of analytical framing, 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, decision analysis, and data storytelling. The course includes an introduction to prompt engineering and other AI basics, as well as discussions on ethics in the profession. 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 a capstone experience. Previously BUAN 6500.

DATA 6505 Data Engineering for Business Analytics 3 Credits
This course introduces fundamental techniques for collecting, preprocessing, and transforming data for business analytics and AI applications. Students develop hands-on skills in modern data processing and data mining, with an emphasis on feature engineering—both traditional and multimodal. The course explores how to convert raw data into meaningful, analyzable forms that power advanced analytical and machine learning models. Key topics include handling diverse data types, integrating information from multiple sources such as text, images, and videos, and applying methods for data acquisition and cleaning. By the end of the course, students will understand how effective data preparation and feature design serve as the foundation for predictive, descriptive, and AI-driven analytics introduced in more advanced courses.

DATA 6510 Data Design and Visualization 3 Credits
This course introduces data design and management. Starting from the traditional relational data model and 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 including entity relationship modeling and diagrams. The course also offers an introduction to NoSQL and data warehousing approaches to handling Big Data. The course further touches upon how artificial intelligence is shaping the field, including query generation and database design from natural language questions. The course concludes with a comprehensive data warehousing project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BUAN 6510.

DATA 6515 AI Ethics and Governance 3 Credits
This course focuses on governance frameworks for AI systems, including transparency, accountability, data privacy, consent, fairness, and social impact. Students will critically analyze AI governance frameworks drawn from sources such as the EU AI framework, NIST, and explainable AI (XAI) literature. Topics include assessment of transparency and risk, and the formulation of policy and governance recommendations. The course includes weekly readings, quizzes, case studies, and hands-on workshops. The final project centers on designing an AI governance framework for a real or realistic AI deployment.

DATA 6520 Analytics Consulting and Strategy 3 Credits
Prerequisite(s): 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.

DATA 6530 Statistical Modeling for Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6530.

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

DATA 6540 Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6540.

DATA 6545 AI Systems for Business 3 Credits
Prerequisite(s): DATA 6505.
This course provides an advanced understanding of the principles and practices of data science and AI engineering, with a special focus on business applications. It covers the design, development, deployment, and maintenance of AI-powered systems across their full lifecycle. Emphasizing practical relevance, the course applies AI and data-driven tools to business analytics. Programming tutorials and case studies introduce topics such as AI lifecycle management, foundation models, and AutoML. 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.

DATA 6550 Big Data Management and Data Ops 3 Credits
Prerequisite(s): 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.

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 Generative AI Applications in Business 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 Autonomous and Agentic AI for Business 3 Credits
Prerequisite(s): DATA 6545.
This course introduces students to autonomous AI applications including agents. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent, are also reviewed. Additionally, students get hands-on experience building autonomous AI models. Topics covered in this class can 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 autonomous AI.

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 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 ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits
Prerequisite(s): 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 BUAN 6999.

Business

BUSN 6980 Business Immersion Practicum 1-3 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.

Economics

ECON 5380 Econometrics 3 Credits
Prerequisite(s): 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.

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.

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 6323 International Economics 3 Credits
The objective of this course is to provide a graduate level analysis of modern international trade theory, trade policy, international finance and international economics. The course material is complemented with cases from the Harvard Business Review to link theory with real-world applications. Course topics cover concepts related to the benefits and consequences of international trade and globalization, the global economic and financial system, international capital flows, exchange rate determination, and foreign exchange markets.

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(s): 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(s): 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
Prerequisite(s): 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.

FNCE 6500 Stakeholder Value 3 Credits
Prerequisite(s): 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.

FNCE 6530 Corporate Finance 3 Credits
Prerequisite(s): 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.

FNCE 6540 Investment Analysis 3 Credits
Prerequisite(s): 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.

FNCE 6545 Portfolio Management 3 Credits
Prerequisite(s): 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.

FNCE 6555 International Financial Management 3 Credits
Prerequisite(s): 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.

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.

FNCE 6565 Derivative Securities 3 Credits
Prerequisite(s): 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.

FNCE 6570 Fixed Income Securities 3 Credits
Prerequisite(s): 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.

FNCE 6575 Capital Budgeting 3 Credits
Prerequisite(s): 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.

FNCE 6580 Financial Risk Management 3 Credits
Prerequisite(s): 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.

FNCE 6595 Research Methods in Finance 3 Credits
Prerequisite(s): 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.

FNCE 6900 Contemporary Topics Seminar 3 Credits
Prerequisite(s): 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.

FNCE 6990 Independent Research Seminar 3 Credits
Prerequisite(s): 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.

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(s): 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(s): 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.

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.

MGMT 6500 Leadership 3 Credits
Prerequisite(s): 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.

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.

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.

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.

MGMT 6505 Human Resource Strategy - An Artificial Intelligence & Human Intelligence Approach 3 Credits
Human Resource (HR) Strategy serves as the critical link between human resource management (HRM) and organizational success. Human capital, which is knowledge, skills and abilities (KSA) of people, is the strategic asset of the firm that acts on all other assets to make them productive. In today's fast-evolving business landscape, leveraging both Artificial Intelligence (AI) and Human Intelligence (HI) is essential for creating dynamic, HR strategies that enhance a firm's competitive advantage. This course explores how HRM functions—including talent acquisition, training and development, performance management, compensation strategies, and employee relations—can be optimized using AI while maintaining the essential human judgment and ethical considerations necessary for effective people management.

MGMT 6506 Navigating Law, Ethics, and Investment in the Green Economy 3 Credits
This course examines the intersection of sustainability, law, and finance to explore how policy, regulation, and private capital interact to shape the clean energy economy. With a focus on both U.S. and global frameworks, students will analyze the role of environmental law, administrative enforcement, and government incentives in supporting innovation and shaping market behavior. Students will explore how legal risk, ESG mandates, and regulatory complexity impact business strategy and investment decisions. Through readings, simulations, and real-world case studies - including venture financing of clean tech firms and ethical dilemmas in global supply chains - students will build practical fluency in how sustainability issues influence corporate governance, entrepreneurial ventures, and international dealmaking. Topics include environmental and administrative law, the Inflation Reduction Act, public-private partnerships, venture capital, ESG and CSR distinctions, international clean energy negotiations, and state-level green investment policies. Weekly instruction will incorporate current events and culminate in group-based legal and investment simulations.

MGMT 6507 Negotiations and Dispute Resolution 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

MGMT 6532 Strategies for Environmental and Social Sustainability 3 Credits
This graduate level course provides an overview of topics related to environmental and social sustainability with a focus on how strategy and innovation at the business level help to create sustainable societies and infrastructures. This course has three major objectives: to increase students' knowledge of key global sustainability related trends; to teach students to think strategically on environmental and social challenges; to help students understand the promises and limits of modern business approaches to sustainability. The course combines talks, case studies, and class discussions on management theory, tools, and frameworks shaping the business-environment interface, and evolving requirements for business success. Several guest lecturers will discuss how they have addressed sustainability within their company.

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.

MGMT 6545 Law and Human Resources Management 3 Credits
Prerequisite(s): 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.

MGMT 6555 Labor Relations 3 Credits
Prerequisite(s): 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.

MGMT 6560 Career Planning and Development 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

MKTG 6500 Customer Value 3 Credits
Prerequisite(s): 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.

MKTG 6505A Introductory Storytelling in Marketing 1.5 Credits
Prerequisite(s): 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(s): 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(s): 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.

MKTG 6515 Artificial Intelligence in Marketing 3 Credits
Prerequisite(s): MKTG 5400.
Artificial Intelligence (AI) in Marketing provides a comprehensive overview of the theory and practical application of AI within the field of marketing. This course equips students with theoretical and practical expertise in core AI concepts like machine learning, LLM, NLP, and generative AI, and their direct application across vital marketing functions, including advanced audience targeting, data-driven personalization, modern SEO/AEO/GEO, media buying, content creation, social listening and predictive analytics. The curriculum emphasizes leveraging AI for strategic decision-making while adhering to ethical use and privacy regulations. Students will be prepared to drive socially responsible, strategic decision-making and gain a competitive advantage.

MKTG 6520 Research for Marketing Insights and Decisions 3 Credits
Prerequisite(s): 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.

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 6530 Marketing Analytics 3 Credits
Prerequisite(s): MKTG 5400, DATA 5400.
Marketing analytics is the practice of leveraging data to drive marketing decision-making and strategy. This course introduces students to essential analytical techniques used to collect, analyze, visualize, and interpret marketing data including the ethical challenges with AI, machine learning and big data. Through a combination of theoretical concepts, hands-on exercises, and simulations, students will develop skills in data-driven marketing, optimization, and predictive modeling. By the end of the course, students will have gained hands-on experience with marketing data technologies and developed the ability to make data-driven marketing decisions.

MKTG 6535 Strategic Brand Management 3 Credits
Prerequisite(s): 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.

MKTG 6540 Advertising Management 3 Credits
Prerequisite(s): 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.

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
Fee: $105 Graduate Business Lab
Prerequisite(s): 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.

MKTG 6570 Digital Marketing and Analytics with AI 3 Credits
Prerequisite(s): MKTG 5400.
This course develops a strategic and analytical understanding of digital marketing, artificial intelligence, and data-driven decision making, and their implications for organizations and consumers in a dynamic business environment. Students apply contemporary digital marketing tools and analytics to design, integrate, and evaluate marketing strategies across digital channels, including web, search, social media, email, and mobile platforms. The course emphasizes the responsible integration of artificial intelligence—such as large language models, generative engine optimization (GEO), and agentic AI—into marketing planning, execution, and performance measurement, while addressing ethical, legal, and governance considerations essential to building and managing a sustainable digital marketing ecosystem.

MKTG 6575 Social Media Analytics and Strategy 3 Credits
Prerequisite(s): MKTG 5400 and DATA 5400.
MKTG 6575 focuses on the power of social media analytics and strategy in enabling businesses to make informed, ethically sound decisions. Students will explore key strategies and techniques, including social listening, social CRM, and social network analysis, to create effective campaigns and optimize resource allocation. The course offers hands-on experience with major social media platforms, where students will develop content, design paid campaigns, and analyze performance data, all while addressing legal and ethical considerations in data collection and management. By the end of the course, students will earn industry-recognized certifications and gain proficiency using AI. The course integrates lectures, case studies, interactive discussions, and an experiential learning project, helping students transform data into actionable insights to elevate social media marketing strategies.

MKTG 6580 Advanced Marketing Analytics 3 Credits
Prerequisite(s): 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.

MKTG 6583 Pricing Strategies and Analytics 3 Credits
Fee: $75 Graduate Business Lab
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
Prerequisite(s): 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.

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.

MKTG 6990 Independent Study 3 Credits

MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits
Prerequisite(s): Four courses from: MKTG 6510, MKTG 6520, MKTG 6530, 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 socially responsible strategic recommendations 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.

Software Engineering

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.

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.

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.

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.

SWEG 5312 Agile Software Engineering 3 Credits
Prerequisite(s): 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.

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.

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.

SWEG 5320 Software Testing and Maintenance 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

SWEG 5350 Introduction to Data Science 3 Credits
Prerequisite(s): 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.

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.

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(s): SWEG 5360.
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. Undergraduate Equivalent: CPSC 4366.

SWEG 5380 Quantum Algorithms and Applications 3 Credits
Prerequisite(s): SWEG 5350 or instructor permission.
This course offers students an in-depth overview of quantum computing, emphasizing both theoretical foundations and applied techniques. Students will explore the principles of quantum mechanics relevant to computation, including qubits, superposition, entanglement, and measurement. Key topics include quantum gates and circuits, quantum algorithms and applications. The course integrates hands-on experience with quantum programming, enabling students to simulate and implement quantum algorithms on real and emulated quantum hardware.

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.

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.

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.

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.

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.

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.

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.

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.

SWEG 6410 Enterprise Java 3 Credits
Prerequisite(s): 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.

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 6417 Generative AI and Applications 3 Credits
Prerequisite(s): SWEG 5360 or SWEG 5355, or instructor permission.
This course provides students with a comprehensive foundation in building and deploying modern generative artificial intelligence (Gen AI) systems. The course examines the evolution of foundation models, large language models (LLMs), diffusion models, and multimodal systems, with emphasis on practical integration into scalable systems. Students explore several applied techniques, starting from deep learning models and all the way to agentic systems, along with evaluation methodologies, security, reliability, and secure deployment practices. The course builds foundations for responsible AI engineering, regulatory compliance, ethical implications, and risk management. Through hands-on projects and case studies, students design, evaluate, and deploy generative AI solutions within professional and interdisciplinary contexts.

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.

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.

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.

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.

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.

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.

SWEG 6516 PHP and MySQL 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

SWEG 6961 Capstone Professional Project I 3 Credits
Prerequisite(s): 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.

SWEG 6962 Capstone Professional Project II 3 Credits
Prerequisite(s): 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.

SWEG 6971 Thesis I 3 Credits
Prerequisite(s): 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.

SWEG 6972 Thesis II 3 Credits
Prerequisite(s): 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.

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. This STEM-designated degree is offered in a full-time, year-long cohort program that begins twice annually in January and 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 specializing in Assurance must complete six graduate-level ACCT courses; those specializing in Business Analytics must complete three graduate-level courses in ACCT or DATA; and those specializing in Taxation must complete six graduate-level TAXN courses.

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 6500-level DATA or ACCT courses.

Code	Title	Credits
Foundation Courses		
ACCT 6570	Issues in Accounting Ethics	3
ACCT 6575	Data Analytics in the Accounting Profession	3
TAXN 6575	Data Analytics in Accounting	
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 6530	Accounting for Governments, Hospitals, and Universities	
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 and AI [1]	
DATA 6505	Data Engineering for Business Analytics [1]	
DATA 6510	Data Design and Visualization [1]	
DATA 6520	Analytics Consulting and Strategy [1]	
DATA 6540	Business Intelligence [1]	
DATA 6545	AI Systems for Business [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.

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.

ACCT 6500 Accounting Information for Decision-Making 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ACCT 6575 Data Analytics in the Accounting Profession 3 Credits
This course covers the application of data analytics techniques in assurance and tax. Students will gain hands-on experience applying contemporary data analysis techniques to collect, clean and analyze large sets of data in order to address discipline-specific problems. Students will also learn to use appropriate visualizations and reports to meaningfully present analysis results.

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.

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.

ACCT 6970 Research on Contemporary Issues in Accounting 3 Credits
This research seminar engages students in utilizing an analytical lens to develop and present recommendations for emerging issues, recent pronouncements of accounting rule-making bodies, and/or unresolved controversies in contemporary financial reporting and practice. Students apply AI-informed methods of data mining, information synthesis, forecasting, and evaluation to discipline-specific questions in accounting. Emphasis is placed on the systematic evaluation of AI-generated analyses and recommendations, including their accuracy, bias, and implications for organizational decision-making and performance. Alongside developing their analytical and critical thinking skills, students strengthen their professional communication skills.

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.

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.

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.

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.

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.

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.

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.

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.

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.

TAXN 6575 Data Analytics in Accounting 3 Credits
This course covers the application of data analytics techniques in assurance and tax. Students will gain hands-on experience applying contemporary data analysis techniques to collect, clean and analyze large sets of data in order to address discipline-specific problems. Students will also learn to use appropriate visualizations and reports to meaningfully present analysis results.

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.

TAXN 6970 Research on Contemporary Issues in Taxation 3 Credits
This research seminar engages students in utilizing an analytical lens to develop and present recommendations for emerging issues, recent pronouncements of tax rule-making bodies, and/or unresolved controversies in contemporary tax policy and practice. Students apply AI-informed methods of data mining, information synthesis, forecasting, and evaluation to discipline-specific questions in taxation. Emphasis is placed on the systematic evaluation of AI-generated analyses and recommendations, including their accuracy, bias, and implications for organizational decision-making and performance. Alongside developing their analytical and critical thinking skills, students strengthen their professional communication skills.

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.

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.

Dual Degrees

A dual graduate business degree program allows students to pursue two graduate degrees, combining a Master of Business Administration (MBA) with a specialized Master of Science (MS) graduate degree in a specific field, or combining two specialized MS programs. The goal is to provide a broader skill set, enabling graduates to apply business knowledge in specialized industries or roles.

The advantage of dual degree programs is that they can be completed in less time than pursuing the degrees separately. These programs are ideal for individuals looking to expand their expertise across multiple disciplines, enhance career prospects, and increase their versatility in the job market.

Interested students will contact the Program Directors of each program to develop their dual degree plan of study.

The dual degree options include:

MBA/MS Dual Degree

Students will complete the seven core MS courses, five MBA subject area courses, and four MBA concentration courses. The MBA concentration will be in a different discipline than the MS program. The MBA concentration courses will count as MS electives. A minimum of 16 courses/48 credits is required.

Any prerequisite course for either the MBA or any of the MS programs will be required.

MS/MS Dual Degree

Students will take the seven core MS courses from the first program, the seven core courses from the second program, plus an elective. A minimum of 15 courses/45 credits is required.

Any prerequisite course for either MS program will be required.

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 Artificial Intelligence and Business Analytics

The MS in Artificial Intelligence and Business Analytics (MSAIBA) prepares graduates for leadership in data- and AI-driven decision-making. The program develops critical skills in applied artificial intelligence, data engineering, machine learning, and model-driven management, equipping students to design, deploy, and govern AI-powered analytical solutions in a business context. 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: Business 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 MSAIBA program is also available to students who wish to pursue it online from Shanghai, China. For further information on completing the MSAIBA from China and the Middle East, please contact Evelyn Zhang (yzhang2@fairfield.edu).

The overarching learning goals of the program are 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, mathematical, and AI 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, including AI, as needed to solve business problems.

Fairfield University's Dolan School of Business Master of Science in Artificial Intelligence and Business Analytics (MSAIBA) represents an evolution of the former Master of Science in Business Analytics (MSBA). Beginning in Summer 2026, the program was updated and renamed to reflect the growing integration of artificial intelligence within the field of business analytics and to better align with industry demands.

Students who enrolled in the MSBA prior to Summer 2026 may continue and complete their degree under the original MSBA curriculum. All students enrolling in the program from Summer 2026 onward will pursue the MSAIBA degree, which incorporates enhanced coursework in artificial intelligence alongside core business analytics competencies.

Program

Requirements

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

Code	Title	Credits
Essentials		
These two Essentials courses are prerequisites for later courses. Either one or both may waived with successful completion of an online test-out exam. For students pursuing the Business Intelligence specialization, DATA 5400 counts as one of the requirements. For students pursuing the MSAIBA 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	Programming Fundamentals for Business Analytics (no prerequisites)	
Foundations		**12**
Each of these four Foundations courses are required for all MSAIBA students and form the basis and prerequisites for the Professions courses:		
DATA 6500	Leading with Analytics and AI (no prerequisites)	
DATA 6505	Data Engineering for Business Analytics (no prerequisites)	
DATA 6510	Data Design and Visualization (no prerequisites)	
DATA 6515	AI Ethics and Governance (no prerequisites)	
Professions		**6**
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. Students choose any two of the following courses to fulfill their Professions requirement:		
DATA 6545	AI Systems for Business (prerequisite: DATA 6505)	
DATA 6560	Sports Analytics (no prerequisites)	
DATA 6570	Generative AI Applications in Business (no prerequisites)	
Electives		**9**
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		**3**
Students must choose one capstone course after completing their Foundations and Professions requirements.		
DATA 6520	Analytics Consulting and Strategy (prerequisite: DATA 6500)	
DATA 6575	Autonomous and Agentic AI for Business (prerequisite: DATA 6545)	
DATA 6900	Contemporary Topics Seminar (no prerequisites)	

DATA 6999	Capstone: Business Analytics Applications (prerequisite: 18 or more credits of DATA courses at the 5000-level or higher)	
Total Credits		**30**

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.

Business Intelligence Specialization

Code	Title	Credits
To complete a specialization in Business Intelligence, the following courses are required:		9
DATA 5400	Applied Business Statistics [1]	
DATA 6530	Statistical Modeling for Business Intelligence	
DATA 6540	Business Intelligence	
Total Credits		**9**

[1] If DATA 5400 is passed-out, it can be replaced with any other DATA course.

Financial Planning and Analysis Specialization

Code	Title	Credits
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**

Healthcare Specialization

Code	Title	Credits
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**

Leadership Specialization

Code	Title	Credits
To complete a specialization in Leadership, select three courses from the following:		9
MGMT 6500	Leadership (prerequisite: MGMT 5400)	
MGMT 6504	Managing People for Competitive Advantage	
MGMT 6505	Human Resource Strategy - An Artificial Intelligence & Human Intelligence 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
To complete a specialization in Marketing Analytics, the following courses are required:		
MKTG 6520	Research for Marketing Insights and Decisions	3
MKTG 6580	Advanced Marketing Analytics	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 with AI	
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
To complete a specialization in Quantitative Finance, the following course is required:		
FNCE 6540	Investment Analysis	3
Select two courses from the following:		6
FNCE 6545	Portfolio Management	
FNCE 6565	Derivative Securities	
FNCE 6570	Fixed Income Securities	
FNCE 6580	Financial Risk Management	

FNCE 6595	Research Methods in Finance	
Total Credits		**9**

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 BUAN 5400.

DATA 5405 Programming Fundamentals for Business Analytics 3 Credits
This course introduces the fundamentals of programming with a focus on core computational concepts and AI-assisted coding techniques that apply across general-purpose programming languages. Students will begin by exploring program structure, control flow, and data manipulation, while learning to harness AI tools to enhance problem-solving, debugging, and code development. Through concise lessons, quizzes, and interactive coding challenges, the course demonstrates how programming languages such as Python and R, combined with AI-augmented development, are utilized in contemporary Business Analytics environments. The course concludes with a comprehensive project that showcases both programming competency and the effective integration of AI-driven coding support in real-world analytical workflows.

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 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 ISOM 6500.

DATA 6500 Leading with Analytics and AI 3 Credits
This course provides a broad overview to the analytics profession, with a focus on data driven leadership, hands-on skills in analytics and AI, and ethics. Starting with a foundation of analytical framing, 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, decision analysis, and data storytelling. The course includes an introduction to prompt engineering and other AI basics, as well as discussions on ethics in the profession. 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 a capstone experience. Previously BUAN 6500.

DATA 6505 Data Engineering for Business Analytics 3 Credits
This course introduces fundamental techniques for collecting, preprocessing, and transforming data for business analytics and AI applications. Students develop hands-on skills in modern data processing and data mining, with an emphasis on feature engineering—both traditional and multimodal. The course explores how to convert raw data into meaningful, analyzable forms that power advanced analytical and machine learning models. Key topics include handling diverse data types, integrating information from multiple sources such as text, images, and videos, and applying methods for data acquisition and cleaning. By the end of the course, students will understand how effective data preparation and feature design serve as the foundation for predictive, descriptive, and AI-driven analytics introduced in more advanced courses.

DATA 6510 Data Design and Visualization 3 Credits
This course introduces data design and management. Starting from the traditional relational data model and 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 including entity relationship modeling and diagrams. The course also offers an introduction to NoSQL and data warehousing approaches to handling Big Data. The course further touches upon how artificial intelligence is shaping the field, including query generation and database design from natural language questions. The course concludes with a comprehensive data warehousing project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BUAN 6510.

DATA 6515 AI Ethics and Governance 3 Credits
This course focuses on governance frameworks for AI systems, including transparency, accountability, data privacy, consent, fairness, and social impact. Students will critically analyze AI governance frameworks drawn from sources such as the EU AI framework, NIST, and explainable AI (XAI) literature. Topics include assessment of transparency and risk, and the formulation of policy and governance recommendations. The course includes weekly readings, quizzes, case studies, and hands-on workshops. The final project centers on designing an AI governance framework for a real or realistic AI deployment.

DATA 6520 Analytics Consulting and Strategy 3 Credits
Prerequisite(s): 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.

DATA 6530 Statistical Modeling for Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6530.

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

DATA 6540 Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6540.

DATA 6545 AI Systems for Business 3 Credits
Prerequisite(s): DATA 6505.
This course provides an advanced understanding of the principles and practices of data science and AI engineering, with a special focus on business applications. It covers the design, development, deployment, and maintenance of AI-powered systems across their full lifecycle. Emphasizing practical relevance, the course applies AI and data-driven tools to business analytics. Programming tutorials and case studies introduce topics such as AI lifecycle management, foundation models, and AutoML. 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.

DATA 6550 Big Data Management and Data Ops 3 Credits
Prerequisite(s): 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.

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 Generative AI Applications in Business 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 Autonomous and Agentic AI for Business 3 Credits
Prerequisite(s): DATA 6545.
This course introduces students to autonomous AI applications including agents. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent, are also reviewed. Additionally, students get hands-on experience building autonomous AI models. Topics covered in this class can 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 autonomous AI.

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 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 ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits
Prerequisite(s): 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 BUAN 6999.

Dual Degrees

A dual graduate business degree program allows students to pursue two graduate degrees, combining a Master of Business Administration (MBA) with a specialized Master of Science (MS) graduate degree in a specific field, or combining two specialized MS programs. The goal is to provide a broader skill set, enabling graduates to apply business knowledge in specialized industries or roles.

The advantage of dual degree programs is that they can be completed in less time than pursuing the degrees separately. These programs are ideal for individuals looking to expand their expertise across multiple disciplines, enhance career prospects, and increase their versatility in the job market.

Interested students will contact the Program Directors of each program to develop their dual degree plan of study.

The dual degree options include:

MBA/MS Dual Degree

Students will complete the seven core MS courses, five MBA subject area courses, and four MBA concentration courses. The MBA concentration will be in a different discipline than the MS program. The MBA concentration courses will count as MS electives. A minimum of 16 courses/48 credits is required.

Any prerequisite course for either the MBA or any of the MS programs will be required.

MS/MS Dual Degree

Students will take the seven core MS courses from the first program, the seven core courses from the second program, plus an elective. A minimum of 15 courses/45 credits is required.

Any prerequisite course for either MS program will be required.

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, January or May. This STEM-designated program is designed to be completed in 12-24 months, depending on start term and course load.

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: Corporate Finance, Markets, and Valuation - Students will understand and apply core corporate finance theories, financial market structures, and valuation frameworks for financial instruments.

Goal II: Investment and Portfolio Management - Students will understand and apply portfolio management principles, diversification, and investment strategies across traditional (stocks and bonds) and derivative securities.

Goal III: Financial Risk Measurement and Management - Students will identify, measure, and manage major sources of financial and operational risk in global contexts.

Goal IV: Quantitative and Analytical Methods in Finance - Students will understand and apply econometric techniques to real data and problems in finance and demonstrate the ability to draw inferences and informed conclusions.

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	
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		**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 6500-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	Statistical Modeling for Business Intelligence	
FNCE 6555	International Financial Management	
FNCE 6575	Capital Budgeting	
Total Credits		**9**

Courses

Finance

FNCE 5400 Principles of Finance 3 Credits
Prerequisite(s): 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.

FNCE 6500 Stakeholder Value 3 Credits
Prerequisite(s): 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.

FNCE 6530 Corporate Finance 3 Credits
Prerequisite(s): 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.

FNCE 6540 Investment Analysis 3 Credits
Prerequisite(s): 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.

FNCE 6545 Portfolio Management 3 Credits
Prerequisite(s): 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.

FNCE 6555 International Financial Management 3 Credits
Prerequisite(s): 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.

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.

FNCE 6565 Derivative Securities 3 Credits
Prerequisite(s): 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.

FNCE 6570 Fixed Income Securities 3 Credits
Prerequisite(s): 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.

FNCE 6575 Capital Budgeting 3 Credits
Prerequisite(s): 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.

FNCE 6580 Financial Risk Management 3 Credits
Prerequisite(s): 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.

FNCE 6595 Research Methods in Finance 3 Credits
Prerequisite(s): 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.

FNCE 6900 Contemporary Topics Seminar 3 Credits
Prerequisite(s): 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.

FNCE 6990 Independent Research Seminar 3 Credits
Prerequisite(s): 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.

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(s): 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(s): 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.

Dual Degrees

A dual graduate business degree program allows students to pursue two graduate degrees, combining a Master of Business Administration (MBA)

with a specialized Master of Science (MS) graduate degree in a specific field, or combining two specialized MS programs. The goal is to provide a broader skill set, enabling graduates to apply business knowledge in specialized industries or roles.

The advantage of dual degree programs is that they can be completed in less time than pursuing the degrees separately. These programs are ideal for individuals looking to expand their expertise across multiple disciplines, enhance career prospects, and increase their versatility in the job market.

Interested students will contact the Program Directors of each program to develop their dual degree plan of study.

The dual degree options include:

MBA/MS Dual Degree

Students will complete the seven core MS courses, five MBA subject area courses, and four MBA concentration courses. The MBA concentration will be in a different discipline than the MS program. The MBA concentration courses will count as MS electives. A minimum of 16 courses/48 credits is required.

Any prerequisite course for either the MBA or any of the MS programs will be required.

MS/MS Dual Degree

Students will take the seven core MS courses from the first program, the seven core courses from the second program, plus an elective. A minimum of 15 courses/45 credits is required.

Any prerequisite course for either MS program will be required.

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 Financial Technology

The MS in Financial Technology prepares graduates to encounter new technologies in Finance and to make the important assessments about how they impact the business models and institutions across the finance industry.

Students will gain critical thinking skills for decision making through a cross-discipline approach to finance, analytics, and strategy. The focus is on how technology and AI create new opportunities for both the finance industry and society. Technology has advanced throughout the history of finance, creating new market structures, new competitors, and new services that have achieved greater levels of access around the world.

The MS in Financial Technology focuses on the impacts of data-driven financial analytics, AI applications, data visualization, as well as blockchains, stablecoins, and tokenized assets. These technologies are enabling major advances in securities trading, cross-border instant payments, digital assets and currencies.

This STEM-designated program is designed to be completed either as full time or part time within two years. The program can be taken entirely on-line with many of the courses also available in-person. Candidates interested in either FinTech start-ups or the development side of traditional institutions will find the program will help enhance or advance their career.

The overarching Learning Goals of the program are:

GOAL I: Analyze financial technologies from the context of their impact on the institutions and regulators of the finance industry.

GOAL II: Discriminate between different technologies and the different business models, services, and opportunities they enable within the financial industry.

GOAL III: Understand recent advances in machine learning, artificial intelligence, data analysis, and algorithmic trading.

GOAL IV: Understand regulation and the legal framework pertaining to FinTech and recognize the ethical implications associated with financial technologies.

Program

Requirements

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

Code	Title	Credits
Required Courses		
DATA 6510	Data Design and Visualization	3
DATA 6570	Generative AI Applications in Business	3
FNCE 6991	Blockchain and Digital Assets	3
FNCE 6992	Decentralized Finance	3
FNCE 6993	Algorithmic Trading	3
FNCE 6994	Ethical Considerations in and Regulation of FinTech	3
MGMT 6508	Strategic Management of Technology and Innovation: The Entrepreneurial Firm	3
Electives		
Select 3 courses from the following (at least 1 course must be DATA):		9
DATA 5405	Programming Fundamentals for Business Analytics	
DATA 6500	Leading with Analytics and AI	
DATA 6505	Data Engineering for Business Analytics	
DATA 6530	Statistical Modeling for Business Intelligence	
DATA 6540	Business Intelligence	
DATA 6545	AI Systems for Business	
FNCE 6540	Investment Analysis	
FNCE 6545	Portfolio Management	
FNCE 6560	Global Financial Markets and Institutions	
FNCE 6565	Derivative Securities	
FNCE 6580	Financial Risk Management	
Total Credits		**30**

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 BUAN 5400.

DATA 5405 Programming Fundamentals for Business Analytics 3 Credits
This course introduces the fundamentals of programming with a focus on core computational concepts and AI-assisted coding techniques that apply across general-purpose programming languages. Students will begin by exploring program structure, control flow, and data manipulation, while learning to harness AI tools to enhance problem-solving, debugging, and code development. Through concise lessons, quizzes, and interactive coding challenges, the course demonstrates how programming languages such as Python and R, combined with AI-augmented development, are utilized in contemporary Business Analytics environments. The course concludes with a comprehensive project that showcases both programming competency and the effective integration of AI-driven coding support in real-world analytical workflows.

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 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 ISOM 6500.

DATA 6500 Leading with Analytics and AI 3 Credits
This course provides a broad overview to the analytics profession, with a focus on data driven leadership, hands-on skills in analytics and AI, and ethics. Starting with a foundation of analytical framing, 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, decision analysis, and data storytelling. The course includes an introduction to prompt engineering and other AI basics, as well as discussions on ethics in the profession. 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 a capstone experience. Previously BUAN 6500.

DATA 6505 Data Engineering for Business Analytics 3 Credits
This course introduces fundamental techniques for collecting, preprocessing, and transforming data for business analytics and AI applications. Students develop hands-on skills in modern data processing and data mining, with an emphasis on feature engineering—both traditional and multimodal. The course explores how to convert raw data into meaningful, analyzable forms that power advanced analytical and machine learning models. Key topics include handling diverse data types, integrating information from multiple sources such as text, images, and videos, and applying methods for data acquisition and cleaning. By the end of the course, students will understand how effective data preparation and feature design serve as the foundation for predictive, descriptive, and AI-driven analytics introduced in more advanced courses.

DATA 6510 Data Design and Visualization 3 Credits
This course introduces data design and management. Starting from the traditional relational data model and 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 including entity relationship modeling and diagrams. The course also offers an introduction to NoSQL and data warehousing approaches to handling Big Data. The course further touches upon how artificial intelligence is shaping the field, including query generation and database design from natural language questions. The course concludes with a comprehensive data warehousing project that gives each student the opportunity to integrate and apply the new knowledge and skills learned from this class. Previously BUAN 6510.

DATA 6515 AI Ethics and Governance 3 Credits
This course focuses on governance frameworks for AI systems, including transparency, accountability, data privacy, consent, fairness, and social impact. Students will critically analyze AI governance frameworks drawn from sources such as the EU AI framework, NIST, and explainable AI (XAI) literature. Topics include assessment of transparency and risk, and the formulation of policy and governance recommendations. The course includes weekly readings, quizzes, case studies, and hands-on workshops. The final project centers on designing an AI governance framework for a real or realistic AI deployment.

DATA 6520 Analytics Consulting and Strategy 3 Credits
Prerequisite(s): 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.

DATA 6530 Statistical Modeling for Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6530.

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

DATA 6540 Business Intelligence 3 Credits
Prerequisite(s): 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 BUAN 6540.

DATA 6545 AI Systems for Business 3 Credits
Prerequisite(s): DATA 6505.
This course provides an advanced understanding of the principles and practices of data science and AI engineering, with a special focus on business applications. It covers the design, development, deployment, and maintenance of AI-powered systems across their full lifecycle. Emphasizing practical relevance, the course applies AI and data-driven tools to business analytics. Programming tutorials and case studies introduce topics such as AI lifecycle management, foundation models, and AutoML. 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.

DATA 6550 Big Data Management and Data Ops 3 Credits
Prerequisite(s): 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.

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 Generative AI Applications in Business 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 Autonomous and Agentic AI for Business 3 Credits
Prerequisite(s): DATA 6545.
This course introduces students to autonomous AI applications including agents. Fundamental knowledge, such as the architectures of the deep neural networks, extraction of high-level features representing unstructured data, backpropagation, and stochastic gradient descent, are also reviewed. Additionally, students get hands-on experience building autonomous AI models. Topics covered in this class can 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 autonomous AI.

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 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 ISOM 6990.

DATA 6999 Capstone: Business Analytics Applications 3 Credits
Prerequisite(s): 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 BUAN 6999.

Finance

FNCE 5400 Principles of Finance 3 Credits
Prerequisite(s): 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.

FNCE 6500 Stakeholder Value 3 Credits
Prerequisite(s): 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.

FNCE 6530 Corporate Finance 3 Credits
Prerequisite(s): 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.

FNCE 6540 Investment Analysis 3 Credits
Prerequisite(s): 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.

FNCE 6545 Portfolio Management 3 Credits
Prerequisite(s): 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.

FNCE 6555 International Financial Management 3 Credits
Prerequisite(s): 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.

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.

FNCE 6565 Derivative Securities 3 Credits
Prerequisite(s): 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.

FNCE 6570 Fixed Income Securities 3 Credits
Prerequisite(s): 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.

FNCE 6575 Capital Budgeting 3 Credits
Prerequisite(s): 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.

FNCE 6580 Financial Risk Management 3 Credits
Prerequisite(s): 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.

FNCE 6595 Research Methods in Finance 3 Credits
Prerequisite(s): 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.

FNCE 6900 Contemporary Topics Seminar 3 Credits
Prerequisite(s): 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.

FNCE 6990 Independent Research Seminar 3 Credits
Prerequisite(s): 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.

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(s): 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(s): 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.

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A dual graduate business degree program allows students to pursue two graduate degrees, combining a Master of Business Administration (MBA) with a specialized Master of Science (MS) graduate degree in a specific field, or combining two specialized MS programs. The goal is to provide a broader skill set, enabling graduates to apply business knowledge in specialized industries or roles.

The advantage of dual degree programs is that they can be completed in less time than pursuing the degrees separately. These programs are ideal for individuals looking to expand their expertise across multiple disciplines, enhance career prospects, and increase their versatility in the job market.

Interested students will contact the Program Directors of each program to develop their dual degree plan of study.

The dual degree options include:

MBA/MS Dual Degree

Students will complete the seven core MS courses, five MBA subject area courses, and four MBA concentration courses. The MBA concentration will be in a different discipline than the MS program. The MBA concentration courses will count as MS electives. A minimum of 16 courses/48 credits is required.

Any prerequisite course for either the MBA or any of the MS programs will be required.

MS/MS Dual Degree

Students will take the seven core MS courses from the first program, the seven core courses from the second program, plus an elective. A minimum of 15 courses/45 credits is required.

Any prerequisite course for either MS program will be required.

Career Development

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

tomorrow's business leaders. For more information, reference the Career Development section of this catalog.

Master of Science in Management

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

The MSM is a cohort program, providing students with a one-year, full-time experience as graduate students working through a prescribed 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, in a designated non-US country, 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.

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.

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 Strategy - An Artificial Intelligence & Human Intelligence 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.

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.

MGMT 6500 Leadership 3 Credits
Prerequisite(s): 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.

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.

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.

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.

MGMT 6505 Human Resource Strategy - An Artificial Intelligence & Human Intelligence Approach 3 Credits
Human Resource (HR) Strategy serves as the critical link between human resource management (HRM) and organizational success. Human capital, which is knowledge, skills and abilities (KSA) of people, is the strategic asset of the firm that acts on all other assets to make them productive. In today's fast-evolving business landscape, leveraging both Artificial Intelligence (AI) and Human Intelligence (HI) is essential for creating dynamic, HR strategies that enhance a firm's competitive advantage. This course explores how HRM functions—including talent acquisition, training and development, performance management, compensation strategies, and employee relations—can be optimized using AI while maintaining the essential human judgment and ethical considerations necessary for effective people management.

MGMT 6506 Navigating Law, Ethics, and Investment in the Green Economy 3 Credits
This course examines the intersection of sustainability, law, and finance to explore how policy, regulation, and private capital interact to shape the clean energy economy. With a focus on both U.S. and global frameworks, students will analyze the role of environmental law, administrative enforcement, and government incentives in supporting innovation and shaping market behavior. Students will explore how legal risk, ESG mandates, and regulatory complexity impact business strategy and investment decisions. Through readings, simulations, and real-world case studies - including venture financing of clean tech firms and ethical dilemmas in global supply chains - students will build practical fluency in how sustainability issues influence corporate governance, entrepreneurial ventures, and international dealmaking. Topics include environmental and administrative law, the Inflation Reduction Act, public-private partnerships, venture capital, ESG and CSR distinctions, international clean energy negotiations, and state-level green investment policies. Weekly instruction will incorporate current events and culminate in group-based legal and investment simulations.

MGMT 6507 Negotiations and Dispute Resolution 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

MGMT 6532 Strategies for Environmental and Social Sustainability 3 Credits
This graduate level course provides an overview of topics related to environmental and social sustainability with a focus on how strategy and innovation at the business level help to create sustainable societies and infrastructures. This course has three major objectives: to increase students' knowledge of key global sustainability related trends; to teach students to think strategically on environmental and social challenges; to help students understand the promises and limits of modern business approaches to sustainability. The course combines talks, case studies, and class discussions on management theory, tools, and frameworks shaping the business-environment interface, and evolving requirements for business success. Several guest lecturers will discuss how they have addressed sustainability within their company.

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.

MGMT 6545 Law and Human Resources Management 3 Credits
Prerequisite(s): 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.

MGMT 6555 Labor Relations 3 Credits
Prerequisite(s): 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.

MGMT 6560 Career Planning and Development 3 Credits
Prerequisite(s): 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.

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.

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.

Dual Degrees

A dual graduate business degree program allows students to pursue two graduate degrees, combining a Master of Business Administration (MBA) with a specialized Master of Science (MS) graduate degree in a specific field, or combining two specialized MS programs. The goal is to provide a broader skill set, enabling graduates to apply business knowledge in specialized industries or roles.

The advantage of dual degree programs is that they can be completed in less time than pursuing the degrees separately. These programs are ideal for individuals looking to expand their expertise across multiple disciplines, enhance career prospects, and increase their versatility in the job market.

Interested students will contact the Program Directors of each program to develop their dual degree plan of study.

The dual degree options include:

MBA/MS Dual Degree

Students will complete the seven core MS courses, five MBA subject area courses, and four MBA concentration courses. The MBA concentration will be in a different discipline than the MS program. The MBA concentration courses will count as MS electives. A minimum of 16 courses/48 credits is required.

Any prerequisite course for either the MBA or any of the MS programs will be required.

MS/MS Dual Degree

Students will take the seven core MS courses from the first program, the seven core courses from the second program, plus an elective. A minimum of 15 courses/45 credits is required.

Any prerequisite course for either MS program will be required.

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, 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.

Program

Requirements

The requirements for the MAS fall into categories of Prerequisite courses, Foundational Tier, Proficiency Tier, Profession Specializations or Electives Tier, and the Capstone.

Code	Title	Credits
Prerequisite Courses:		
DATA 5400	Applied Business Statistics	
MKTG 5400	Marketing Management	
Foundational Tier		**9**
All courses are required		
MKTG 6520	Research for Marketing Insights and Decisions	
MKTG 6530	Marketing Analytics	
MKTG 6550	Advanced Marketing Strategy	
Proficiency Tier		**9**
Select 3 courses from the following:		
DATA 5405	Programming Fundamentals for Business Analytics	
MKTG 6510	Advanced Consumer Behavior for Managers	
MKTG 6515	Artificial Intelligence in Marketing	
MKTG 6570	Digital Marketing and Analytics with AI	
MKTG 6580	Advanced Marketing Analytics	
MKTG 6583	Pricing Strategies and Analytics	
Capstone		
MKTG 6999A	Capstone Project: Marketing Analytics and Strategy	3
Profession Specializations or Electives Tier		**9**
Choose a specialization or any 3 MKTG or DATA graduate level coures. Courses must not have been taken in Foundational or Proficiency Tiers.		
Total Credits		**30**

Artificial Intelligence Specialization

With a specialization in Artificial Intelligence, students gain hands-on experience in building AI-driven solutions, preparing them to tackle real-

world challenges using advanced AI skills, data science and machine learning techniques.

Code	Title	Credits
Required courses:		6
MKTG 6515	Artificial Intelligence in Marketing	
MKTG 6570	Digital Marketing and Analytics with AI	
Select one of the following courses:		3
DATA 6500	Leading with Analytics and AI	
DATA 6515	AI Ethics and Governance	
DATA 6560	Sports Analytics	
DATA 6570	Generative AI Applications in Business	
Total Credits		**9**

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 three 6500-level DATA 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 three 6500-level FNCE 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		

Media Specialization

The media specialization prepares students with the latest skills to lead in today's digital landscape. Students gain practical skills in campaign planning, data-driven marketing, and digital performance analysis using industry software while obtaining digital and social media marketing certifications.

Code	Title	Credits
MKTG 6540	Advertising Management	3
MKTG 6570	Digital Marketing and Analytics with AI	3
MKTG 6575	Social Media Analytics and Strategy	3

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	

Research Specialization

This research-focused specialization equips students with advanced skills in marketing analytics, research methods and data science. Through courses such as Advanced Marketing Analytics, Data Munging in Python, and Machine Learning Operations, students learn to manage, analyze, and operationalize complex data for strategic decision-making.

Code	Title	Credits
MKTG 6580	Advanced Marketing Analytics	3
DATA 6505	Data Engineering for Business Analytics	3
DATA 6545	AI Systems for Business	3

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.

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.

MKTG 6500 Customer Value 3 Credits
Prerequisite(s): 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.

MKTG 6505A Introductory Storytelling in Marketing 1.5 Credits
Prerequisite(s): 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(s): 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(s): 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.

MKTG 6515 Artificial Intelligence in Marketing 3 Credits
Prerequisite(s): MKTG 5400.
Artificial Intelligence (AI) in Marketing provides a comprehensive overview of the theory and practical application of AI within the field of marketing. This course equips students with theoretical and practical expertise in core AI concepts like machine learning, LLM, NLP, and generative AI, and their direct application across vital marketing functions, including advanced audience targeting, data-driven personalization, modern SEO/AEO/GEO, media buying, content creation, social listening and predictive analytics. The curriculum emphasizes leveraging AI for strategic decision-making while adhering to ethical use and privacy regulations. Students will be prepared to drive socially responsible, strategic decision-making and gain a competitive advantage.

MKTG 6520 Research for Marketing Insights and Decisions 3 Credits
Prerequisite(s): 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.

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 world-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 6530 Marketing Analytics 3 Credits
Prerequisite(s): MKTG 5400, DATA 5400.
Marketing analytics is the practice of leveraging data to drive marketing decision-making and strategy. This course introduces students to essential analytical techniques used to collect, analyze, visualize, and interpret marketing data including the ethical challenges with AI, machine learning and big data. Through a combination of theoretical concepts, hands-on exercises, and simulations, students will develop skills in data-driven marketing, optimization, and predictive modeling. By the end of the course, students will have gained hands-on experience with marketing data technologies and developed the ability to make data-driven marketing decisions.

MKTG 6535 Strategic Brand Management 3 Credits
Prerequisite(s): 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.

MKTG 6540 Advertising Management 3 Credits
Prerequisite(s): 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.

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
Fee: $105 Graduate Business Lab
Prerequisite(s): 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.

MKTG 6570 Digital Marketing and Analytics with AI 3 Credits
Prerequisite(s): MKTG 5400.
This course develops a strategic and analytical understanding of digital marketing, artificial intelligence, and data-driven decision making, and their implications for organizations and consumers in a dynamic business environment. Students apply contemporary digital marketing tools and analytics to design, integrate, and evaluate marketing strategies across digital channels, including web, search, social media, email, and mobile platforms. The course emphasizes the responsible integration of artificial intelligence—such as large language models, generative engine optimization (GEO), and agentic AI—into marketing planning, execution, and performance measurement, while addressing ethical, legal, and governance considerations essential to building and managing a sustainable digital marketing ecosystem.

MKTG 6575 Social Media Analytics and Strategy 3 Credits
Prerequisite(s): MKTG 5400 and DATA 5400.
MKTG 6575 focuses on the power of social media analytics and strategy in enabling businesses to make informed, ethically sound decisions. Students will explore key strategies and techniques, including social listening, social CRM, and social network analysis, to create effective campaigns and optimize resource allocation. The course offers hands-on experience with major social media platforms, where students will develop content, design paid campaigns, and analyze performance data, all while addressing legal and ethical considerations in data collection and management. By the end of the course, students will earn industry-recognized certifications and gain proficiency using AI. The course integrates lectures, case studies, interactive discussions, and an experiential learning project, helping students transform data into actionable insights to elevate social media marketing strategies.

MKTG 6580 Advanced Marketing Analytics 3 Credits
Prerequisite(s): 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.

MKTG 6583 Pricing Strategies and Analytics 3 Credits
Fee: $75 Graduate Business Lab
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
Prerequisite(s): 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.

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.

MKTG 6990 Independent Study 3 Credits

MKTG 6999A Capstone Project: Marketing Analytics and Strategy 3 Credits
Prerequisite(s): Four courses from: MKTG 6510, MKTG 6520, MKTG 6530, 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 socially responsible strategic recommendations 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.

Dual Degrees

A dual graduate business degree program allows students to pursue two graduate degrees, combining a Master of Business Administration (MBA) with a specialized Master of Science (MS) graduate degree in a specific field, or combining two specialized MS programs. The goal is to provide a broader skill set, enabling graduates to apply business knowledge in specialized industries or roles.

The advantage of dual degree programs is that they can be completed in less time than pursuing the degrees separately. These programs are ideal for individuals looking to expand their expertise across multiple disciplines, enhance career prospects, and increase their versatility in the job market.

Interested students will contact the Program Directors of each program to develop their dual degree plan of study.

The dual degree options include:

MBA/MS Dual Degree

Students will complete the seven core MS courses, five MBA subject area courses, and four MBA concentration courses. The MBA concentration will be in a different discipline than the MS program. The MBA concentration courses will count as MS electives. A minimum of 16 courses/48 credits is required.

Any prerequisite course for either the MBA or any of the MS programs will be required.

MS/MS Dual Degree

Students will take the seven core MS courses from the first program, the seven core courses from the second program, plus an elective. A minimum of 15 courses/45 credits is required.

Any prerequisite course for either MS program will be required.

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 Artificial Intelligence

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

- Those who are in need of foundational and advanced skills in artificial intelligence and its application to business.
- Those who are contemplating the MSAIBA but do not have the time/resources at the moment to undertake the degree program.
- Those who are working professionals looking to add AI competencies in programming, data engineering, machine learning, and autonomous systems to their current skill set.

The program consists of the following four courses:

Code	Title	Credits
DATA 5405	Programming Fundamentals for Business Analytics [1]	3
DATA 6505	Data Engineering for Business Analytics	3
DATA 6545	AI Systems for Business	3
DATA 6575	Autonomous and Agentic AI for Business	3
Total Credits		**12**

The four required courses can be completed in one year's time by taking one course in summer session II, one course in the fall semester, one course in the spring semester, and one course in summer session I.

Please note that courses may have prerequisites.

[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 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 MSAIBA 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 6515	AI Ethics and Governance	3
DATA 6530	Statistical Modeling for Business Intelligence	3
DATA 6540	Business Intelligence	3
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 courses may have prerequisites.

[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 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 6500	Leading with Analytics and AI	3
DATA 6510	Data Design and Visualization	3
DATA 6560	Sports Analytics	3
DATA 6570	Generative AI Applications in Business	3
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 courses may have prerequisites.

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.

Code	Title	Credits
The program consists of completing four of the following courses:		**12**
ACCT 5400	Introduction to Accounting	3
ECON 5400	Principles of Economics for Business	3
FNCE 5400	Principles of Finance	3
MGMT 5400	Organizational Behavior	3
MKTG 5400	Marketing Management	3

Graduate Certificate in Digital Media and Artificial Intelligence

The Graduate Certificate in Digital Media and AI is a 12-credit program designed for the following audiences:

- Those who want to enhance their digital marketing, analytical and AI knowledge in the areas of Digital Marketing, Social Media, Advertising and Marketing AI.
- 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 digital marketing or media positions and need current or advanced knowledge in the areas of digital media, analytics and the use of AI in Marketing.

The program consists of the following four courses:

Code	Title	Credits
The program consists of completing four of the following courses:		
MKTG 6515	Artificial Intelligence in Marketing	3
MKTG 6540	Advertising Management	3
MKTG 6570	Digital Marketing and Analytics with AI	3
MKTG 6575	Social Media Analytics and Strategy	3
Total Credits		**12**

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

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	Statistical Modeling for Business Intelligence	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 6530	Marketing Analytics	3
MKTG 6550	Advanced Marketing Strategy	3
Select one course from the list of Analytics courses and one course from the list of Strategy courses, or two courses from the list of Analytics courses:		6
Analytics Courses		
MKTG 6520	Research for Marketing Insights and Decisions	
MKTG 6560	Category Management and Shopper Insights	
MKTG 6570	Digital Marketing and Analytics with AI	
MKTG 6575	Social Media Analytics and Strategy	
MKTG 6580	Advanced Marketing Analytics	
MKTG 6583	Pricing Strategies and Analytics	
MKTG 6590	Experimental Research	
Strategy Courses		
MKTG 6500	Customer Value	
MKTG 6510	Advanced Consumer Behavior for Managers	
MKTG 6515	Artificial Intelligence in Marketing	
MKTG 6525	Customer Experience	
MKTG 6535	Strategic Brand Management	
MKTG 6540	Advertising Management	
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 Strategy - An Artificial Intelligence & Human Intelligence 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 an Certificate of Advanced Study (C.A.S.) in Accounting or Taxation.[1] To earn an 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 an 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 pursing 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.

School Directory

Administration

Zhan Li, DBA
Dean

Anca Micu, PhD
Senior Associate Dean

Danielle Courtemanche, EdD
Assistant Dean, Director of Undergraduate Programs

Faye Troiano, MS
Associate Director of Undergraduate Programs

Mitchell Fallon, MS
Student Success Coach

Leanne De Los Santos
Senior Assistant Dean of Graduate Programs

Tori (Pawitsaya) Kritsin, MBA, MSBA
Assistant Director of Graduate Programs and Data

Sarah Bollinger, EdD
Senior Director of Career Development

Carolyn Montrose, MS
Associate Director of Career Development

Christina Cummings
Assistant Director of Career Development

Jordyn Hackett-Slimm, MEd
Assistant Director of Career Development

Department Chairs

Kara Hunter, PhD, CPA
Accounting

Yasin Ozcelik, PhD
Analytics

William Vasquez Mazariegos, PhD
Economics

Katsiaryna Bardos, PhD
Finance

Helena Glebocki PhD
Director of International Business

Carl Scheraga, PhD
Management

Iman Naderi, PhD
Marketing

Department Vice Chairs

Rebecca Bloch, PhD, CPA
Accounting

Christopher Huntley, PhD
Analytics

Steven Kozlowski, PhD
Finance

William Natlo, MS
Marketing

Graduate Program Directors

Mousumi Bhattacharya, PhD
Executive Doctorate of Business Administration (DBA) Program

Mousumi Bose Godbole, PhD
MBA Program

Ying Zhang, PhD
MBA Shanghai Program

Heather Baiye, MBA, CPA
MS Accounting

Philip Maymin, PhD
MS Business Analytics

Jie Tao, PhD
MSBA Shanghai Program

Noradeen Farlekas, LP.D, CFA
MS Finance

David Mangini, PhD
MS Financial Technology

Lisa Stafford, MBA
MS Management

Julie Marella, MS
MS Marketing Analytics and Strategy

Faculty

Anna-Maria Aksan
Professor of Economics
BA, Tufts University
PhD, University of Oregon

Nazli Sila Alan
Associate Professor of Finance
BA, Boğaziçi University, Turkey
MS, Hoftstra University
PhD, Baruch College, City University of New York

Heather Baiye
Instructor of the Practice of Accounting
Director, Graduate Accounting Programs
BBA, MBA, Loyola University Maryland
CPA, Maryland

Katsiaryna Bardos
Chair, Finance Department
Professor of Finance
BA, Hartwick College
PhD, University of Connecticut

Mousumi Bhattacharya
Associate Professor of Management
BA, MBA, Jadavpur University
PhD, Syracuse University

Rebecca Bloch
Vice Chair
Associate Professor of Accounting
BS, Binghamton University (SUNY)
PhD, Rutgers, The State University of New Jersey
CPA, New York

Andrew Blum
Instructor of the Practice of Marketing
BA, Bryant College
MBA, Fairfield University

Madison Borrelli
Assistant Professor of Finance
BA, Saint Anselm College
MS, Boston College
PhD, University of Central Florida

Scott M. Brenner
Instructor of the Practice of Accounting
BS, Syracuse University
MBA, Fairfield University
CPA, Connecticut, Massachusetts, New York, North Carolina

Gregg Caruso
Professor of Management
BA, William Paterson University
MPhil, PhD, City University of New York

Gerald O. Cavallo
Associate Professor of Marketing
BBA, Pace University
MBA, Columbia University
MBA, PhD, City University of New York

Michael P. Coyne
Associate Professor of Accounting
BS, Fairfield University
MBA, New York University, Stern School of Business
PhD, University of Connecticut
CPA, New York

Paul Daulerio
Assistant Professor of the Practice of Management
BS, United States Naval Academy
MS, Massachusetts Institute of Technology
PhD, Pace University

Jiaojing Ding
Assistant Professor of the Practice of International Business
BS, Central South University, China
MA, Central University of Finance and Economics, China
PhD, Georgia State University

JoAnn Drusbosky
Instructor of the Practice of Accounting
BS, Villanova
MS, University of New Haven
CPA, Pennsylvania

Ahmed Ebrahim
Associate Professor of Accounting
BS, MS, Mansoura University, Egypt
MBA, PhD, Rutgers, The State University of New Jersey
CPA, Connecticut

Yifeng (Felix) Fan
Associate Professor of Management
BS, Southwestern University of Finance and Economics
MPhil, Erasmus University Rotterdam
PhD, Georgia Institute of Technology

Noradeen Farlekas
Assistant Professor of the Practice of Finance
Director, Graduate Finance Program
BS, University of Scranton
MBA, LP.D, Northeastern University
CFA, Connecticut

Brian Farnen
Assistant Professor of the Practice of Management
BA, MBA, JD, University of Connecticut

Dina Franceschi
Professor of Economics
BS, Pennsylvania State University
PhD, University of Tennessee, Knoxville

Helena Glebocki
Associate Professor of Economics
Director of International Business
BA, Lehigh University
MA, PhD, Fordham University

Mousumi Bose Godbole
Professor of Marketing
Director, MBA Program
BS, MS, University of Calcutta
MBA, École Nationale des Ponts et Chaussées
PhD, Louisiana State University

Roberto Gonzales
Assistant Professor of Accounting
BA, Community College of the Air Force
MS, University of North Texas
PhD, University of Texas at Arlington
CPA, Texas

Raphael Gyabeng
Assistant Professor of Accounting
BS, University of Professional Studies, Accra
MS, University of Texas, Rio Grande Valley
ABD, Florida International University
Chartered Accountant, Ghana

Christopher J. Hamer
Instructor of the Practice of Management
BBA, University of Texas
MS, SUNY Albany

Gru Han
Assistant Professor of Management
BA, Yonsei University, South Korea
MA, PhD, Harvard University

Xin James He
Professor of Analytics
BS, Zhejiang University, China
MBA, University of Shanghai for Science and Technology
PhD, Pennsylvania State University

R. Scott Hiller
Associate Professor of Economics
BS, University of South Carolina
MA, PhD, University of Colorado, Boulder

Milad Hour

Assistant Professor of Marketing
BSc, Sharif University of Technology, Iran
MBA, Kharazmi University, Iran
PhD, University of Wisconsin - Milwaukee

Christopher L. Huntley
Vice Chair
Director of Entrepreneurial Program
Associate Professor of Analytics
BS, MS, PhD, University of Virginia

Kara E. Hunter
Chair, Accounting Department
Associate Professor of Accounting
BS, MBA, PhD, Bentley University
CPA, Massachusetts

Ata Jameei Osgouei
Assistant Professor of Marketing
BSc, MBA, Sharif University of Technology, Iran
PhD, University of Texas at Dallas

Elizabeth Jiang
Assistant Professor of Management
BA, Harvard University
PhD, UCLA

Sara Kaplan
Assistant Professor of Management
BS,BA, University of Denver
MS, Queen's University at Kingston, Canada
PhD, Emory University

Arleen Kardos
Instructor of the Practice of Accounting
BBA, MBA, Pace University
CPA, New York

Susan Kibe
Assistant Professor of the Practice of Economics
BS, Kenyatta University, Nairobi, Kenya
MBA, United States International University
MA, PhD, Fordham University

Regina Kim
Associate Professor of Management
BA, Smith College
M.Phil., Columbia University
PhD, Columbia University

Woocheol Kim
Assistant Professor of Marketing
BA, Yonsei University, South Korea
MBA, Georgetown University
PhD, University of Oregon

Gregory D. Koutmos
Gerald M. Levin Professor of Finance
BS, Graduate School of Business Studies, Athens, Greece
MA, City College of the City University of New York
PhD, Graduate School and University Center, City University of New York

Steven E. Kozlowski
Associate Professor of Finance
BS, Lemoyne College
PhD, University of Connecticut

Brian Krot
Assistant Professor of the Practice of Economics
BA, Eastern Connecticut State University
MA, Trinity College

Alice Lee
Assistant Professor of Accounting
BA, University of Richmond
PhD, Temple University
CPA, Virginia

Joan L. Lee
Professor of Accounting
BS, MBA, Fordham University
PhD, New York University
CPA, New York

Kang Lee
Assistant Professor of Analytics
BS, Yonsei University
MS, PhD, Seoul National University

Zhan Li
Dean
Professor of Marketing
BS, Harbin Institute of Technology (China)
MBA, DBA, Boston University

Mark Ligas
Vice Provost for Undergraduate Excellence
Associate Professor of Marketing
BA, University of Pennsylvania
MS, Pennsylvania State University
PhD, University of Connecticut

Juan Pablo Loaiza-Ramirez
Assistant Professor of Business Communication
BEng, MS, Universidad Nacional de Columbia
MA, PhD, Purdue University

Lin Lu
Associate Professor of Analytics
BA, BBA, Communication University of China
MA, PhD, Auburn University

Lisa A. Mainiero
Professor of Management
BA, Smith College
MA, PhD, Yale University

David Mangini
Assistant Professor of the Practice of Finance
BSEE, Worcester Polytechnic Institute
MSEE, Rensselaer Polytechnic Institute
MBA, University of Connecticut

Nomalia Manna
Assistant Professor of Finance
B.TecH, Heritage Institute of Technology, India
MS, University of Missouri-Kansas City
PhD, Drexel University

Julie Marella

Instructor of the Practice of Marketing
Director, Graduate Marketing Analytics and Strategy Program
BS, Sacred Heart University
MS, Fairfield University

Valeria Martinez
Associate Professor of Finance
BS, Instituto Tecnológico Autónomo de México
MS, University of Warwick, England
PhD, University of Texas at San Antonio

Filippo Massari
Assistant Professor of Economics
BS, University of Bologna, Italy
MS, Jönköping University, Sweden
MS, PhD, North Carolina State University

Dawn W. Massey
Professor of Accounting
BS, MBA, Fordham University
PhD, University of Connecticut
CPA, Connecticut, CGMA

Philip Maymin
Associate Professor
Director, Graduate Business Analytics Programs
BA, MS, Harvard University
PhD, University of Chicago

John McDermott
Associate Professor of Finance
BS, U.S. Coast Guard Academy
MBA, Columbia University
PhD, University of Connecticut

Michael B. McDonald
Thomas E. Conine, Jr., Professor of Finance
BS, MA, Clemson University
PhD, University of Tennessee

Kathi Mettler
Instructor of the Practice of Accounting
BS, Birmingham-Southern College
MS, The University of Alabama
CPA, Connecticut

Anca Micu
Senior Associate Dean
Professor of Marketing
BA, Romanian Academy of Economic Studies
MBA, PhD, University of Missouri - Columbia

Camelia C. Micu
Professor of Marketing
BS, MS, Polytechnic University, Romania
PhD, University of Connecticut

Italo Morais Santos
Assistant Professor of Economics
BS, MS, Federal University of Ceará, Brazil
PhD, University of Illinois at Urbana-Champaign

Illya Mowerman
Professor of the Practice of Analytics
BS, Florida Institute of Technology
MBA, University of Miami
PhD, University of Rhode Island

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

Iman Naderi
Chair, Marketing Department
Associate Professor of Marketing
BS, MBA, Sharif University of Technology, Iran
PhD, University of North Texas

Kathryn A. Nantz
Professor of Economics
BA, Western Kentucky University
MS, PhD, Purdue University

Bill Natlo
Vice Chair
Instructor of the Practice of Marketing
BA, University at Albany
MS, Long Island University

Liem Nguyen
Visiting Assistant Professor of Finance
BS, Vietnam Maritime University, Vietnam
BS, Hanoi University of Construction, Vietnam
MBA, International University of Japan, Japan
PhD, University of Rhode Island

Dana Nugent
Assistant Professor of Accounting
BS, MSA, Montclair State University
PhD, Baruch College (CUNY)
CPA, New York

Yasin Ozcelik
Chair, Analytics
Associate Professor of Analytics
BS, Bilkent University, Turkey
MS, PhD, Purdue University

Melanie Paul Austin
Assistant Professor of Marketing
BS, MBA, Stony Brook University
PhD, Baruch College, City University of New York

Michael PeCoy
Assistant Professor of Marketing
BBA, MS, PhD, University of Iowa

Eric M. Peterson
Assistant Professor of the Practice of Management
BA, Moody Bible Institute
MA, Biola University
PhD, University of Kentucky

Michael Puleo
Associate Professor of Finance
BS, BA, MS, University of Florida
PhD, Temple University

Rajasree K. Rajamma

Rev. Thomas R. Fitzgerald, S.J., Professor of Marketing
B.Tech (Electrical and Electronics Engineering), Kerala University, India
MBA, Cochin University of Science and Technology, India
MBA, Indiana University of Pennsylvania
PhD, University of North Texas

Francis Reed
Assistant Professor of the Practice of Finance
BS, Fairfield University
MBA, Fordham University

Titos E. Ritsatos
Assistant Professor of the Practice of Finance
BA, University of Piraeusm Greece
MA, Athens University of Economics and Business, Greece
MBA, PhD, University of Connecticut

Ruchika Sachdeva
Assistant Professor of the Practice of International Business
MBA, Kurukshetra University, India
PhD, Panjab University, India

Saima Alam Samantha
Visiting Assistant Professor of Economics
BSS, MSS, University of Dhaka, Bangladesh
BSS, University of Dhaka, Bangladesh
MA, PhD, University of Kansas

Carl A. Scheraga
Chair, Management Department
Professor of Business Strategy and Technology Management
ScB, MA, Brown University
PhD, University of Connecticut

David P. Schmidt
Director of the Patrick J. Waide Center for Applied Ethics
Associate Professor of Ethics
BS, Illinois State University
MA, PhD, University of Chicago

Michael R. Sciandra
Associate Professor of Marketing
BS, MBA, John Carroll University
PhD, University of Pittsburgh

Hedieh Shadmani
Associate Professor of Economics
BS, Allameh Tabatabai University, Iran
MA, Alzahra University, Iran
PhD, Kansas State University

Shoaib Shirazi
Assistant Professor of Accounting
BCom, St. Joseph's College of Commerce, Bengaluru
MS, San Diego State University
PhD, The University of Arizona
CPA, California

Lisa Stafford
Instructor of the Practice of Management
Director, Graduate Management Program
BS, Babson College
MBA, Bryant College

Debra M. Strauss
Professor of Business Law
BA, Cornell University
JD, Yale University

Keh-Kuan Sun
Associate Professor of Economics
BA, Yonsei University, South Korea
MA, PhD, Washington University at St. Louis

Jie Tao
Associate Professor of Analytics
BS, Hefei University for Science and Technology, China
MS, University of Shanghai for Science and Technology, China
PhD, Dakota State University

Ran Tao
Assistant Professor of Business Communication
BA, China Foreign Affairs University
MA, PhD, University of Wisconsin-Madison

Archana M. Tedone
Assistant Professor of Management
BS, Nova Southeastern University
MS, PhD, Florida International University

Kristen Tharrington
Instructor of the Practice of Accounting
BBA, University of Notre Dame
MS, Fairfield University
CPA, New York

Daniel Van Hise
Visiting Assistant Professor of Accounting
BS, MSA, Fairfield University

William F. Vasquez Mazariegos
Chair, Economics Department
Professor of Economics
BS, MS, Francisco Marroquín University, Guatemala
MA, PhD, University of New Mexico

Stanislav Vavilov
Assistant Professor of Management
BS, MSc, Moscow State University, Russia
MBA, Yale University
PhD, University of Massachusetts Boston

Carolina Villegas-Galaviz
Assistant Professor of Management
BA, MA, University of Navarra, Spain
PhD, Comillas Pontifical University

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

Ao Wang
Assistant Professor of Finance
BA, Sichuan International Studies University, China
MA, Southwestern University of Finance and Economics, China
PhD, Washington State University

Kanlun Wang

Associate Professor of Analytics
BS, University of Bridgeport
MS, Fairfield University
PhD, University of North Carolina at Charlotte

Zekai Wang
Associate Professor of Analytics
BS, Wuhan University of Technology
MS, Oklahoma State University
MS, Southern Methodist University
PhD, University of Tennessee

Youngdai Won
Assistant Professor of Marketing
BA, Catholic University of Korea, South Korea
MA, Sogany University, South Korea
PhD, Drexel University

Noah D. Wollowick
Visiting Instructor of the Practice of Analytics
BSEE, Tufts University
MBA, New York University

Jae Kyun Yoo
Assistant Professor of Management
BBA, MS, Korea University, Korea
PhD, University of Illinois at Urbana-Champaign

Xiao Yu
Visiting Assistant Professor of Accounting
BS, MS, University of Illinois Urbana-Champaign
ABD, University of Connecticut
CPA, Illinois

Ying Zhang
Associate Professor of Finance
Director, MBA Shanghai Program
BS, Jinan University, Guangzhou, China
MS, PhD, University of Texas Arlington

Faculty Emeriti

Henry E. Allinger
Assistant Professor of Accounting, Emeritus

Bruce Bradford
Associate Professor of Accounting, Emeritus

Paul Caster
Professor of Accounting, Emeritus

J. Michael Cavanaugh
Associate Professor of Management, Emeritus

Arjun Chaudhuri
Professor of Marketing, Emeritus

Thomas E. Conine, Jr.
Professor of Finance, Emeritus

Edward J. Deak
Professor of Economics, Emeritus

Catherine Connelly Giapponi
Associate Professor of Management, Emerita

Walter Hlawitschka
Associate Professor of Finance, Emeritus

Robert A. Kelly
Assistant Professor of Economics, Emeritus

Philip J. Lane
Professor of Economics, Emeritus

Mark S. LeClair
Professor of Economics, Emeritus

Patrick S. Lee
Associate Professor of Analytics, Emeritus

Suzanne D. Lyngaas
Assistant Professor of Accounting, Emerita

Roselie McDevitt
Assistant Professor of Accounting, Emerita

Laurence A. Miners
Professor of Economics, Emeritus

Milo Peck
Assistant Professor of Accounting, Emeritus

Patricia Poli
Associate Professor of Accounting, Emerita

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

Winston Tellis
Professor of Information Systems and Operations Management, Emeritus

Cheryl Tromley
Professor of Management, Emerita

Advisory Board

Jennifer Abate '94
Senior Managing Director
Blackstone

Michael Archbold '82
Founding Executive, WellWithAll and Board Member
Council for Inclusive Capitalism with the Vatican

Jessica Baehr '04, MBA '11
President
Equitable Investment Management, LLC

Michael Bentivegna '82 (Chair)
Founder
Perfect Positioning Marketing Consultancy

Joseph Brennan '91, P '30
Managing Director - Global Chief Risk Officer
Vanguard

Chuck Burke, '01
Co-Chief Operating Officer of the Family Office
Co-Head of the Center for Wealth Solutions
Rockefeller Capital Management

Peter Costello '84
President/CEO
Pete Costello, LLC

Ronald Delia '93
Former CEO & Senior Advisor
Amcor Global Headquarters

Gina Douvas
Senior Vice President
Senior Resident Director
Merrill Lynch Wealth Management

David Falkowski P'28 P'24
EVP, Chief Compliance Office
CVS Health

Elaine Hughes
Managing Director
Solomon Page

Ursula Hurley '04
CFO
JetBlue Airways

Adrienne Johnson-Dowling '91 P'28
Head of Internal Audit and SOX
Apollo Global Management, Inc.

John Kinney '93 P'25
Former EVP, Claims and Operations
The Hartford

Thomas N. Kushner '86
Dean, Curtis L. Gerrish School of Business
Endicott College

Kelly Lafnitzegger '89 P'26, P'23
Executive VP and Chief Human Resources Officer
AIG

John O'Connor '85, P'24
Chief Operating Officer
Arax Investment Partners

Trish Preston '80
Former Senior Vice President
Mastercard

Mo Reynolds '99
US Chief People Officer
Deloitte

Thomas Sciametta '96
Partner
Ernst & Young, LLP

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

Kevin Walsh '82
Senior Operating Partner
Stonepeak Infrastructure Partners

John Welch '87
Chief Underwriting Officer
Reinsurance, Aspen Insurance Group

JOHN CHARLES MEDITZ COLLEGE OF ARTS & 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 John Charles Meditz College of Arts & Sciences offers six distinct programs that lead to the Master's degree: Communication (MA), Creative Writing (MFA), Industrial & Organizational Psychology (MS), Interior Design (MA), Mathematics and Applied 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 Meditz College of Arts & Sciences, I welcome you to Fairfield University and look forward to helping you reach all of your goals.

Richard Greenwald, PhD
Dean, John Charles Meditz College of Arts & Sciences

College Overview

The John Charles Meditz College of Arts & Sciences, Fairfield's largest and oldest school, offers undergraduate and graduate degrees in a wide array of fields. The Meditz College hosts some 14 academic departments and more than 20 interdisciplinary programs, led by over 200 full-time faculty members. The Meditz 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 Meditz 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 Meditz College in 2019 -- expand the offerings available through the Meditz 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 or Applied 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 Meditz 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 John Charles Meditz College of Arts & Sciences offers graduate degrees in the following areas:

- Applied Mathematics
- 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 an 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 professional letters of recommendation, 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

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 recognized by NACES (more information found on our website). 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 an 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 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.

Programs

The John Charles Meditz College of Arts & Sciences offers graduate degrees in the following areas:

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

Communication

Message from the Director

Dear Prospective Student,

Communication is at the heart of everything we do as individuals and as a society. It shapes our relationships, influences decision-making, drives innovation, and fosters connection across cultures and industries. By studying communication, we not only gain a deeper understanding of how messages impact people and systems but also acquire the tools to create meaningful change in the world.

At Fairfield University, our MA in Communication stands out because of our unwavering commitment to excellence. Our program is designed with a personal touch, featuring small class sizes that allow for individualized attention and collaboration. Our faculty are not only experts in their fields but also dedicated mentors who are deeply invested in your success. Their focus on integrating research with practical application ensures that your education here is both rigorous and relevant. Grounded in theory and research, our curriculum provides a strong foundation to critically analyze communication while preparing you to address real-world challenges effectively.

What truly sets Fairfield apart from other universities offering MA degrees in communication is our holistic and innovative approach. We are constantly evolving our curriculum to address the pressing needs of today's world. For example, we're excited to introduce a focus on health communication, a rapidly growing field with significant career opportunities in areas such as public health, healthcare marketing, and patient advocacy. With the increasing demand for professionals who can bridge the gap between complex medical information and diverse audiences, this specialization is both timely and impactful.

At Fairfield, we strive to prepare you not just for a career, but for a lifetime of influence and leadership in the communication field. Whether you are looking to advance your career, pivot into a new industry, or deepen your expertise, our program is here to help you achieve your goals.

We look forward to welcoming you to our community of learners and innovators. If you have any questions, please don't hesitate to reach out.

Christina SanInocencio, PhD, CPH, CNP
Director of the MA in Communication Program
Assistant Professor of the Practice, Department of Communication

Programs

Master of Arts in Communication

- Health Communication Focus

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.

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.

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.

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.

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.

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 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Faculty

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

Professors

Horan
Pagano
Zhang, Q.

Associate Professors

Brennan
Iddins
Rugg
Yook
Zhao

Assistant Professors

Ryan
SanInocencio, *Director*

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	Project Proposal	3
or COMM 6971	Thesis Proposal	
COMM 6962	Independent Project	3
or COMM 6972	Thesis Research	
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 speak with the program director during the spring of their junior year to develop a plan of study.

Students will remain at the undergraduate level but should enroll in two graduate courses during their senior year. One of these courses must be *Communication Research Design and Methods* (COMM 5401), which replaces the undergraduate *Capstone* course (COMM 4999). The second graduate course may be either *Communication Philosophies, Theories, and Research Traditions* (5400) or a Communication Ethics Course (either COMM 5402, *Ethics and Communication,* or 5343, *Ethics and Medical Marketing Communication*). Because COMM 5401 counts toward the MA program and replaces COMM 4999, students must complete an additional undergraduate communication elective (three credits) to meet the requirement of eleven undergraduate courses for the BA major.

During the fall of their senior year, students will formally apply to the program to become a matriculated graduate student upon completion of their undergraduate degree.

Eligibility Requirements

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

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

Health Communication Focus

We are excited to launch a new health communication focus as part of Fairfield's Master of Arts in Communication program!

The field of health communication lies at the intersection of communication studies and public health. It is a rapidly expanding field that plays an important role in shaping public health planning, campaigns, and outcomes. Coursework related to the health communication focus will equip students with the tools they need in the workforce to research and apply messaging that promotes health equity, encourages behavior change, combats health disparities, and improves patient-centered outcomes in various communication contexts. Graduate students will explore a variety of topics, including theories related to communication and public health. By combining research, theory, and methods, the health communication focus will empower students to address important health issues and contribute to a healthier and more informed society.

Code	Title	Credits
Relevant coursework includes (but is not limited to):		
COMM 5324	Crisis Communication	3
COMM 5325	Organizational Communication and Advertising	3
COMM 5328	Palliative Care Communication in the United States and Italy	3
COMM 5330	Misinformation in Digital Media	3
COMM 5336	Social Media	3
COMM 5337	Visual Communication	3
COMM 5341	End of Life Communication	3
COMM 5343	Ethics and Medical Marketing Communication	3
COMM 5347	Communication in Healthcare Organizations	3
COMM 5348	Health Risk Communication	3
COMM 5400	Communication Philosophies, Theories, and Research Traditions	3
COMM 5401	Communication Research Design and Methodologies	3
COMM 5430	Written Communication	3
COMM 5501	Interpersonal Communication	3
COMM 5539	Advertising and Consumer Communication	3
COMM 5540	Intercultural Communication	3
COMM 5547	Healthcare Organizational Communication	3
COMM 5548	Health Communication	3

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(s): 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.

ENGL 5442 Non-Fiction 6 Credits
Corequisite(s): 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.

ENGL 5443 Poetry 6 Credits
Corequisite(s): 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.

ENGL 5444 Stage and Screen 6 Credits
Corequisite(s): 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.

ENGL 5445 MFA Residency Full Term 0 Credits
Fee: $1300 MFA Residency Fee
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: $650 MFA Residency Fee
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.

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.

ENGL 5992 Independent Study: Non-Fiction 6-9 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.

ENGL 5993 Independent Study: Poetry 6-9 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.

ENGL 5994 Independent Study: Stage and Screen 6-9 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.

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
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]	6
or ENGL 5442	Non-Fiction	
or ENGL 5443	Poetry	
or ENGL 5444	Stage and Screen	

ENGL 5991	Independent Study: Fiction [1]	1-9
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
- *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]	1-9
or ENGL 5992	Independent Study: Non-Fiction	
or ENGL 5993	Independent Study: Poetry	
or ENGL 5994	Independent Study: Stage and Screen	

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

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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 masters-level 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).

The graduate program also offers two 12 credit certificates, for those who are not ready to pursue a full master's degree but would like to pursue continuing education:

- Personnel Psychology Certificate which is ideal for those working in human resources, talent development, or talent acquisition.
- Organizational Psychology Certificate which is ideal for those working in strategic HR, management, organizational change/development, consulting, or program evaluation.

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, equity, 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 faculty from the Department of Psychological and Brain Sciences 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 McKinsey, Deloitte, PwC, Heidrich & Struggles, Aon Hewitt, Danone, Spectrum, Toyota, GE, Shell Oil, Gartner, Mastercard, Morgan Stanley, and Merrill Lynch; and by the Red Cross, Goodwill, the Justice Department, and the Federal Reserve Bank of NY; and a number of universities such as Loyola, UConn, and Fairfield University.

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 contact 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 6 or more 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 Graduate Program Director to their needs.

Fieldwork

In a student's final semester, they will complete an intensive 13-week fieldwork project with a local organization. Students will use the previous 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.

MSIOP Handbook

The MSIOP program at Fairfield University maintains a detailed *Handbook*, which outlines the academic program, academic and professional expectations for all members of our community, and helpful resources for students. Candidates who behave unethically or who fail to maintain minimum academic standards may be dismissed from the program.

Matriculated students will be provided with the *Handbook* by the Graduate Program Director at the beginning of their studies and any revisions will be distributed to all active MSIOP students. The *Handbook* may be requested from the Graduate Program Director at any time.

Programs

- Master of Science in Industrial/Organizational Psychology
- Accelerated Master of Science in Industrial/Organizational Psychology
- Certificate in Organizational Psychology
- Certificate in Personnel Psychology

Courses

PSYC 5110 The Psychology of Work: Industrial/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.

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 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.

PSYC 5820 Research in Psychology 3 Credits
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.

PSYC 6230 Program Evaluation 3 Credits
Prerequisite(s): 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.

PSYC 6260 Employee Development and Training Programs 3 Credits
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.

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 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.

PSYC 6850 Fieldwork in Industrial/Organizational Psychology 3 Credits
Prerequisite(s): Completion of 21 credits in psychology, including PSYC 5110, PSYC 5810, PSYC 5820, 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.

PSYC 6999 Comprehensive Exam in Industrial/Organizational 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.

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

Associate Professor of the Practice

Tomlin, *director*

Visiting Assistant Professor

Vardsveen

Lecturer

Ciccia
Cisneros-Steinert
Lewis

Master of Science in Industrial/Organizational Psychology

Requirements

Code	Title	Credits
Twelve psychology graduate courses:		**36**
PSYC 5110	The Psychology of Work: Industrial/Organizational Psychology [1]	
PSYC 5210	Team Processes	
PSYC 5310	Diversity, Equity, and Inclusion at Work	
PSYC 5410	Conflict Management and Negotiation	
PSYC 5810	Behavioral Statistics	
PSYC 5820	Research in Psychology	
PSYC 6230	Program Evaluation	
PSYC 6260	Employee Development and Training Programs	
PSYC 6310	Effective Interviewing and Survey Design	
PSYC 6410	Consulting and Organizational Development	
PSYC 6520	Performance Coaching	
PSYC 6850	Fieldwork in Industrial/Organizational Psychology	
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	
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 Industrial/Organizational Psychology	0
Total Credits		**39**

[1] Students who earn less than a B in these courses may be required to retake the course to earn credit towards their degree.

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 .

Students who are interested in this opportunity should meet with the I/O Psychology Graduate 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 Graduate 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 Graduate 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 Accelerated 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.

Requirements

Undergraduate Prerequisites

Code	Title	Credits
PSYC 2810	Statistics for the Behavioral Sciences [1]	4
PSYC 2820	Research Methods in Psychology [1]	4
PSYC 5110	The Psychology of Work: Industrial/ Organizational Psychology [1]	3

Graduate Coursework

Code	Title	Credits
Nine Psychology Graduate Courses:		**27**
PSYC 5210	Team Processes	
PSYC 5310	Diversity, Equity, and Inclusion at Work	
PSYC 5410	Conflict Management and Negotiation	
PSYC 6230	Program Evaluation	
PSYC 6260	Employee Development and Training Programs	
PSYC 6310	Effective Interviewing and Survey Design	
PSYC 6410	Consulting and Organizational Development	
PSYC 6520	Performance Coaching	
PSYC 6850	Fieldwork in Industrial/Organizational Psychology	
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	
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 Industrial/ Organizational Psychology	0
Total Credits		**30**

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

Certificate in Organizational Psychology

This program is ideal for an early- or mid-career individual who is currently working in, or would like to transition to, fields such as strategic human resources, management, organizational change/development, consulting, or program evaluation. Applications are accepted on a rolling basis.

The Organizational Psychology certificate program is designed to meet the needs of full-time working professionals, while providing a rich, synchronous learning experience (many of the courses are offered in-person on our North Benson Road campus!). Certificate students complete four courses, often one at a time to allow for a balance between studies and career.

Certificate students will work closely with an academic advisor and have access to career guidance/services through the Industrial/Organizational Psychology graduate program and the Meditz College of Arts and Sciences.

Certificate students who decide to pursue a Master of Science in I/O Psychology (MSIOP) may apply successfully completed graduate courses towards their degree. Prospective students should contact the Graduate Program Director to discuss the application process and program plan for the MSIOP.

Requirements

Code	Title	Credits
One required graduate course:		**3**
PSYC 5110	The Psychology of Work: Industrial/ Organizational Psychology	
Select three of the following electives:		**9**
PSYC 5210	Team Processes	
PSYC 5310	Diversity, Equity, and Inclusion at Work	
PSYC 5410	Conflict Management and Negotiation	
PSYC 5810	Behavioral Statistics [1]	
PSYC 5820	Research in Psychology [1]	
PSYC 6230	Program Evaluation [2]	
PSYC 6410	Consulting and Organizational Development	
Total Credits		**12**

[1] With permission of the Graduate Program Director.

[2] With permission of the Graduate Program Director; student must have graduate coursework in Research Methods.

Certificate in Personnel Psychology

This program is ideal for an early- or mid-career individual who is currently working in, or would like to transition to, fields such as human resources, talent development, or talent acquisition. Applications are accepted on a rolling basis.

The Personnel Psychology certificate program is designed to meet the needs of full-time working professionals, while providing a rich, synchronous learning experience (many of the courses are offered in-person on our North Benson Road campus!). Certificate students complete four courses, often one at a time to allow for a balance between studies and career.

Certificate students will work closely with an academic advisor and have access to career guidance/services through the Industrial/Organizational Psychology graduate program and the Meditz College of Arts and Sciences.

Certificate students who decide to pursue a Master of Science in I/O Psychology (MSIOP) may apply successfully completed graduate courses towards their degree. Prospective students should contact the Graduate Program Director to discuss the application process and program plan for the MSIOP.

Requirements

Code	Title	Credits
One required graduate course:		**3**
PSYC 5110	The Psychology of Work: Industrial/ Organizational Psychology	
Select three of the following electives:		**9**
PSYC 5410	Conflict Management and Negotiation	
PSYC 5810	Behavioral Statistics [1]	
PSYC 5820	Research in Psychology [1]	
PSYC 6260	Employee Development and Training Programs	
PSYC 6310	Effective Interviewing and Survey Design	
PSYC 6520	Performance Coaching	
Total Credits		**12**

[1] With permission of the Graduate Program Director.

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.

IDSN 5407 Color Design 3 Credits
Prerequisite(s): 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.

IDSN 5409 Basic Computer-Aided Design (CAD) 3 Credits
Prerequisite(s): IDSN 5410.
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.

IDSN 5410 Interior Design I 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

IDSN 5422 Rendering 3 Credits
Prerequisite(s): 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.

IDSN 6509 3-D Architectural Computer-Aided Design (CAD) 3 Credits
Prerequisite(s): 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.

IDSN 6511 Interior Design II 3 Credits
Prerequisite(s): 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.

IDSN 6512 Interior Design III 3 Credits
Prerequisite(s): 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.

IDSN 6513 Interior Design IV 3 Credits
Prerequisite(s): 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.

IDSN 6514 Commercial Design 3 Credits
Prerequisite(s): 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.

IDSN 6515 Lighting for Interiors 3 Credits
Prerequisite(s): 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.

IDSN 6516 Kitchen and Bath Design 3 Credits
Prerequisite(s): 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.

IDSN 6518 Interior Design V 3 Credits
Prerequisite(s): 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.

IDSN 6519 Interior Design VI 3 Credits
Prerequisite(s): 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.

IDSN 6520 Perspective Techniques 3 Credits
Prerequisite(s): 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.

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.

IDSN 6900 Special Topics (Shell) 3 Credits

IDSN 6999 Capstone and Studio 3 Credits
Prerequisite(s): 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.

Faculty

Instructors in this program are adjunct faculty in the Meditz 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

Beckerlegge
Conant
Deupi
Griffing
Holcombe
Kennedy
Killeaney
Muccio
Nokta
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 be 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.

Janet Striuli, Ph.D.
Director of the MS in Mathematics Program

Programs

- Master of Science in Applied Mathematics
- 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.

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.

MATH 5418 Applied Statistics II 3 Credits
Prerequisite(s): 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.

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.

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 homeeomorphisms; ring of polynomials, division algorithm for polynomials, divisibility algorithm, irreducible elements and unique factorization properties, roots and irreducibility; quotients rings, prime and maximal ideals; Euclideian 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.

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.

MATH 5452 Statistics Theory 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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 matric theory or linear algebra, which is well-covered by MATH 5401.

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 matric theory or linear algebra, which is well-covered by MATH 5401.

MATH 6535 Advanced Abstract Algebra 3 Credits
Prerequisite(s): 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.

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.

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.

MATH 6565 Use of Technology in the Classroom 3 Credits
Designed for teachers, this course surveys various mathematical technology accessible various computer software mathematics packages suitable for use in the classroom, such as GeoGebra and Desmos, and also explores the integration of AI into classroom instruction. The course includes a tutorial on how to use each technology and demonstrates how they can be incorporated into a classroom setting. Students should have a solid background in undergraduate mathematics through second-semester calculus.

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.

MATH 6578 Math of Financial Derivatives 3 Credits
Prerequisite(s): 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.

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.

MATH 6585 Topology 3 Credits
Prerequisite(s): 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.

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.

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.

Faculty

Professors in the program are full-time faculty of the Meditz 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, d*irector*
Staecker
Striuli

Associate Professor

Baginski
Dumitrescu
McSweeney
Rafalski

Assistant Professor

Barba
Berikkyzy
Casement
Naples
van Wyck

Instructor of the Practice

Kapoor

Lecturer

Anderson, A.

Master of Science in Applied Mathematics

The Master of Science in Applied Mathematics welcomes students with a strong undergraduate background in mathematics or a related field, such as computer science, engineering, physics, finance, economics, or certain social sciences. The Master of Science in Applied Mathematics is designed to prepare students to handle a variety of mathematical tools that are used in the workforce such as statistical methods, numerical methods, modeling, and financial mathematics.

The MS in Applied Mathematics has four required courses:

Code	Title	Credits
MATH 5401	Introduction to Applied Mathematics	3
MATH 5417	Applied Statistics I	3
MATH 5418	Applied Statistics II	3
MATH 6532	Partial Differential Equations	3

A student may choose six electives among the courses offered for the Master of Science in Mathematics. To encourage interdisciplinary connections, the Master of Science in Applied Mathematics allows students to take up to two courses from a list of approved courses from the MS programs in Data Science, Data Analytics or Finance. Students should speak directly to the MS in Applied Mathematics program director to discuss viable course options.

Typically in the final semester, students are required to complete 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. Each student, in collaboration with their advisor, will develop a proposal in advance for their capstone and secure the necessary approvals to proceed.

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 (gradadmis@fairfield.edu) 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, and function of public administration and policy making at the federal, state, and 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.

PUAD 5410 Financial Management and Budgeting 3 Credits
Course Tags: 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.

PUAD 5415 Human Resource Management 3 Credits
This course is designed to acquaint students with 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.

PUAD 5420 Research Methods 3 Credits
This course introduces students to research methodologies used in the social sciences and prepares them to design and conduct research relevant to public administration. Emphasis is placed on understanding foundational research techniques, including research design, literature review strategies, data collection methods, selection of appropriate analytical approaches, and ethical considerations in public-sector research. Students will learn to formulate research questions, evaluate existing scholarship, and develop a well-structured research proposal focused on a problem or topic within public administration. By the end of the course, students will be equipped with the methodological skills necessary to undertake independent applied research.

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?

PUAD 5430 Economics of the Nonprofit Sector 3 Credits
Course Tags: 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.

PUAD 5435 Grant Writing 3 Credits
Course Tags: 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.

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.

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.

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 6999 Seminar in Public Administration 3 Credits
This graduate capstone seminar provides students with an integrative, culminating experience in the Master of Public Administration program. Working under the close mentorship of a faculty advisor, students design, execute, and present an applied research project that demonstrates mastery of public administration theory, research methods, and professional competencies.

Faculty

Professors in the program are full-time faculty of the Meditz 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
Sobocinski
Stallworth
Tran
Quan

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 exciting field examine pressing social, ethical, and professional issues and develop strong leadership abilities for advancement in their chosen fields.

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

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

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

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

Requirements

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

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

Code	Title	Credits
PUAD 5400	Data Analysis for Public Administrators	3
PUAD 5405	Introduction to Public Administration	3
PUAD 5410	Financial Management and Budgeting	3
PUAD 5415	Human Resource Management [1]	3
PUAD 5420	Research Methods	3
PUAD 5425	Administrative Leadership and Ethics	3
PUAD 6999	Seminar in Public Administration	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	
Electives		6
Total Credits		**9**

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	
Electives		6
Total Credits		**12**

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 5470	American Public Policy	3
HCAD 6100	Introduction to the United States Healthcare System	3

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

Code	Title	Credits
COMM 5321	Communication Processes in Organizations: Negotiation	3
COMM 5324	Crisis Communication	3
COMM 5340	Conflict Communication	3
COMM 5343	Ethics and Medical Marketing Communication	3
COMM 5347	Communication in Healthcare Organizations	3
COMM 5348	Health Risk Communication	3
COMM 5502	Small Group and Team Communication	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
PUAD 5400	Data Analysis for Public Administrators	
PUAD 5410	Financial Management and Budgeting	
PUAD 5435	Grant Writing	
Total Credits		**12**

School Directory

John Charles Meditz 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, EdD
Assistant Dean of Graduate Programs

Colby Lemieux, EdD
Senior Assistant Dean

Amanda McKenzie, MSC
Assistant Dean

Jean Daniele
CAS Director Operations and Budget Manager

Graduate Program Administration

Christina SanInocencio, 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

Janet Striuli, 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 Meditz 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

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

Christina SanInocencio
Director, MA in Communication Program
Visiting Assistant Professor of Communication
BFA, Long Island University
MS, City University of New York
PhD, University of Maryland

Bora Yook
Associate 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

Alilisa Ciccia
Lecturer of Industrial/Organizational Psychology
BA, MA, Fairfield University
PhD, Hofstra University

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

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

Trace Vardsveen
Visiting Assistant Professor of Psychology
BFA, MA, JD, PhD, University of Nebraska-Lincoln
MA, University of Oxford

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

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

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

Nalini Jones
Assistant Professor of English
BA, Amherst College
MFA, Columbia University

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

Phil Klay
Professor of Religious Studies
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

Adriana Páramo
Lecturer of Creative Writing
BS, Universidad Nacional de Colómbia, Medellín
BS, University of Alaska Anchorage
PhD, Berne University

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

Jennifer Vanderbes
Lecturer of Creative Writing
MFA, University of Iowa

MA in Interior Design Faculty

Bethany Beckerlegge
Instructor
BA, College of the Holy Cross
MA, Fairfield University

Todd Conant
Instructor
BS, MArch, University of Hartford

Victor Deupi
Instructor
BS, University of Virginia
PhD, University of Pennsylvania

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, Inchbald School of Design

Richard Killeaney
Instructor
BA, Hobart College
MFA, Rhode Island School of Design

Dean Muccio
Instructor
MS, Yale University

Heather Nokta
Instructor
BFA, Fashion Institute of Technology
MA, Columbia 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 Meditz 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
Director, Graduate Program in Public Administration
Associate Professor of Politics
BS, Central Michigan University
MPA, Central Michigan University
PhD, Wayne State University

Mousumi Bhattacharya
Associate Professor of Management
BA, MBA, Jadavpur University
PhD, Syracuse University

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

Affiliated Faculty

Jonathan Pietri-Delgado
BGS, University of Connecticut
MPA, Fairfield University

Carlos Penagos
MS, University of New Haven

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

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

MS in Mathematics Faculty

Professors in the program are full-time faculty of the Meditz 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
Professor of Mathematics
BA, Amherst College
MA, PhD, New York University

Laura Dumitrescu
Associate 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

Lisa Naples
Assistant Professor of Mathematics
BS, Fairfield University
PhD, University of Connecticut

P. Christopher Staecker
Professor of Mathematics
BS, Bates College
PhD, University of California, Los Angeles

Janet Striuli
Director, MS in Mathematics Program
Professor of Mathematics
Laurea, Università degli studi di Trieste (Italy)
MA, PhD, University of Kansas

Daniel W. van Wyk
Assistant Professor of Mathematics
BS, MS, University of Pretoria
PhD, University of Otago

Faculty Emeriti

Stephen Sawin
Professor of Mathematics, Emeritus

Joan Weiss
Professor of Mathematics, Emerita

Margaret Wills
Associate Professor of Communication, Emerita

Board of Advisors

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Point Lookout, NY

Nancy Dallavalle
Associate Professor of Religious Studies
Fairfield University

Robert Feigenson
Washington, DC

Dr. Steven Flanagan '84
Boonton, NJ

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Chatham, NJ

Scott Fredrickson '82
Westport, CT

Paul Greco '86
Scarsdale, NY

Anne Harris, P'18
Charlottesville, VA

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

Jason LaRue '99
Saunderstown, RI

Timothy J. Lynes, '81
Washington, DC

Stuart McGuigan '82
Providence, RI

A. John Mancini '86
Darien, CT

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

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

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

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 mission, justice, 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 being on the forefront of critical dialogue in the fields of education and mental health. 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 Bilias Lolis, Ph.D.
Dean

Overview

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

Unit Mission and Conceptual Framework

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

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

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

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

Disposition Statement

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

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

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

If the program faculty and the Dean of the School of Education and Human Development determine 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
- 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 (DSAP)

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. 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)

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 or Concentration in Eating Disorders
  - Certificate in the Integration of Spirituality and Religion in Counseling
  - Certificate in Substance Use Counseling
- Educational Studies and Teacher Preparation
  - Elementary and Secondary Education
  - Foundations In Education
  - Five-Year Bachelor of the Arts and Master of the Arts with Dual Certification
    - Bilingual
    - Elementary Education
    - Secondary Education
    - Special Education
    - TESOL

    - Reading and Language Development
    - Special Education
    - Teaching and Foundations (TEFO)
    - TESOL and Bilingual Education
- Family Therapy and Social Work
    - Marriage and Family Therapy
    - Social Work
    - Certificate in Queer and Trans Mental Health
- Psychological and Educational Consultation
    - Educational Leadership
      Concentration in Teacher Leadership
      Concentration in Higher Education
    - 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
- 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
    - World Language (French, German, Italian, Latin, Spanish)
- Special Education
- Teaching and Foundations (TEFO)
- Teaching English to Speakers of Other Languages (TESOL)

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

- Social Work

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

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

Course of study leading to a Doctorate (EdD)

- Educational Leadership

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

- Elementary Education (Pk - 6)
- School Counseling (K-12)
- School Psychology (Pk- 12)
- Secondary Education (4 -12)
    - English
    - Mathematics
    - Science (Biology, Chemistry, Physics, General Science)
    - Social Studies/History
    - 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. Students must maintain a 3.0 grade point average; students who receive two grades below B- may be dismissed from the program.
3. Candidates must write and defend a dissertation based on a relevant problem of practice in consultation with a dissertation advisor.
4. 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 various degrees and credentials offered at the doctoral, sixth year, master's, and certificate levels. Courses are also offered for teachers looking to complete a cross endorsement for career enhancement or additional certification.

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 at fairfield.edu/applynow.
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 must hold a bachelor's degree from an accredited college or university and give promise of meeting the standards set by the School. Applicants for the SYC must also hold a master's degree from an 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 at fairfield.edu/applynow.
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.

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 understand 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. All initial certification candidates 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 at fairfield.edu/applynow.
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-degree graduate student requires prior completion of a bachelor's degree from an 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 may be required to be fingerprinted and have a background check conducted in the districts(s) where they are placed. Multiple fingerprinting and background checks may be required if placed in different districts. Please contact the course instructor or program director for information.

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 recognized by NACES (more information found on our website). 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 an 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 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.

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 or Concentration in Eating Disorders
  - Certificate in the Integration of Spirituality and Religion in Counseling
  - Certificate in Substance Use Counseling
- Educational Studies and Teacher Preparation
  - Elementary and Secondary Education
  - Foundations In Education
  - Five-Year Bachelor of the Arts and Master of the Arts with Dual Certification
    - Bilingual
    - Elementary Education
    - Secondary Education
    - Special Education
    - TESOL
  - Reading and Language Development
  - Special Education
  - Teaching and Foundations (TEFO)
  - TESOL and Bilingual Education
- Family Therapy and Social Work
  - Marriage and Family Therapy
  - Social Work
  - Certificate in Queer and Trans Mental Health
- Psychological and Educational Consultation
  - Educational Leadership
    Concentration in Teacher Leadership
    Concentration in Higher Education
  - 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 participate in an interview, which consists of both individual and group components.

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 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.

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 Eating Disorders
- Certificate in the Integration of Spirituality and Religion in Counseling
- Certificate in Substance Use Counseling

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 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.

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.

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.

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.

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.

COUN 5448 Eating Disorders: Etiology, Assessment, and Interprofessional Teaming 3 Credits
This course will provide an interprofessional perspective on the following aspects of eating disorders: etiology, assessment/level of care, and best practices in interprofessional teaming. It will provide an introductory perspective on the various diagnoses in this category as well as information about wellness and prevention practices.

COUN 5454 Introduction to Counseling Children and Adolescents 3 Credits
Prerequisite(s): 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.

COUN 5457 Career Development: Theory and Practice 3 Credits
Fee: $95 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.

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.

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.

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.

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.

COUN 5598 Tevera Onboarding for Counseling Students 0 Credits
This zero-credit course is designed for students as a mechanism for payment of CMHC Technology Fee associated with the Tevera site placement platform used for the clinical training process.

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.

COUN 5900A Special Topics: Eating Disorders 2 Credits
Prerequisite(s): COUN 5501, COUN 5553.
This course will provide an overview of eating disorder diagnosis, treatment, and prevention from a counseling perspective. Emphasis will be placed on a comprehensive approach to evaluation of clients, considering family systems, sociocultural issues, and gender values. Best practices in integrated, team-based treatment approaches will be discussed.

COUN 5900B Special Topics: Interpersonal Theory of Suicide 1 Credit
Prerequisite(s): COUN 5501, COUN 5553.
This course on the Interpersonal Theory of Suicide and its application will be taught with the use of case studies with potential suicide risk. The objectives of the course are to recognize the components of a suicidal client and define a crisis, to critique alternative suicide assessments using this theory, to conduct a decision-tree interview, and to implement evidence-based crisis interventions.

COUN 6250 Diagnosis and Treatment Across the Lifespan 3 Credits
Prerequisite(s): 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
Prerequisite(s): 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
Prerequisite(s): 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.

COUN 6467 Assessment in Counseling 3 Credits
Fee: $95 SEHD Lab Fee
Prerequisite(s): 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.

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.

COUN 6524 Domestic Violence in Nicaragua 3 Credits
Prerequisite(s): 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.

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.

COUN 6531 Advanced School Counseling 3 Credits
Prerequisite(s): 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(s): 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.

COUN 6553 Advanced Skills and Techniques in Counseling 3 Credits
Prerequisite(s): 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(s): 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(s): 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 6560 Eating Disorders: Specialized Treatment 3 Credits
Prerequisite(s): COUN 5448.
This course will provide an interprofessional perspective on the various aspects of treatment of eating disorders, using the perspectives of various master's level clinicians (clinical mental health counselors, social workers, marriage and family therapists), providers on the physical health side (clinical nutritionists) and those in the school system (school counseling & school psychology). The focus will be on collaborating as a team to provide best care to those recovering from an eating disorder. This course is open to students in the following graduate programs: Social Work, Counselor Education, Marriage & Family Therapy, School Psychology, and Clinical Nutrition.

COUN 6561 Eating Disorder Prevention 3 Credits
Prerequisite(s): COUN 6560.
This experiential course will allow students to work as a team with a simulated client/patient with eating disordered symptomology to evaluate and determine best aspects of assessments and treatment planning from the perspective of various professional disciplines. In addition, the course will explore models for prevention of Eating Disorders through health promotion and early intervention. This course is open to students in the following graduate programs: Social Work, Counselor Education, Marriage & Family Therapy, School Psychology, and Clinical Nutrition.

COUN 6566 Substance Use and the Family 3 Credits
Prerequisite(s): 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.

COUN 6585 Introduction to Clinical Supervision 3 Credits
Prerequisite(s): 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.

COUN 6840 Consultation and Collaboration for School Counselors 3 Credits
Prerequisite(s): COUN 5433, COUN 5531.
The purpose of this course is to introduce students to the process of collaboration, consultation, and intervention within the school counseling environment. Emphasis is placed on the school counselor's role in working with school staff, parents, and community members to promote the academic, career, and personal/social development of students.

COUN 6950 Counseling Practicum 3 Credits
Prerequisite(s): 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.

COUN 6981 Clinical Mental Health Counseling Internship I 3 Credits
Prerequisite(s): 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.

COUN 6982 Clinical Mental Health Counseling Internship II 3 Credits
Prerequisite(s): 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.

COUN 6982C Cont Clin Mntl Hlth Internship 1-3 Credits
Prerequisite(s): COUN 6981C.
This course is a continuation of COUN 6981C. Faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation as well as professional issues related to practice. This continuation course ensures that interns complete the required 600 clock hours including 240 direct service hours.

COUN 6983 School Counseling Internship I 3 Credits
Prerequisite(s): 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.

COUN 6984 School Counseling Internship II 3 Credits
Prerequisite(s): 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.

COUN 6985 School Counseling Internship for Teachers 6 Credits
Prerequisite(s): 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.

COUN 6986 Clinical Mental Health Counseling Internship Continuing 0-3 Credits
Prerequisite(s): 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.

COUN 6987 School Counseling Internship Continuing 0-3 Credits
Prerequisite(s): 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.

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.

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.

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.

Faculty

Professors

Dilani Perera, PhD, LPC, LADC, NCC, MAC, BC-TMH

Associate Professors

John Kiweewa, PhD, LMHC, *Chair*
Jocelyn Novella, PhD, LPC, NCC, ACS, BC-TMH, *Director of Clinical Mental Health Counseling Program*

Assistant Professors

Chelsea Hilliard, *PhD, LPSC (VA), LPC (VA), NCC, Director of School Counseling Program*

Assistant Professor of the Practice

Sunder Singhani, *PhD, LPCA (CT), LPC (OH), NCC*

Director of Clinical Training

Kristen Bryar, *MA*

Clinical Mental Health Counseling

Requirements

Master of Arts in Clinical Mental Health Counseling

Students in the Clinical Mental Health Counseling[1] 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**

Interprofessional Eating Disorders Concentration

This is an interprofessional, online concentration/certificate 9-credit program that will provide graduate students in various behavioral health disciplines and clinical nutrition a basic foundation in the eating disorder field. The program is designed to train students in an interprofessional way, considered best practice in healthcare education. Then programs that this concentration/certificate is available to are the following graduate programs: counselor education, social work, marriage and family therapy, school psychology, and clinical nutrition.

Code	Title	Credits
COUN 5448	Eating Disorders: Etiology, Assessment, and Interprofessional Teaming	3
COUN 6560	Eating Disorders: Specialized Treatment	3
COUN 6561	Eating Disorder Prevention	3
Total Credits		**9**

Sixth Year Certificate (SYC) in Clinical Mental Health Counseling

The SYC for Clinical Mental Health Counseling requires 30 graduate level credit hours post-masters counseling degree, including clinical courses, and completion of requirements as outlined on an individual plan of study. The SYC degree is intended to provide an opportunity to obtain additional specialized qualifications within the counseling profession.

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**

Sixth Year Certificate (SYC) in School Counseling

The SYC for School Counseling requires 30 graduate level credit hours post-masters counseling degree, including clinical courses, and completion of requirements as outlined on an individual plan of study. The SYC degree is intended to provide an opportunity to obtain additional specialized qualifications within the counseling profession. This is a path for certified school counselors to take the additional coursework needed to be eligible for Licensure as a Professional Counselor (LPC) in Connecticut.

Certificate in Eating Disorders

This is an interprofessional, online concentration/certificate 9-credit program that will provide graduate students in various behavioral health disciplines and clinical nutrition a basic foundation in the eating disorder field. The program is designed to train students in an interprofessional

way, considered best practice in healthcare education. The programs that this concentration/certificate is available to are the following graduate programs: counselor education, social work, marriage and family therapy, school psychology, graduate psychiatric nursing, and clinical nutrition.

Code	Title	Credits
COUN 5448	Eating Disorders: Etiology, Assessment, and Interprofessional Teaming	3
COUN 6560	Eating Disorders: Specialized Treatment	3
COUN 6561	Eating Disorder Prevention	3
Total Credits		**9**

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.

Code	Title	Credits
COUN 5410	Grief and Loss Counseling [1]	3
COUN 5446	Spirituality and Counseling [1]	3
COUN 6515	Trauma and Crisis Intervention [1]	3
COUN 6525	Spirituality and Wellness [1]	3
Total Credits		**12**

[1] Grade of B- or better is required for certificate eligibility.

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 certificate examination that can lead to credentialing as a Licensed Alcohol/Drug Abuse Counselor (LADC)

Code	Title	Credits
COUN 5350	Introduction to Substance and Process Addictions [1]	3
COUN 6322	Substance Use Counseling: HIV/AIDS and Other Conditions/Disorders [1]	1
COUN 6326	Psychopharmacology of Substance Use [1]	3
COUN 6555	Substance Use Counseling: Skills & Strategies with Diverse Populations [1]	3
COUN 6557	Co-Occurring Disorders in Substance Use Counseling [1]	3
COUN 6566	Substance Use and the Family [1]	3
Total Credits		**16**

[1] Grade of B- or better is required for certificate eligibility.

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: Wilson Reading Level I 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
- Five-Year Bachelor and Master of Arts with Dual Certification
  - Bilingual Education
  - Elementary Education
  - Secondary Education
  - Special Education
  - TESOL

Faculty

Professor

Bryan Ripley Crandall, PhD, *Director, Connecticut Writing Project*
Laura Schall-Leckrone, PhD, *Director, TESOL and World Language*

Associate Professors

Alyson Martin, EdD, *Director, Curriculum & Instruction, Director, Special Education*
Pierre Orelus, EdD, *Director, Teaching and Foundations*
Emily Shamash, EdD, *Chair*

Associate Professor of the Practice

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

Assistant Professors

Nicole Fletcher, PhD
Britney Jones, PhD, *Director of Elementary Education*

Affiliated Faculty

Kimberly Barba, PhD, Assistant Professor of Mathematics

Assistant Professor of the Practice

Jocelyn Hinman, EdD

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, or 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 certification officer 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.
   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.
   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 Sixth Year Certificates (SYC) in Foundations of Education, Special Education, Reading and Language Development, and TESOL.

The Sixth Year Certificate is an advanced professional degree for experienced educators who hold a Master's degree and wish to deepen their knowledge of teaching and learning. The SYC is equivalent in content to a post-Master's, second Master's degree.

- 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
- Sixth Year Certificate in Reading and Language Development
- Sixth Year Certificate in Special Education
- Sixth Year Certificate in TESOL

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.

EDUC 5410 Literature for Young Adults 3 Credits
Course Tags: Educational Studies Cognate, 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.

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.

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.

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.

EDUC 5431 Extending Literacy in the Elementary School: Grades 3-6 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

EDUC 5497 Teaching Science and Social Studies in the Elementary Classroom 3 Credits
This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science and social studies at the elementary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science and social studies 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, candidates in this course design curricula for the elementary grades that develop content knowledge, inquiry skills, critical thinking, problem solving, social responsibility, and technological competence. This course includes a required 10-hour field component.

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.

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.

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.

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.

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.

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.

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.

EDUC 5981 K-12 Teaching Internship Seminar for Initial Certification Candidates 1 Credit
Prerequisite(s): 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.

EDUC 6501 Practicum for Literacy Teacher Consultants 2-3 Credits
Prerequisite(s): EDUC 6561.
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.

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.

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.

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.

EDUC 6545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action 3 Credits
Prerequisite(s): 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
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.

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 encourage to apply for the practicum following the institute.

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.

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.

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.

EDUC 6580 Directed Observation for Secondary DSAP Candidates: Part II 3 Credits
Prerequisite(s): 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.

EDUC 6581 Directed Observation and Supervised Student Teaching: Secondary Education 3-6 Credits
Prerequisite(s): 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.

EDUC 6583 Elementary Student Teaching: Immersion in a Community of Practice 3-6 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.

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.

EDUC 6589 English Seminar 3 Credits
Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports English teacher candidates to enact best practices in English education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the English teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

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.

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.

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.

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.

EDUC 6598 edTPA Portfolio 0 Credits
Fee: $300 SEHD edTPA Fee
Prerequisite(s): 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.

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.

EDUC 6999 Capstone: Educating for Social Responsibility and Civic Engagement 3 Credits
Prerequisite(s): EDUC 4499 or EDUC 6552.
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 promotes social responsibility in their work with schools, communities, and families.

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 PK-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 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 4431	Extending Literacy in the Elementary School: Grades 3-6	3
EDUC 4437	Developmental Literacy in Elementary School: Primary Grades	3
Select one cognate course from educational studies minor menu in consultation with your advisor.		3
Total Credits		**24**

Graduate Courses

Code	Title	Credits
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
EDTC 5401	Introduction to Educational Technology	3
EDUC 5405	Contexts of Education in the Primary Grades	3
EDUC 5447	Learning Mathematics in the Elementary Classroom	3
EDUC 5497	Teaching Science and Social Studies in the Elementary Classroom	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	6
EDUC 6584	Reflective Practice Seminar: Elementary Education	3
EDUC 6598	edTPA Portfolio [1]	0
Select one elective in consultation with your advisor.		3
Total Credits		**30**

[1] $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 4-12) 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	Global Englishes: Introduction to Linguistic 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
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
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

Select one elective in consultation with your advisor.	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
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
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
Select two graduate-level mathematics electives in Statistics and Geometry with advisor approval [2]		6
Select one elective in consultation with your advisor.		3
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
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
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 (Select one elective in consultation with your advisor.) [1]	0
Select one elective in consultation with your advisor.		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
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
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
With advisor approval, select one graduate - level elective in Social Studies.		3
Select one elective in consultation with your advisor.		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 (4-12) at the graduate level is offered for French, German, Italian, Spanish, and Latin. Candidates interested in teaching elementary grades can also earn a PK-3 cross-endorsement. The program benefits from the University's location near schools with long-established K-3 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 knowlege 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
SPED 6565	Evidence-Based Strategies in the Inclusive Classroom	3
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
TSLA 6439	Methods of Foreign Language Teaching for Elementary School (Select one elective in consultation with your advisor.)	3
Select one elective in consultation with your advisor.		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
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 and Social Studies in the Elementary Classroom	3
EDUC 6583	Elementary Student Teaching: Immersion in a Community of Practice [1]	3
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
Total Credits		**39**

[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 4 -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 research 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 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
Discipline-Specific Courses		
Select 12-21 credits in Discipline-Specific coursework (see below)		12-21
Master's Project		
Total Credits		**33-42**

[1] $300 edTPA registration fee

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 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
EDUC 6581	Directed Observation and Supervised Student Teaching: Secondary Education	3
EDUC 5594	Supervised Student Teaching/DSAP with Seminar: Social Studies/History	3
Total Credits		**12**

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 5455	The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12	3
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		**18**

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 (4 -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 knowlege 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		
PSYG 6534	Advanced Foundations of Learning & Development	3
EDTC 6540	Creating and Curating Digital Content	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 6999	Capstone: Educating for Social Responsibility and Civic Engagement	3
Total Credits		**30**

[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

Reading and Language Development Program

The Reading and Language Development Program equips educators with the knowledge and skills to bring the science of reading to life in classrooms. Grounded in the latest research on reading acquisition and disorders—including dyslexia—the program prepares candidates to implement evidence-based practices that lead to measurable improvements in student outcomes.

Designed for educators seeking a cutting-edge, practice-based graduate experience, the program emphasizes Structured Literacy™ and other high-leverage instructional approaches proven effective for diverse learners.

Through integrated coursework and practicum experiences, candidates build deep expertise in core, intervention, and remedial instruction, spanning Grades 1–12.

Candidates receive intensive training in the identification and remediation of reading and writing difficulties, including dyslexia, and are prepared to support and lead within multidisciplinary teams. The curriculum aligns with state and national policy priorities and reflects current best practices in both instruction and literacy leadership.

A hallmark of the program is its partnership with Wilson Language Training, offering candidates the opportunity to earn Wilson Level I Certification—a highly respected credential in the field of reading intervention.

Our program fosters a community of reflective, collaborative, and research-informed practitioners committed to advancing literacy for all students.

Programs

- Dyslexia Interventionist Certificate: Wilson Reading Level I Certification (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
  - includes optional Remedial Reading and Remedial Language Arts Cross-Endorsement (#102)
  - includes optional Wilson® Reading Level 1 Certification

Courses

RLDV 5486 Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction 3 Credits
This course examines the foundational concepts, theories, and empirical research explaining how oral language supports the development of accurate and fluent word reading. Candidates analyze the relationships among phonological, orthographic, and morphological systems and their collective role in shaping word recognition, decoding, and spelling development. Key topics include phonological and phonemic awareness, the alphabetic principle, orthographic mapping, and reading fluency. Emphasis is placed on understanding how these skills interact during reading acquisition and how weaknesses in each area contribute to reading difficulties and dyslexia. Candidates learn to interpret data from state-approved and research-based assessments and to select and implement evidence-based instructional routines that strengthen decoding, word recognition, and fluency for beginning and struggling readers. Cross-listed with SPED 5486.

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.

RLDV 5488 Collaborative Approaches to Disciplinary Literary Instruction 3 Credits
This course prepares candidates to collaborate with classroom teachers to plan and deliver evidence-based disciplinary literacy instruction that supports diverse learners, including students at risk for and with learning and language-based disabilities. Candidates apply evidence-based instructional practices, strategies, and routines to strengthen the comprehension strand of reading, including vocabulary, background knowledge, syntax, text structure, and written expression, within content-area instruction across grade levels. Emphasis is placed on co-planning, co-teaching, and progress-monitoring practices that embed explicit comprehension, vocabulary, and writing routines into mathematics, science, social studies, and English language arts classrooms. Candidates learn to adapt instruction based on diagnostic and formative data, promote accessibility for multilingual learners and students with disabilities, and foster a shared professional responsibility for equitable literacy outcomes across disciplines.

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, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Makingc 3 Credits
This course introduces candidates to the principles and practices of tests and measurement as applied to comprehensive multidisciplinary evaluations in general and special education. Candidates study the types and purposes of assessment, including universal screeners, progress-monitoring tools, standardized tests, curriculum-based measures, and diagnostic assessments of cognitive, academic, and behavioral functioning. Emphasis is placed on the foundations of test construction, administration, scoring, and interpretation, with attention to reliability, validity, standardization, scaling, and fairness. Through applied practice, candidates learn to administer, score, and interpret a wide range of assessments to support diagnostic decision-making, eligibility determinations, and instructional planning within multi-tiered systems of support (RTI/MTSS) and special education. Cross-listed with SPED 6561.

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.

RLDV 5585 Curriculum and Methods for Diverse Learners 3 Credits
This course examines curriculum as the organized framework of standards, content, instructional methods, materials, and assessments that guide teaching and learning across academic domains, including Language Arts and Math. Candidates learn how to evaluate instructional programs and materials for alignment with research-based and High Leverage Practices, and to modify curriculum, as needed, to address students' unique learning needs. Candidates are taught to develop systematic and explicit lessons that reflect the gradual release model, and how to select and implement accommodations and modifications that promote access and expression for diverse learners in remedial, inclusive, and special education settings . Cross-listed with SPED 6537.

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.

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.

RLDV 6575 Wilson Reading: Developmental Literacy Remediation Practices for Students in Grades 3+ 1 Credit
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.

RLDV 6576 Wilson Reading: Intensive Instruction I for the Non-Responsive Reader, Steps 1-6 3 Credits
Corequisite(s): RLDV 6577.
Prerequisite(s): 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.

RLDV 6577 Wilson Reading: Practicum I for the Non-Responsive Reader in Grades 3+, Steps 1-6 1.5-3 Credits
Corequisite(s): RLDV 6576.
Prerequisite(s): 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.

RLDV 6578 Wilson Reading: Intensive Instruction II for the Non-Responsive Reader, Steps 1-6 3 Credits
Corequisite(s): RLDV 6579.
Prerequisite(s): 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.

RLDV 6579 Wilson Reading: Practicum II for the Non-Responsive Reader in Grades 3+, Steps 1-6 1.5-3 Credits
Corequisite(s): RLDV 6578.
Prerequisite(s): 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.

RLDV 6586 Practicum in the Diagnosis and Remediation of Reading and Writing Disabilities 3 Credits
This advanced clinical practicum prepares candidates to conduct comprehensive diagnostic evaluations and to design evidence-based intervention plans for students with reading and written language disabilities, including dyslexia and related learning disorders. Under close faculty supervision, candidates administer, score, analyze, and interpret a range of individually administered diagnostic instruments assessing decoding, fluency, comprehension, spelling, written expression, and the underlying cognitive and linguistic processes that support literacy development. Each candidate evaluates one student in Grades 1–12 referred for reading or writing assessment and produces a professional, integrative case report. The final diagnostic report and parent presentation address referral questions related to differential diagnosis and educational programming, include sample IEP goals and objectives, and offer instructional, environmental, and assistive-technology recommendations for consideration by the student's educational team.

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 Supervised Practicum in Structured Literacy and Dyslexia Intervention 3-6 Credits
Prerequisite(s): Instructor Permission.
This supervised clinical practicum provides candidates with an intensive opportunity to apply a diagnostic-prescriptive approach to planning, implementing, and evaluating the efficacy of intensive, individualized reading and writing interventions for students with profiles characteristic of, or diagnoses of, dyslexia. Candidates conduct a literacy screening assessment and collaborate with faculty to develop an individualized instructional plan and progress-monitoring framework aligned to each student's strengths and areas of need, design an instructional scope and sequence, set measurable practicum goals, and implement a series of diagnostic-prescriptive lessons that explicitly address phonological awareness, decoding, spelling, fluency, comprehension, and written expression using evidence-based reading and writing practices, strategies, and routines. Candidates maintain detailed lesson records, monitor student progress using curriculum-based and diagnostic measures, and adjust instruction based on data trends. Faculty provide remote supervision and individualized feedback through scheduled video observations and conferencing sessions. The practicum culminates in a formal case presentation in which candidates synthesize assessment data, document student growth, and articulate recommendations and sample IEP goals and objectives for continued intervention. Crosslisted with SPED 6951.

RLDV 6952 Clinical Practicum: Structured Literacy Applications with Peer Coaching Elements 3-6 Credits
Prerequisite(s): 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.

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.

Dyslexia Interventionist Certificate: Wilson Reading Level I Certification

Dyslexia Interventionist Certificate: Wilson Reading Level I Certification (Online | 10 Credits)

Designed for working professionals, this fully online, 10-credit graduate certificate prepares educators to earn Wilson® Reading System (WRS) Level I Certification—an industry-recognized credential in structured literacy and dyslexia intervention.

Grounded in the science of reading, this intensive program offers practical, research-based training in the phonological and morphological structure of English, and in diagnostic-prescriptive methods for remediating reading and spelling difficulties in students with language-based learning disabilities, including dyslexia. Candidates build deep expertise in delivering high-quality, multisensory structured language instruction for students in Grades 3–12 who struggle with decoding, encoding, and fluency.

Designed for Flexibility:
The program's online format supports busy educators with full-time teaching roles. Practicum components can be integrated into candidates' existing school responsibilities or arranged flexibly outside of school hours. Candidates also have the option to collaborate with university-affiliated clinical sites to complete practicum requirements.

Program Integration:
This certificate may be pursued as a standalone option or embedded within these graduate programs:

- MA in Remedial Reading & Remedial Language Arts
- SYC in Special Education with #065 Comprehensive Special Education Certification

Key Outcomes:
Graduates will:

- Understand the cognitive, linguistic, and instructional foundations of dyslexia and related reading disorders
- Demonstrate effective implementation of WRS methodology through 1:1 instructional sessions
- Apply structured literacy principles to assess and address diverse reading and writing profiles
- Earn WRS Level I Certification upon successful completion of coursework and practicum

Program Requirements Include:

- Completion of 65 WRS lessons with a qualified student
- Five observations by a Wilson Credentialed Trainer
- Maintenance of a Teacher Binder and Student Portfolio
- Pre- and post-assessments using norm-referenced tools

Admissions Requirements:

- Bachelor's degree with minimum 2.75 GPA
- Online application and personal statement
- Program planning consultation with the Director

This certificate is an ideal path for educators committed to evidence-based literacy instruction and for those seeking to become skilled dyslexia interventionists with strong professional credentials.

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
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 2.75 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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	3
RLDV 5488	Collaborative Approaches to Disciplinary Literary Instruction	3
RLDV 5583	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Makingc	3
RLDV 5585	Curriculum and Methods for Diverse Learners	3
RLDV 6586	Practicum in the Diagnosis and Remediation of Reading and Writing Disabilities	3
RLDV 6951	Supervised Practicum in Structured Literacy and Dyslexia Intervention	3-6
Total Credits		**18-21**

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 (RLD) 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 are prepared to earn a Connecticut #102: Remedial Reading and Remedial Language Arts cross-endorsement certification, Grades 1-12, and 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.

The RLD program offers candidates pursuing a Sixth Year Certificate in Special Education with an option to earn a Connecticut #102 Remedial Reading and Remedial Language Arts cross-endorsement certification, Grades 1-12, as part of their planned program of study.

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 2.75 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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	3
RLDV 5488	Collaborative Approaches to Disciplinary Literary Instruction	3
RLDV 5583	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Makingc	3
RLDV 5585	Curriculum and Methods for Diverse Learners	3
RLDV 6586	Practicum in the Diagnosis and Remediation of Reading and Writing Disabilities	3
Select nine elective credits		9
Clinical Practicum		
RLDV 6951	Supervised Practicum in Structured Literacy and Dyslexia Intervention	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 (RLD) 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 are prepared to earn a Connecticut #102: Remedial Reading and Remedial Language Arts cross-endorsement certification, Grades 1-12, and 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.

The RLD program offers candidates pursuing a Sixth Year Certificate in Special Education with an option to earn a Connecticut #102 Remedial Reading and Remedial Language Arts cross-endorsement certification, Grades 1-12, as part of their planned program of study.

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 2.75 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 opt to apply 10 of their 15 required elective credits toward earning a Wilson Reading Level I 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.

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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	3
RLDV 5488	Collaborative Approaches to Disciplinary Literary Instruction	3
RLDV 5583	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Makingc	3
RLDV 5585	Curriculum and Methods for Diverse Learners	3
RLDV 6586	Practicum in the Diagnosis and Remediation of Reading and Writing Disabilities	3
Select 15 elective credits [1]		15
Clinical Practicum		
RLDV 6951	Supervised Practicum in Structured Literacy and Dyslexia Intervention	3
Total Credits		**33**

[1]

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 to gain an initial certification in special education. Undergraduate candidates may also enroll in the Five-Year Integrated BA/MA dual certification program. This program provides students the opportunity to earn a BA/initial certification in Elementary (Pre-K-6), Special Education (Pre-K-12) or Secondary Education (4-12) and complete a 5th-year MA/cross endorsement in Elementary Education (Pre-K-6), Special Education (Pre-K-12), TESOL or Bilingual (Pre-K-12). 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 Pre-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.

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. 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.

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.

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.

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.

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. Undergraduate Equivalent: SPED 4419.

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. Undergraduate Equivalent: SPED 4432.

SPED 5486 Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction 3 Credits
This course examines the foundational concepts, theories, and empirical research explaining how oral language supports the development of accurate and fluent word reading. Candidates analyze the relationships among phonological, orthographic, and morphological systems and their collective role in shaping word recognition, decoding, and spelling development. Key topics include phonological and phonemic awareness, the alphabetic principle, orthographic mapping, and reading fluency. Emphasis is placed on understanding how these skills interact during reading acquisition and how weaknesses in each area contribute to reading difficulties and dyslexia. Candidates learn to interpret data from state approved and research-based assessments and to select and implement evidence-based instructional routines that strengthen decoding, word recognition, and fluency for beginning and struggling readers. Cross-listed with RLDV 5486 Undergraduate equivalent: SPED 4486.

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. Undergraduate Equivalent: SPED 4487.

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. Undergraduate Equivalent: SPED 4534.

SPED 6537 Curriculum and Methods for Diverse Learners 3 Credits
Prerequisite(s):SPED 4534/SPED 6534.
This course examines curriculum as the organized framework of standards, content, instructional methods, materials, and assessments that guide teaching and learning across academic domains, including Language Arts and Math. Candidates learn how to evaluate instructional programs and materials for alignment with research-based and High Leverage Practices, and to modify curriculum, as needed, to address students' unique learning needs. Candidates are taught to develop systematic and explicit lessons that reflect the gradual release model, and how to select and implement accommodations and modifications that promote access and expression for diverse learners in remedial, inclusive, and special education settings. Cross-listed with RLDV 5585 Undergraduate equivalent: SPED 4537.

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.

SPED 6561 Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making 3 Credits
This course introduces candidates to the principles and practices of tests and measurement as applied to comprehensive multidisciplinary evaluations in general and special education. Candidates study the types and purposes of assessment, including universal screeners, progress-monitoring tools, standardized tests, curriculum-based measures, and diagnostic assessments of cognitive, academic, and behavioral functioning. Emphasis is placed on the foundations of test construction, administration, scoring, and interpretation, with attention to reliability, validity, standardization, scaling, and fairness. Through applied practice, candidates learn to administer, score, and interpret a wide range of assessments to support diagnostic decision-making, eligibility determinations, and instructional planning within multi-tiered systems of support (RTI/MTSS)and special education. Cross-listed with RLDV 5583 Undergraduate equivalent: SPED 4561.

SPED 6565 Evidence-Based Strategies in the Inclusive Classroom 3 Credits
Prerequisite(s): 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.

SPED 6575 Developmental Literacy Remediation for Students in Grades 3+ 1 Credit
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.

SPED 6576 Intensive Instruction I for the Non-Responsive Reader Using the Wilson Reading System 3 Credits
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+ 1.5-3 Credits
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.

SPED 6578 Intensive Instruction II for the Non-Responsive Reader Using the Wilson Reading System 3 Credits
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.

SPED 6579 Clinical Intensive Instruction II for the Non-Responsive Reader in Grades 3+ 1.5-3 Credits
This supervised practicum experience is a continuation of SPED 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. Cross-listed with RLDV 6579.

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.

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.

SPED 6951 Supervised Practica/DSAP in Structured Literacy and Dyslexia Intervention 3 Credits
Prerequisite(s): Permission of Instructor.
This supervised clinical practicum provides candidates with an intensive opportunity to apply a diagnostic-prescriptive approach to planning, implementing, and evaluating the efficacy of intensive, individualized reading and writing interventions for students with profiles characteristic of, or diagnoses of, dyslexia. Candidates conduct a literacy screening assessment and collaborate with faculty to develop an individualized instructional plan and progress-monitoring framework aligned to each student's strengths and areas of need, design an instructional scope and sequence, set measurable practicum goals, and implement a series of diagnostic-prescriptive lessons that explicitly address phonological awareness, decoding, spelling, fluency, comprehension, and written expression using evidence-based reading and writing practices, strategies, and routines. Candidates maintain detailed lesson records, monitor student progressing curriculum-based and diagnostic measures, and adjust instruction based on data trends. Faculty provide remote supervision and individualized feedback through scheduled video observations and conferencing sessions. The practicum culminates in a formal case presentation in which candidates synthesize assessment data, document student growth, and articulate recommendations and sample IEP goals and objectives for continued intervention. Cross-listed with RLDV 6951

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.

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. Undergraduate Equivalent: SPED 4953.

SPED 6954 Student Teaching/DSAP Seminar in Special Education 3 Credits
Corequisite(s): 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. Undergraduate Equivalent: SPED 4954.

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.

SPED 6999 Comprehensive Examination in Special Education 0 Credits
Prerequisite(s): 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. Undergraduate Equivalent: SPED 4999.

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 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**

Courses Taken During Senior Year

Code	Title	Credits
SPED 4487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SPED 4561	Title Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making	3
SPED 6999	Comprehensive Examination in Special Education	0
GRADUATE COURSES		
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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	3
SPED 6534	Skill Development for Individualized Educational Plans	3
SPED 6537	Curriculum and Methods for Diverse Learners	3
SPED 6550	Collaboration and Consultation for the Special Educator	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
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 the 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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	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	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making	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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	3
SPED 6537	Curriculum and Methods for Diverse Learners	3
Practica		
SPED 6951	Supervised Practica/DSAP in Structured Literacy and Dyslexia Intervention [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
Required		
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
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 an academic advisor, candidates can select 1-2 elective courses from the recommended list or courses from other graduate programs in the School of Education and Human Development relevant to the candidate's area of focus in Special Education.

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. Opportunities are 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 different settings to observe, evaluate, plan, instruct, and interact with pupils having various 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 (45 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 Sixth Year Certificate (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 15 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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	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 15 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 Diverse Learners	3
SPED 6561	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making	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		**15**

[1] $300 edTPA registration fee required

Note: Candidates are eligible to request an endorsement for initial certification after successfully completing the above courses.

15 CREDITS Self-Design

In collaboration with their academic advisor, candidates select 15 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 Sixth Year Certificate (SYC) in Special Education is a 30-credit advanced professional degree for Educators who hold a Master's degree and wish to deepen and expand their knowledge of teaching and learning in Special Education. The SYC is equivalent in content to a post-Master's, second Master's degree.

Code	Title	Credits
SPED 6534	Skill Development for Individualized Educational Plans	3
SPED 6537	Curriculum and Methods for Diverse Learners	3
SPED 6550	Collaboration and Consultation for the Special Educator	3
SPED 6561	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making	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	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making	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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	3

SPED 6537	Curriculum and Methods for Diverse Learners	3
Practica		
SPED 6951	Supervised Practica/DSAP in Structured Literacy and Dyslexia Intervention [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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

TSLA 6588 Directed Observation I for TESOL/DSAP Candidates 3 Credits
Prerequisite(s): 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.

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.

TSLA 6900 Special Topics (Shell) 1-3 Credits
Prerequisite(s): 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.

TSLA 6950 6th Year Certificate Advanced Research Capstone 3 Credits
Prerequisite(s): 18 credits of TESOL coursework.
TSLA 6950 6th Year Advanced Research Capstone is the first in a two-course sequence. Students identify a practical problem in TESOL/Bilingual k-12 classroom teaching and design a research proposal to address that problem. In TSLA 6951 6th Year Advanced Research Practicum, they will implement the proposal, collect and analyze data, discuss findings, and write the final research paper. Because TSLA 6951 requires the implementation of the action research project, it is recommended that students have access to a k-12 research population.

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.

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.

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.

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.

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) in elementary bilingual education k - 8 (18 credits)
- Cross-endorsement in secondary bilingual education 7-12 (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 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 bachelor's 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 6950	6th Year Certificate Advanced Research Capstone	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.

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
or TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-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 6950	6th Year Certificate Advanced Research Capstone	3
Total Credits		**30**

Note: Candidates seeking the TESOL cross-endorsement may need to complete additional coursework.

SYC in TESOL with Initial Certification for Candidates with an MA in TESOL

A. List of Equivalent Courses that Count toward Certification by Category.

Note: At least one course in each of the five areas below and ***30 TESOL credit hours total*** required for certification grades k -12. Candidates may receive equivalent course designation for up to eight courses. These courses count for certification only. They do not count for degree credits.

1. English Language
2. Language Theory
3. Culture and Intergroup Relations
4. Linguistic and Academic Assessment
5. Methods

B. General Education Requirements (39 credits in 5 areas). Must include one course in US History covering 50 years.

1. English
2. Natural Sciences
3. Mathematics
4. Social Studies/Social Sciences

Must include one course in US History covering 50 years

5. Foreign Language
6. Fine Arts

Code	Title	Credits
Degree Specific required courses		
TSLA 6950	6th Year Certificate Advanced Research Capstone	3
PSYG 6534	Advanced Foundations of Learning & Development	3
or PSYG 5446	Advanced Foundations of Development and Learning: From Theory to Practice	
TSLA 6951	Sixth Year Certificate Advanced Research Practicum in TESOL/Bilingual Education (Program plan varies according to the number of equivalent courses applied to certification,)	3
Professional Education required courses		
EDUC 5429	Philosophical Foundations of Education	3
EDTC 5401	Introduction to Educational Technology	3
SPED 5403	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education	3
Curriculum Courses		
TSLA 6451	Infusing Content Language into TESOL/ Bilingual Curriculum (Grades 4-12)	3
or TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Supervised DSAP I and II (6 credits) OR Supervised Student Teaching (TSLA 6581) 6 credits		
TSLA 6588	Directed Observation I for TESOL/DSAP Candidates	3
TSLA 6589	Directed Observation II for TESOL/DSAP Candidates	3
TSLA 6582	TESOL Student Teaching and DSAP Seminar	3
EDUC 6598	edTPA Portfolio [1]	0
Total Credits		**33**

Note: Additional coursework maybe needed to meet the 30 credits in TESOL coursework required by the state of Connecticut for certification.

1. $300 edTPA license fee required. Taken concurrently with TSLA 6582.

2. Up to two equivalent courses may be transferred or applied toward certification requirements.

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**

Five-Year Bachelor and Master of Arts with Dual Certification

Students who major in Curriculum and Instruction in the elementary or special education track at the undergraduate level can pursue a 5th-year graduate degree (MA) and cross-endorsement certification in Special Education, Elementary Education, TESOL, or Bilingual Education.

Students who major in a Meditz College of Arts and Sciences content area (English, Math, History, Science, World Language) and complete the teacher education track for secondary education certification can also pursue a 5th year and cross endorsement certification in the areas of Special Education, TESOL, or Bilingual Education.

Curriculum and Instruction (BA): Special Education Track

5th Year/Dual Certification Elementary Education (MA)

Elementary Education courses taken during the undergraduate special education program:

Code	Title	Credits
EDUC 2341	Culturally Responsive Teacher	3
or SOCI 2300	Sociology of Education	
EDUC 4437	Developmental Literacy in Elementary School: Primary Grades	3
US History Course spanning 50 years		3

Elementary Education courses taken during the graduate 5th year program.

Code	Title	Credits
Summer		
EDUC 5405	Contexts of Education in the Primary Grades	3
EDTC 5401	Introduction to Educational Technology	3
Fall		
EDUC 5447	Learning Mathematics in the Elementary Classroom	3
EDUC 5497	Teaching Science and Social Studies in the Elementary Classroom	3
EDUC 5429	Philosophical Foundations of Education	3
Spring		
EDUC 5431	Extending Literacy in the Elementary School: Grades 3-6	3
EDUC 5442	Educational Psychology	3
Elective - discuss with advisor		3
Summer		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
Discuss elective in conjunction with advisor		3
Total Credits		**30**

5th Year/Dual Certification Bilingual (MA)

No required Bilingual courses needed during the undergraduate program.

Code	Title	Credits
Summer		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	3
or TSLA 5422	Teaching Grammar in Second Language Settings	
EDUC 6561	Summer Institute in the Teaching of Writing	3
Fall		
TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
TSLA 5420	Linguistic Foundations of English Acquisition	3
TSLA 6451	Infusing Content Language into TESOL/ Bilingual Curriculum (Grades 4-12)	3
Spring		
TSLA 5467	Language Acquisition	3
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Summer		
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Total Credits		**30**

5th Year/Dual Certification TESOL (MA)

No required TESOL courses needed during the undergraduate program.

Code	Title	Credits
Summer		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
TSLA 5422	Teaching Grammar in Second Language Settings	3
TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	3
Fall		
TSLA 5420	Linguistic Foundations of English Acquisition	3
TSLA 6451	Infusing Content Language into TESOL/ Bilingual Curriculum (Grades 4-12)	3
TSLA 5951	Elementary TESOL/Bilingual Advanced Practicum	3
or TSLA 5952	Secondary TESOL/Bilingual Advanced Practicum	
Spring		
TSLA 5436	TESOL Methods and Materials Development	3
TSLA 5467	Language Acquisition	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Summer		
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Total Credits		**30**

Curriculum and Instruction (BA): Elementary Education Track

5th Year/Dual Certification Special Education (MA)

Special Education courses taken during the undergraduate elementary education program.

Code	Title	Credits
SPED 4410	Autism Spectrum Disorders: Theories and Interventions	3
SPED 4417	Introduction to Children and Youth with Emotional Disturbances	3

Special Education courses taken during the graduate (5th year) program:

Code	Title	Credits
Summer		
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	3
SPED 6550	Collaboration and Consultation for the Special Educator	3
Fall		
SPED 5413	Theories of and Introduction to Learning Disabilities	3
SPED 5432	Management Techniques in Special Education	3
SPED 6534	Skill Development for Individualized Educational Plans	3

SPED 6951	Supervised Practica/DSAP in Structured Literacy and Dyslexia Intervention	3
Spring		
SPED 5411	Introduction to Individuals with Intellectual Disabilities	3
SPED 6537	Curriculum and Methods for Diverse Learners	3
SPED 6561	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making	3
SPED 6952	Practica/DSAP in Special Education	3
Summer		
SPED 6999	Comprehensive Examination in Special Education	0
Total Credits		**30**

5th Year/Dual Certification TESOL (MA)

No required TESOL courses needed during the undergraduate program.

Code	Title	Credits
Summer		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
TSLA 5422	Teaching Grammar in Second Language Settings	3
TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	3
Fall		
TSLA 5420	Linguistic Foundations of English Acquisition	3
TSLA 6451	Infusing Content Language into TESOL/ Bilingual Curriculum (Grades 4-12)	3
TSLA 5951	Elementary TESOL/Bilingual Advanced Practicum	3
Spring		
TSLA 5467	Language Acquisition	3
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Summer		
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Total Credits		**30**

5th Year/Dual Certification Bilingual (MA)

No required Bilingual courses needed during the undergraduate program.

Code	Title	Credits
Summer		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	3
or TSLA 5422	Teaching Grammar in Second Language Settings	
EDUC 6561	Summer Institute in the Teaching of Writing	3
Fall		
TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
TSLA 5420	Linguistic Foundations of English Acquisition	3
TSLA 6451	Infusing Content Language into TESOL/ Bilingual Curriculum (Grades 4-12)	3
Spring		
TSLA 5467	Language Acquisition	3
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Summer		
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Total Credits		**30**

Secondary Education Track (BA): Major in content area (English, Math, History, Science, World Language)

5th Year/Dual Certification Special Education (MA)

Special Education courses taken during the undergraduate program:

Code	Title	Credits
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
SPED 4999	Comprehensive Examination in Special Education	0

Special Education courses taken during the graduate (5th year) program.

Code	Title	Credits
Summer		
SPED 5401	Augmentative Alternative Communications and Assistive Technologies	3
SPED 5486	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	3
SPED 6550	Collaboration and Consultation for the Special Educator	3
Fall		
SPED 5432	Management Techniques in Special Education	3
SPED 6534	Skill Development for Individualized Educational Plans	3
SPED 6951	Supervised Practica/DSAP in Structured Literacy and Dyslexia Intervention	3

Spring		
SPED 6537	Curriculum and Methods for Diverse Learners	3
SPED 5487	Developmental Literacy II: Essentials of Vocabulary and Text Comprehension	3
SPED 6561	Tests, Measurement, and Diagnostic Procedures for Educational and Instructional Decision-Making	3
SPED 6952	Practica/DSAP in Special Education	3
Total Credits		**30**

5th Year/Dual Certification TESOL (MA)

No required TESOL courses needed during the undergraduate program.

Code	Title	Credits
Summer		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
TSLA 5422	Teaching Grammar in Second Language Settings	3
TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	3
Fall		
TSLA 5420	Linguistic Foundations of English Acquisition	3
TSLA 6451	Infusing Content Language into TESOL/ Bilingual Curriculum (Grades 4-12)	3
TSLA 5952	Secondary TESOL/Bilingual Advanced Practicum	3
Spring		
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
TSLA 5467	Language Acquisition	3
Summer		
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Total Credits		**30**

5th Year/Dual Certification Bilingual (MA)

No required Bilingual courses needed during the undergraduate program.

Code	Title	Credits
Summer		
TSLA 5441	Teaching and Learning within Multicultural Contexts of Education	3
TSLA 6522	Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)	3
or TSLA 5422	Teaching Grammar in Second Language Settings	
EDUC 6561	Summer Institute in the Teaching of Writing	3
Fall		
TSLA 5419	Special Learners in the Bilingual/ESL Classroom	3
TSLA 5420	Linguistic Foundations of English Acquisition	3
TSLA 6451	Infusing Content Language into TESOL/ Bilingual Curriculum (Grades 4-12)	3
Spring		
TSLA 5467	Language Acquisition	3
TSLA 6527	Testing and Assessment in TESOL and Bilingual Programs	3
TSLA 6530	Content Language and Reading Acquisition for English Language Learners and Special Needs Students	3
Summer		
TSLA 6999A	Capstone Seminar in Inclusive Language Teaching	3
Total Credits		**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 in Queer and Trans Mental Health
- Social Work
  - Master of Social Work

Faculty

Associate Professors

Julie Berrett-Abebe, PhD, LICSW
Carissa D'Aniello-Heyda, PhD, LMFT, *Chair*
Yeddi Park, PhD, LCSW
Michele Parker, PhD, LMFT, CCMA
Rona Preli, PhD, MSW, LMFT

Assistant Professors

Jay Taylor, DSW, LCSW

Assistant Professor of the Practice

Alessandra Bryant, PhD, LMFT, *Program Director, Marriage & Family Therapy, Koslow Center Administrator*
Natasha Booker, 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.

Kathryn P. Koslow Center for Marriage and Family Therapy

The Marriage and Family Therapy program operates a clinical facility on the campus of Fairfield University. The Kathryn P. Koslow Center for Marriage and Family Therapy is a new, state-of-the-art facility that was made possible through a generous gift. The Center is a beautiful facility that is equipped with the latest in technology which enables advanced master's degree candidates to receive the finest professional training for students entering the profession. The Koslow Center offers a wide range of clinical services available to the community, as well as new and exciting opportunities for students to engage in research, grants, and community partnerships.

The Koslow Center for Marriage and Family Therapy is dedicated to providing therapeutic services to individuals, couples, and families; to excellence in the training of professional marriage and family therapists; and to creating a community of professionals where both graduates and current students can be engaged and remain connected. In keeping with Fairfield University's identity as a Jesuit and Catholic institution of higher learning, the Koslow Center is committed to the ideals of embracing difference, examining social systems critically, and becoming directly involved with those who are underprivileged and underserved.

Programs

- Master of Arts in Family Studies
- Master of Arts in Marriage and Family Therapy

- Certificate in School-Based Marriage and Family Therapy
- Certificate in 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.

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.

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.

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.

MFTH 5471 Sexual and Gender Minority Mental Health Treatment 2 Credits
Prerequisite(s): 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.

MFTH 5480 Transgender and Gender Expansive Affirming Care 1.5 Credits
Prerequisite(s): 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(s): 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.

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.

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(s): 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.

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.

MFTH 6450 Techniques of Narrative and Solution-Focused Therapy 3 Credits
Prerequisite(s): 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.

MFTH 6552 Intervention in Structural and Strategic Family Therapy 3 Credits
Prerequisite(s): 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.

MFTH 6553 Family Therapy Pre-Practicum 3 Credits
Prerequisite(s): MFTH 6555.
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.

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.

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.

MFTH 6561 Advanced Interventions in Family Therapy 3 Credits
Prerequisite(s): MFTH 6555.
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.

MFTH 6565 Ethical, Legal, and Professional Issues in Family Therapy 3 Credits
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.

MFTH 6566 Substance Abuse and the Family 3 Credits
Prerequisite(s): 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.

MFTH 6567 Couples Therapy 3 Credits
Prerequisite(s): 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.

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.

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.

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.

MFTH 6951 Practicum in Family Therapy I 3 Credits
Prerequisite(s): 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.

MFTH 6952 Practicum in Family Therapy II 3 Credits
Prerequisite(s): MFTH 6951.
This course is a continuation of MFTH 6951.

MFTH 6971 Thesis Prospectus 3 Credits
Prerequisite(s): 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.

MFTH 6972 MFT Thesis Research I 3 Credits
Prerequisite(s): MFTH 6971.
This course is the second in a series of three Master Thesis courses in MFT. This course operates as an independent study experience under the supervision of a full-time, core faculty Chairperson and the secondary supervision of two additional full-time faculty Committee Members from Fairfield University. All thesis proposals are submitted for Institutional Review Board (IRB) approval or exemption. The student must independently engage in the continual collection and/or analysis of data. Students are required to remain in close contact with the thesis advisor, particularly around any participant concerns or unforeseen circumstances that occur during data collection. This course is open to students in the marriage and family therapy program.

MFTH 6973 MFT Thesis Research II 3 Credits
Prerequisite(s): MFTH 6971, MFTH 6972.
This course is the third in a series of three Master Thesis courses in MFT. This course operates as an independent study experience under the supervision of a full-time, core faculty Chairperson and the secondary supervision of two additional full-time faculty Committee Members from Fairfield University. All thesis proposals are submitted for Institutional Review Board (IRB) approval or exemption. During this final semester of the MFT thesis project, the student will complete the data analysis process, write chapter 5, the discussion, and complete the final defense. This course is available for MFTH students only.

MFTH 6981 Internship in Family Therapy I 3 Credits
Prerequisite(s): 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.

MFTH 6982 Internship in Family Therapy II 3 Credits
Prerequisite(s): 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.

MFTH 6983 Continuing Internship in Family Therapy 1 Credit
Prerequisite(s): 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.

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.

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.

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.

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

Contact the Office of Graduate Admission at gradadmis@fairfield.edu for deadline information and application requirements.

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] $220 one-time 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-semesters 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
FCA 8: Contemporary Issues		
MFTH 5465	Introduction to Substance Abuse and Addictions	3
MFTH 5470	Queer and Trans Mental Health [2]	3
FCA 9: Community Intersections and Collaborations		
MFTH 6425	Private Practice and Small Business Management	3
Foundational Clinical Practice		
The following courses must be taken in sequence and without interruption:		
MFTH 6951	Practicum in Family Therapy I	3
MFTH 6952	Practicum in Family Therapy II	3
MFTH 6981	Internship in Family Therapy I	3

MFTH 6982	Internship in Family Therapy II	3
Capstone and Thesis		
Capstone Presentation		
Thesis Seminar		
MFTH 5598	Tevera Site Placement Process [1]	0
Total Credits		**60**

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] $220 one-time fee required

[2] Students must declare the Queer and Trans Mental Health concentration for it to appear on their transcript. Total credits with the concentration is 66, as students complete MFTH 5470 as part of the Master's coursework.

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.

Certificate or Concentration in Queer and Trans Mental Health

Fairfield University offers a 9-credit certificate for mental health professionals to serve a diverse range 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.

Candidates complete a 9-credit planned program of study over the course of one year.

Coursework includes an emphasis on the minority stress model to understand the impact of stigma on mental health; an analysis of queer and trans health disparities; barriers and pathways to accessing treatment; theoretical and evidence-based approaches to treatment; and mental health prevention and promotion. All courses will adopt an intersectional, relational, and life cycle perspective by examining how biological, social, cultural, and political contexts intersect to influence the development, coupling, and family formation processes of queer and trans individuals. Conversely, the curriculum will also emphasize how queer and trans individuals influence culture and society and develop resilience to stigma through coping and social support. The certificate culminates with a capstone project in which candidates create, implement, and evaluate a project, program, or product that impacts queer and trans mental health.

Learning Objectives

Learning outcomes for this program are based in professional standards for clinical treatment of queer and trans clients (i.e., American Counseling Association, American Psychological Association), the SEHD Conceptual Framework, and the Jesuit mission of Fairfield University. The certificate in Queer and Trans Mental Health prepares candidates who:

1. Recognize their own biases, privileges, and worldviews as it pertains to queer and trans individuals and take responsibility for how these impact assessment and treatment.
2. Distinguish how biological, familial, cultural, socioeconomic, and psychological factors influence the development, growth, life cycle, and relationship and family formation for queer and trans individuals.
3. Recognize how sexual and gender identity intersect with other social identities (e.g., race, ethnicity, nationality, class, ability, religion/spirituality) to create diverse experiences of development, privilege, and oppression.
4. Articulate an affirmative approach to mental health treatment that includes a strength-based, normative view of sexual and gender diversity as well as an understanding of how stigma impacts mental health and well-being.
5. Seek and access resources for client care and continued professional development, including training, consultation, and research findings.
6. Create solutions that directly impact service delivery, community resources, or policy initiatives that improve queer and trans well-being.

Admission Requirements

Applicants must hold a bachelor's degree from an accredited college or university and demonstrate a minimum cumulative GPA of 2.67 across all degrees.

The program is intended for mental health professionals or graduate students with some clinical experience. Students are expected to have,

at minimum, a basic knowledge of clinical assessment, diagnosis, and treatment and possess basic clinical skills.

Requirements

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

Courses will be offered in sequence as follows:

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**

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.

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.

SWRG 5447 Human Behavior and the Social Environment II 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.

SWRG 5533 Human Behavior and the Social Environment I 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.

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.

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.

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.

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.

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 5890 Integrated Care in Mental Health: Context, Teaming Skills, & Brief Clinical Interventions 3 Credits
Behavioral health providers are increasingly working in fast-paced, team-based settings that integrate health, mental health, substance use disorder treatment, among others. Examples of settings include: mobile crisis, health care, and higher education. This course provides students with a foundation in health care policies and new models of team-based care and prepares them to engage in effective collaborative practice using brief treatment modalities. Grounded in Interprofessional Education Collaborative (IPEC) Competencies, student will learn effective communication strategies for working on interprofessional teams as well as develop understanding of cultural humility and client-centered care. The course will also cover core components of evidence-based clinical interventions such as SBIRT (using motivational interviewing), mindfulness, cognitive-behavioral therapy, self-management skill development, and psychoeducation. Students will engage in interprofessional discussions, practical applications/simulations, and reflective exercises throughout the course. This elective is open to any SEHD behavioral health master's student. (3 credits).

SWRG 6425 Organizational and Business Management 3 Credits
This course will provide an overview of small business and private practice management. Students will become acquainted with the technical and personal elements necessary to create and sustain a small business. Attention will be focused on narrowing student focus in order to develop a feasible strategy for creating, implementing, and maintaining small business goals. The course will draw on program evaluation research to prepare the student to assess business outcomes to ensure attainment of practice goals. Emphasis will be placed on the mastery of key components required to create and sustain a business including defining the scope and purpose of the professional practice as mandated by licensure and professional standards, marketing, financial, and legal implications, and personal and professional resources, all within the framework of the conceptualized brand. Focus will also be placed upon problem solving through case studies related to student's development of sound business knowledge. Course content will be examined through a self-reflective lens, incorporating self of the therapist, mindfulness and ethical and professional practice. Crosslisted with MFTH 6425.

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.

SWRG 6552 Generalist Social Work Practice II 3 Credits
Prerequisite(s): 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.

SWRG 6562 Social Work Fieldwork II 3 Credits
Prerequisite(s): 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.

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 required course 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.

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 Behavioral Therapy, and Dialectical Behavioral 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.

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.

SWRG 6570 Assessment Techniques and Psychopathology II 3 Credits
Prerequisite(s): 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
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.

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.

SWRG 6582 Advanced Clinical Specialist Field Work II 3 Credits
Prerequisite(s): SWRG 6581.
This course is a continuation of SWRG 6581.

SWRG 6611 Trauma Informed Clinical Practice 3 Credits
Trauma Informed Clinical Practice is a clinical course that examines trauma and interpersonal violence from a critical lens exploring the various types of trauma, their effect on human lives and trauma-informed, evidence-based interventions for social work practice. Exploring the prevalence and complex dynamics of trauma and interpersonal violence from an ecosystems lens, this course contextualizes the environment in which traumatic events occur, analyzing the historical roots of movements and social policy influencing social thought about trauma and response strategies. Students will learn to think critically about the intersection of sociopolitical discourse with existing intervention approaches, as well as the intersectionality of persons vulnerable to trauma exposure and their historical, cultural legacies, and the importance of reflexive practice to effectively engage in the work. The biopsychosocial impact of interpersonal violence, relationally based trauma and traumatic events will be examined, and its effects on the developmental life course. Students will learn about the neurobiological impact and complex manifestations of trauma, including the effects of surviving adverse childhood experiences as it relates to social determinants of health. The various types of traumatic event exposure in childhood and adulthood will be reviewed. Issues of social justice and oppression will be highlighted in relation to social work practice with survivors of trauma, particularly the manifestation of power dynamics and potential re-enactment in the therapeutic relationship. (3 credits).

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	3
SWRG 5551	Generalist Social Work Practice I	3
SWRG 5553	Social Policy and Practice	3
SWRG 5561	Social Work Fieldwork I	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	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	Tevera Site Placement Process [1]	0
Select two elective courses		6
Total Credits		**60**

[1] $220 one-time TEVERA fee required

Candidates in the MSW Program have the opportunity to add aconcentration in Sexual and Gender Minority Mental Health by using thefollowing courses toward their free electives. Students must declare theconcentration for it to appear on their transcript. Total credits with theconcentration is 63 provided students use 6 of the concentration creditsas electives for the MSW.

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**

Interprofessional Eating Disorders Concentration

This is an interprofessional, online concentration/certificate 9-credit program that will provide graduate students in various behavioral health disciplines and clinical nutrition a basic foundation in the eating disorder field. The program is designed to train students in an interprofessional way, considered best practice in healthcare education. Then programs that this concentration/certificate is available to are the following graduate programs: counselor education, social work, marriage and family therapy, school psychology, and clinical nutrition. Total credits with the concentration is 63 provided students use 6 of the concentration credits as electives for the MSW.

Code	Title	Credits
COUN 5448	Eating Disorders: Etiology, Assessment, and Interprofessional Teaming	3
COUN 6560	Eating Disorders: Specialized Treatment	3
COUN 6561	Eating Disorder Prevention	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, *Educational Leadership*
Emily Smith, *Educational Leadership*

Associate Professors

Paula Gill Lopez, *Chair, Director, School Psychology*
Evelyn Bilias Lolis, *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*

Instructor

Jay Rozgonyi, *Educational Technology*

Educational Leadership

The Doctor in Education (EdD) program in Educational Leadership has two concentrations. The Teacher Leadership concentration is designed for experienced educators, such as classroom teachers, school psychologists, school counselors, curriculum coaches, reading interventionists, etc., who have a desire to lead from within and across classrooms to transform education. The Higher Education Administration concentration is designed for current or prospective leaders who work across postsecondary settings (e.g., student affairs, institutional advancement, admissions, marketing, communications). Leaders in both concentrations will be prepared to advocate for Diversity, Equity, Inclusion, and Belonging (DEIB). The EdD program is a three-year, low-residency program. Courses during the semester are fully online, mostly asynchronous. There are also two 3-day summer residency experiences to bring students together and help to prepare them for successful completion of the dissertation.

The program aligns with Fairfield's mission of preparing educators for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person. The program is tailored for individuals in leadership roles or who seek to take on expanded roles and responsibilities in their current work as PK-12 or higher education professionals.

One of the core goals of the program is to prepare professionals to advocate for social justice and anti-racist policies and practices, and who take actions as leaders with and for students, teachers, faculty, families, communities, and organizations for transformative change.

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

Program Outcomes

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

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

Programs

- Doctor of Education in Educational Leadership: Concentration in Teacher Leadership
- Doctor of Education in Educational Leadership: Concentration in Higher Education Administration

Courses

EDDL 6051 Administrative Leadership I 3 Credits
This course examines administrator leadership in education related to organizational systems at the district and school levels, including personnel hiring, budgeting, school climate, and school safety. These systems are approached as vehicles for moving forward mission and vision within a district and school. Emphasis is placed on developing leader mindset such that a vision committed to equity and inclusion informs decision-making across these systems.

EDDL 6052 Administrative Leadership II 3 Credits
This course examines administrator leadership in education related to educator evaluation and supervision at the district and school levels. Topics include defining effective practice, goal-setting, observations, feedback, supervision, and professional learning for educators. Connections are emphasized between individual educator evaluation and building the collective capacity of a school and district, aligned to continuous improvement plans and leading to improved student learning outcomes for all students. Candidates also deepen understanding of the use of assessment data to inform supervision and evaluation and the continuous improvement of programs in a district and school.

EDDL 6501 Administrator Leadership 3 Credits
The internship is designed to support the intern's effort to translate theory into practice while developing and honing effective school leadership skills and dispositions. Key assessments are completed throughout the internship. The experiences embedded in each of the assessments are aligned with the NELP and CT Leadership Standards. To ensure a high-quality experience, interns are supported by a) a faculty member who serves as a leadership coach and b) a mentor principal, who leads an effective school focused on equity and excellence for all students.

EDDL 7005 Systems Approach to Innovation and Improvement 3 Credits
This course investigates a systems approach to school innovation and improvement, including the ways in which data are used to identify and investigate contextualized problems of practice. The course will address the processes involved in engaging in a continuous and context-driven cycle of classroom-based reform within an organizational context.

EDDL 7010 Framing and Critical Analysis of Problems of Practice 3 Credits
Prerequisite(s): EDDL 7005.
In this course, students draw on professional experience, knowledge, and skills to analyze and frame problems of practice. They collaborate with colleagues and key stakeholders to identify problems and data, and identify the gap between organizational goals and current performance.

EDDL 7015 Action Research for Educational Change I 3 Credits
This course introduces candidates to the historical and philosophical underpinnings of critical participatory action research (CPAR). Candidates will examine the strengths and limitations of using CPAR to promote equity in educational institutions. In addition, the frameworks and methods of qualitative and quantitative research will be discussed for candidates to design a CPAR pilot project to study their own institutions to create transformational change.

EDDL 7020 Action Research for Educational Change II 3 Credits
Prerequisite(s): EDDL 7015.
This course builds on the foundational knowledge and research methods from EDDL 7015. It engages students in the data collection and analysis processes in CPAR as well as writing and presenting reports to effect transformational change in educational institutions. Candidates will conduct a social action project, write a preliminary report, and participate in a poster session to prepare for their doctoral capstone projects.

EDDL 7035 Mission and Values Based Leadership 3 Credits
This foundational course is designed for students to use authoethnography, critical theory (e.g., critical race, queer, feminist, disability studies) and the principles of mission and values-based leadership as a lens to assess their leadership strengths and areas for improvement. This self-assessment will assist students in developing a leadership plan that outlines their personal mission and vision for their role and short-term and long-term goals for leadership development. Furthermore, students will engage in critical dialogue about critical theory, the principles of mission and values-based leadership and their relationship to the Jesuit mission to determine the benefits and challenges of application of each in their chosen context.

EDDL 7040 Power, Privilege, and Identity in Educational Leadership 3 Credits
This course examines the relationship between power, privilege, and identity in educational leadership. Specifically, it aims to help understand how power shapes educators' and learners' identities, that is, the ways and the degree to which these identities intersect to influence teachers' teaching practices and students' learning outcomes. This course goes further to unpack various facets of power and privileges, earned and unearned, examining how they can be used to enhance student learning and build communities, as well as the ways in which they have been utilized to perpetuate inequities in schools and society at large.

EDDL 7045 Moral and Ethical Decision Making 3 Credits
This course surveys current and common ethical dilemmas that arise in classrooms, schools, and school districts. Candidates will apply social justice and equity frameworks to analyze case studies from multiple perspectives with an open invitation to make ethical decisions that center the needs of young people and those who have been historically marginalized. Candidates will reflect on their own positionality within power structures and how their multiple identities might play a role in their decision making process and action-taking when facing ethical dilemmas inside and outside the classroom.

EDDL 7050 Leader as Collaborator and Relationship Builder 3 Credits
This course surveys the centrality of relationship building as the context for effective teacher leadership. It utilizes the evidence in compassion, connectedness, and vulnerability as a means to identify, diagnose, and collaboratively solve educational problems while preserving professional relationships in education. Candidates will engage in critical evaluations of both self and others when exploring educational issues, system dynamics, and communication effectiveness.

EDDL 7055 Leadership for Social Justice in Education 3 Credits
This foundational course is designed to expand students' knowledge of leadership for social justice in education. Multiple theoretical frameworks for educational leadership and social justice will be introduced over the course of the semester. Additionally, students will examine how each theory/model operationalizes social justice in education to understand how each may impact their particular context. These models will be applied to case studies to understand structures that support or impede leadership for social justice.

EDDL 7060 Organizational Change for Social Justice in Education 3 Credits
This course engages students in a range of theories and practices of organizational change and their application in K-12 educational contexts for social justice. Topics of focus include organizational structures, behavior patterns, and cultures; institutional assessment and change strategy and leadership and collaboration for personal, educational, and institutional change; and case studies of educational reform initiatives. Students will be expected to apply theoretical perspectives to organizational analysis of their institutional settings.

EDDL 7065 Contextualizing Legal and Policy Issues in Education 3 Credits
In this course, candidates examine legal issues relating to reforming elementary, secondary, and special education through an analysis of federal and state legislation and court cases. Candidates will identify important federal and state laws, regulations, and policies, and explore how legal precedents could be applied to different school, family, and community situations. This course will also examine the legal and moral aspects of educational leadership, including the historical evolution of major educational laws, ethical spheres of thought, current trends and school law, and critical thinking and problem-solving strategies. Laws, regulations, and judicial decisions relating to the education of students with special needs will be addressed, as well as methods of conflict resolution, mediation, ethical standards, and collaboration with families and other professionals in the school building. Candidates will be required to apply what they learn as they analyze real-life case scenarios while considering state and federal laws.

EDDL 7070 Creating a Culture for Continuous Improvement 3 Credits
This course is designed to introduce school principals, district staff, teachers, and other practitioners to a systems-based approach to promoting sustainable change. Candidates study the core principles of program evaluation and monitoring and continuous improvement, which include the following: (1) change takes time and involves a collective effort, (2) change is context-specific, and (3) focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change. In addition, candidates learn about and implement the Plan-Do-Study-Act cycle of continuous improvement to address a wide range of practice problems.

EDDL 7075 Advocacy for Equity and Access 3 Credits
This course emphasizes the belief that all students can and will reach proficiency, without exceptions or excuses, and that schools ought to be organized to advance the equitable learning of all students. This course encourages each participant, through reflective engagement on their specific educational context, to develop their understanding of advocacy leadership. Through this reflection, candidates will develop their ability to conduct equity audits to identify the multiple factors in a specific context that prevent equity and inclusion, develop a plan to address those factors, and develop skills needed to lead multiple stakeholders to effectively implement the plan and improve equity and inclusion for all students.

EDDL 7080 Leveraging Instructional Design for Equitable Outcomes 3 Credits
The base of optimal student learning starts with the instructional design process. Students in this course will become familiar with cognitive and learning theories, how to develop as well as lead the process of curriculum units that are embedded with strategies for equity to optimize learning for all.

EDDL 7085 Re-Imagining Technology for Social Action 3 Credits
If used correctly, technology can be an empowering tool in the educational space, but all too often it simply reinforces existing biases, economic inequities, and societal privileges. Additionally, its mere deployment is equated with progress and innovation. This course will examine the use of technology in education not merely as a tool for advancing learning outcomes, but in the context of the Jesuit principles: to speak to all people, no matter who they are and where they are in society, to not simply identify and analyze social problems but take action to address them, and to actively build communities and connections between individuals as we critically examine the world in which we all live and learn. In taking this approach, students will explore the ways that technology can be made to increase inclusivity, promote equity, break down barriers, and optimize learning, along with the ways in which it can actively inhibit them as well.

EDDL 7090 Communities of Inquiry: Dissertation in Practice I 3 Credits
Prerequisite(s): EDDL 7020.
In this course, doctoral candidates will propose and design their doctoral research project. Informed by and moving forward from their action research project designed and implemented in Action Research I and II, candidates will prepare and successfully defend a proposal for their doctoral research project in which they enact, facilitate, and critically examine their identified problem of practice. Candidates will design and complete all necessary preparations (IRB approval, informed consent of participants, measures, etc.) to implement the project.

EDDL 7095 Communities of Inquiry: Dissertation in Practice II 3 Credits
Prerequisite(s): EDDL 7090.
Under the guidance of a faculty mentor and in collaboration with fellow cohort members, candidates will engage in, analyze, draw conclusions, and disseminate findings of their research on an identified problem of practice. Throughout the seminar, candidates will document and share their work through analytic memos, data analysis, and in-class reflection and problem-solving.

EDDL 7100 Writing for Social Change 3 Credits
This course introduces students to the various genres of writing for social action. Students examine the writing methods, genres, and audiences of authors who effectively engage in writing to effect social transformation. Students will compose their own writing for social change to disseminate the findings of their dissertation research project.

EDDL 7105 Dissertation Advising 1 Credit
Prerequisite(s): EDDL 7090.
An assigned faculty advisor will provide mentoring and feedback throughout the program to support research and dissertation writing/preparation. Students who have completed coursework but not defended the dissertation will need to register for EDDL 7105 every semester until they have done so.

EDDL 7110 Contemporary Issues in Higher Education 3 Credits
In this doctoral seminar course, students critically examine timely issues in higher education, starting from the history of US hidden curriculum to gender, racial, linguistic, sexual, and economic [in] equities, and the role of spirituality in student learning. This course seeks to help doctoral candidates better grasp the relations between the systemic nature of these issues and the extent to which they affect people's lives in ways that often go unrecognized. To this end, it uses various teaching methods and strategies aiming to foster a community of involved citizens, who are invited to pause and critically reflect on contemporary issues in higher education and possible steps toward systemic change. (3 Credits)

EDDL 7115 Assessment, Data Literacy and Decision Making 3 Credits
Higher Education has entered a time of Big Data. Higher educational leaders must possess the skills and knowledge necessary to navigate a complex landscape while answering essential questions about what data is relevant, where to find/create data, how to interpret data, how data-based decision-making is inextricably linked to issues of equity and access, and how to use and share data. We use data for new program development, assessment of current programs, creating strategic plans at all levels, and advocating for equitable distribution of resources. Within higher education, every unit (e.g., institutional research, facilities, student life, registrar, marketing, etc.) is continually responsible for ensuring equity through organizational effectiveness and decision-making. Effective integration of data and assessment information will ensure evidence-based strategic planning for equity and access. (3 credits)

EDDL 7120 Legal and Policy Issues in Higher Education 3 Credits
This course is designed to familiarize students with the legal implications of situations that may arise in the university setting. Through this course students will learn to identify issues that will require legal analysis and legal guidance from counsel. The modern university is not only a place of learning, but also an employer, as well as a provider of housing, dining, and transportation. These responsibilities require knowledge of certain laws as reflected in an institution's policies. Understanding these laws are essential to maintaining compliance and promoting positive relations with stakeholders. These laws and concepts include: Title IX, Title VI, Title VII, ADA, Section 504, ADEA, NLRA, FLSA, ERISA, FERPA, the Higher Education Act, liability, negligence, due process, academic freedom, free speech, implications of IDEA and more. As administrative decisions are made with business judgment and risk tolerance considerations, and not just legal implication, this course seeks to foster awareness and critical thinking, rather than provide single answers on issues. This course is designed for higher education practitioners, not law students.

EDDL 7125 Moving from Strategy to Action 3 Credits
This course will focus on the ways that strategic planning can be effectively accomplished in higher education through an equity, diversity, inclusion, and justice lens - and then moved beyond senior-level conversations to organizing, implementation, and finally executing on clearly laid plans. The topics will move from conceptual to specific and include strategic planning, visioning, governance, and budget/resource management. (3 credits)

EDDL 7130 Student Development and Practices of Student Affairs Administration 3 Credits
This course examines fundamental principles of student learning development in addition to current and emerging social and academic trends in higher education and how they apply to practice in our student affairs work with students from an EDI-J lens. Student development theory is the foundation for student affairs practice and fostering a holistic approach to college student learning and development. Specific attention will be placed on providing higher educational access to marginalized populations. This course provides for the development of a personal philosophy of student affairs administration through exploration of trends, structures and theories that guide student affairs work. The class will use case studies to apply student learning development to current trends. (3 credits)

EDDL 7135 Teaching, Learning & Student Engagement 3 Credits
This course is intended for leaders and scholar-practitioners at all levels and in all professional positions in higher education who are concerned with teaching and learning, issues of equity and inclusion, and the institutional contexts that support holistic learning and promote equity. (3 credits)

Doctor of Education in Educational Leadership: Concentration in Teacher Leadership

Requirements

The EdD program in Educational Leadership consists of two summer residency experiences, completion of a dissertation, and completion of 54 credits in the following three areas:

Code	Title	Credits
Inquiry in Action		
EDDL 7005	Systems Approach to Innovation and Improvement	3
EDDL 7010	Framing and Critical Analysis of Problems of Practice	3
EDDL 7015	Action Research for Educational Change I	3
EDDL 7020	Action Research for Educational Change II	3
EDDL 7090	Communities of Inquiry: Dissertation in Practice I	3
EDDL 7095	Communities of Inquiry: Dissertation in Practice II	3
Foundational Core		
EDDL 7035	Mission and Values Based Leadership	3
EDDL 7040	Power, Privilege, and Identity in Educational Leadership	3
EDDL 7045	Moral and Ethical Decision Making	3
EDDL 7050	Leader as Collaborator and Relationship Builder	3
EDDL 7055	Leadership for Social Justice in Education	3
EDDL 7060	Organizational Change for Social Justice in Education	3
Teacher Leadership		
EDDL 7065	Contextualizing Legal and Policy Issues in Education	3
EDDL 7070	Creating a Culture for Continuous Improvement	3
EDDL 7075	Advocacy for Equity and Access	3
EDDL 7080	Leveraging Instructional Design for Equitable Outcomes	3
EDDL 7085	Re-Imagining Technology for Social Action	3
EDDL 7100	Writing for Social Change	3
Total Credits		**54**

Candidates must complete the required coursework and maintain a 3.0 grade point average. Students who receive one grade of B- or below may be dismissed from the program. Candidates must write and defend a publication-ready dissertation based on a relevant problem of practice in consultation with a dissertation chair. All dissertations must be approved for publication by the Office of the Dean.

Plan of Study

Course	Title	Credits
First Year		
Fall		
EDDL 7005	Systems Approach to Innovation and Improvement	3
EDDL 7040	Power, Privilege, and Identity in Educational Leadership	3
	Credits	**6**
Winter		
EDDL 7085	Re-Imagining Technology for Social Action	3
	Credits	**3**
Spring		
EDDL 7010	Framing and Critical Analysis of Problems of Practice	3
EDDL 7035	Mission and Values Based Leadership	3
	Credits	**6**
Summer		
EDDL 7070	Creating a Culture for Continuous Improvement	3
EDDL 7080	Leveraging Instructional Design for Equitable Outcomes	3
	Credits	**6**
Second Year		
Fall		
EDDL 7015	Action Research for Educational Change I	3
EDDL 7050	Leader as Collaborator and Relationship Builder	3
	Credits	**6**
Winter		
EDDL 7100	Writing for Social Change	3
	Credits	**3**
Spring		
EDDL 7020	Action Research for Educational Change II	3
EDDL 7045	Moral and Ethical Decision Making	3
	Credits	**6**
Summer		
EDDL 7060	Organizational Change for Social Justice in Education	3
EDDL 7065	Contextualizing Legal and Policy Issues in Education	3
	Credits	**6**
Third Year		
Fall		
EDDL 7090	Communities of Inquiry: Dissertation in Practice I	3
EDDL 7055	Leadership for Social Justice in Education	3
	Credits	**6**
Spring		
EDDL 7095	Communities of Inquiry: Dissertation in Practice II	3
EDDL 7075	Advocacy for Equity and Access	3
	Credits	**6**
Summer		
Dissertation Advising if needed - 1 credit		
	Credits	**0**
	Total Credits	**54**

Doctor of Education in Educational Leadership: Concentration in Higher Education Administration

Requirements

The EdD program in Higher Education Administration consists of two summer residency experiences, completion of a dissertation, and completion of 54 credits in the following three areas.

Code	Title	Credits
Inquiry in Action		
EDDL 7005	Systems Approach to Innovation and Improvement	3
EDDL 7010	Framing and Critical Analysis of Problems of Practice	3
EDDL 7015	Action Research for Educational Change I	3
EDDL 7020	Action Research for Educational Change II	3
EDDL 7090	Communities of Inquiry: Dissertation in Practice I	3
EDDL 7095	Communities of Inquiry: Dissertation in Practice II	3
Foundational Core		
EDDL 7035	Mission and Values Based Leadership	3
EDDL 7040	Power, Privilege, and Identity in Educational Leadership	3
EDDL 7045	Moral and Ethical Decision Making	3
EDDL 7050	Leader as Collaborator and Relationship Builder	3
EDDL 7055	Leadership for Social Justice in Education	3
EDDL 7060	Organizational Change for Social Justice in Education	3
Higher Education Administration		
EDDL 7110	Contemporary Issues in Higher Education	3
EDDL 7115	Assessment, Data Literacy and Decision Making	3
EDDL 7120	Legal and Policy Issues in Higher Education	3
EDDL 7125	Moving from Strategy to Action	3
EDDL 7130	Student Development and Practices of Student Affairs Administration	3
EDDL 7135	Teaching, Learning & Student Engagement	3
Total Credits		**54**

Candidates must complete the required coursework and maintain a 3.0 grade point average. Students who receive one grade of B- or below may be dismissed from the program. Candidates must write and defend a

publication-ready dissertation based on a relevant problem of practice in consultation with a dissertation chair. All dissertations must be approved for publication by the Office of the Dean.

Plan of Study

Course	Title	Credits
First Year		
Fall		
EDDL 7005	Systems Approach to Innovation and Improvement	3
EDDL 7040	Power, Privilege, and Identity in Educational Leadership	3
	Credits	**6**
Winter		
EDDL 7115	Assessment, Data Literacy and Decision Making	3
	Credits	**3**
Spring		
EDDL 7010	Framing and Critical Analysis of Problems of Practice	3
EDDL 7035	Mission and Values Based Leadership	3
	Credits	**6**
Summer		
Residency I		
EDDL 7110	Contemporary Issues in Higher Education	3
EDDL 7120	Legal and Policy Issues in Higher Education	3
	Credits	**6**
Second Year		
Fall		
EDDL 7015	Action Research for Educational Change I	3
EDDL 7050	Leader as Collaborator and Relationship Builder	3
	Credits	**6**
Winter		
EDDL 7125	Moving from Strategy to Action	3
	Credits	**3**
Spring		
EDDL 7020	Action Research for Educational Change II	3
EDDL 7045	Moral and Ethical Decision Making	3
	Credits	**6**
Summer		
Residency II		
EDDL 7060	Organizational Change for Social Justice in Education	3
EDDL 7135	Teaching, Learning & Student Engagement	3
	Credits	**6**
Third Year		
Fall		
EDDL 7090	Communities of Inquiry: Dissertation in Practice I	3
EDDL 7055	Leadership for Social Justice in Education	3
	Credits	**6**
Spring		
EDDL 7095	Communities of Inquiry: Dissertation in Practice II	3
EDDL 7130	Student Development and Practices of Student Affairs Administration	3
	Credits	**6**
Summer		
Dissertation Advising if needed - 1 credit		
	Credits	**0**
	Total Credits	**54**

Educational Technology & Instructional Design

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

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

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

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

The MA in Instructional Design was created to prepare professionals to design and develop instructional materials for use in multiple fields. These can include corporate, academic, non-profit and the medical fields.

When they complete the program, candidates will be able to excel in the field of digital learning. They will be able to design, create and implement instruction, as well as manage and lead projects. The program goes beyond the technical aspects of instructional design to include relevant learning theory and to take the whole learner into account, in the spirit of Cura Personalis (care for the whole person), for optimal learner engagement.

The online certificates are designed for professionals seeking learning opportunities in one of two areas: Classroom Technology Integration and Instructional Design.

Admission

Applications are accepted on a rolling basis. Please contact the Office of Graduate Admission at gradadmis@fairfield.edu for more deadline information.

After an initial review, an interview may be required at the discretion of the program director.

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

Programs

- Master of Arts in Educational Technology
- Master of Arts in 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

Courses

EDTC 5304 Imagining Libraries in the 21st Century 3 Credits
This course will focus on the ongoing transformation and re-orientation of public and academic libraries in an age of ubiquitous access to digital content. The role of the library will be examined from its mid-20th century position of largely storing paper-based materials and providing the professional services that allowed user to access those materials, to its evolving status as a service provider - offering everything from streaming videos and downloadable e-books to community events and craft- and technology-based maker spaces. The course will culminate with each student creating a digital vision of the library of the future.

EDTC 5305 Copyright, Censorship, and Information Control 3 Credits
This course will offer an in-depth examination of the larger question of who controls information. Beginning with a review of the concept and history of copyright laws as a means for assuring economic control, the course will then move into an analysis of censorship by schools, local communities, and national governments. A major portion of the course will also address the relatively new issue of information control effected by digital means - from the use of search engines and misinformation to influence public opinion to the tracking of individuals and the data harvesting that has become the primary economic driver of so many technology platforms.

EDTC 5312 Expanding Education through Informal Learning Environments 3 Credits
This course will examine the ways in which Informal Learning Environments (ILEs) are embedded in a wide range of the 21st century's social and entertainment activities - and how these experiences of these types can be leveraged to move learning outside of its traditionally conceived homes in schools and libraries. Among the ILEs discussed will be zoos and aquariums, museums, mobile games, streaming content, escape rooms, and more. The course will culminate with each student producing an example Informal Learning Environment module using the technologies of their own choice.

EDTC 5313 Online Training for Lifelong Learning 3 Credits
This course will focus on ways in which teachers, trainers, and technology support professionals can use a variety of online tools to engage learners of all ages and types. Students will explore ways to effectively employ podcasts, screen captures, videos, and authoring software to create and support online learning, as well as how to consider relevant technological issues such as file types, bandwidth, policies, and mobile device access.

EDTC 5314 Literacies Across Hist. & Cult 3 Credits
This course will explore how humans have communicated their ideas across space and time – in essence, what does it mean to be what we now call "literate," why did literacy arise, and what purposes does it serve? Students will endeavor to define modes of communication (or literacies) in an age of globalization and of digital information, and look at these "literacies" through various historical, social, and cultural perspectives.

EDTC 5315 Technologies for Building Online Learning Engagement 3 Credits
Using modern, mobile-based tools to communicate and develop multimedia/interactive experiences can turn a passive, go-at-your-own-pace online course into a highly engaging community learning experience for students. This course will review a range of current technologies that can be applied to delivering content and interacting with students to create such courses. Tools such as SoftChalk, H5P, Microsoft Sway, Microsoft Teams, Slack, and others will be examined, with students completing a final project using one or more of the tools.

EDTC 5316 Informal Learning Environments (ILE) Practicum 3 Credits
This course will be offered as can be arranged by faculty with a local museum, library, non-profit, or other institution. Students will spend their semester do in-depth studies of the specific type of organization of focus, and will then collaborate in with staff at the organization to learn how the education takes place there and to complete a project that will be used as part of the entity's educational offerings.

EDTC 5317 AI in Teaching & Learning 3 Credits
This course will explore the current possibilities and serious challenges of generative AI for classroom teachers and other educators of all types. Topics covered will include understanding how generative AI operates from a technological standpoint; the role that generative AI can play in a variety of educational settings, from K-12 public schools to universities to informal learning environments; and the development of appropriate policies and guidelines to support AI use. No previous experience with AI or computer programming is required.

EDTC 5401 Introduction to Educational Technology 3 Credits
This foundational course offers a hands-on overview of effective teaching methods using digital technologies. Candidates will gain understanding of the potential applications of educational technology in schools, organizational settings, and higher education. The course develops candidates' skills in using digital technologies to design and implement effective learning environments for students from diverse academic and social backgrounds.

EDTC 5403 The School Library I 3 Credits
This course, the first in a two-semester sequence, provides an introduction to the current policies and practices of effective school library programs. Candidates will examine the professional skills, dispositions and responsibilities related to the roles of the school library media specialist as defined in AASL standards: instructional partner, teacher, information specialist, program administrator and technology leader.

EDTC 5404 The School Library II 3 Credits
This course, a continuation of the material presented in EDTC 5403, provides an introduction to the current policies and practices of effective school library programs. Candidates will examine the professional skills, dispositions and responsibilities related to the roles of the school library media specialist as defined in AASL standards: instructional partner, teacher, information specialist, program administrator and technology leader.

EDTC 5405 Management of School Library Resources for Teaching and Learning 3 Credits
This course provides candidates with hands-on experience in managing print and digital resources. Topics include: approaches to supporting curriculum through collection development; strategies for purchasing and acquisition of databases, books, and multimedia materials; cataloging and creating MARC records to provide effective access. Each candidate will create a fully functioning circulation/catalog system complete with overdue books, statistics reporting, reserve and temporary items and special collection groups. Recent trends in web-based access to library resources will be explored.

EDTC 5406 Introduction to Reference 3 Credits
Candidates will explore print and online resources and develop competency in selecting, acquiring, and evaluating resources to meet student needs. Course activities will emphasize communication skills and instructional strategies needed to provide effective reference services in school libraries.

EDTC 5409 The Literate Environment: P-12 Literature and Reading 3 Credits
Candidates will explore factors related to creating a literate environment and the roles of school and classroom libraries. This course includes an overview of P-12 literature, an analysis of approaches to reading instruction, and an examination of collaboration between reading professionals: literacy coaches, reading specialists and school library media specialists.

EDTC 5415 Informal Learning Environment (ILE) Practicum 3 Credits
This course will be offered as can be arranged by faculty with a local museum, library, non-profit, or other institution. Students will spend their semester do in-depth studies of the specific type of organization of focus, and will then collaborate in with staff at the organization to learn how the education takes place there and to complete a project that will be used as part of the entity's educational offerings.

EDTC 5430 Digital Storytelling in the Classroom 3 Credits
Studies have shown that our brain organizes, retains, and accesses information through story. Therefore, teaching with story allows students to remember what is being taught, access it, and apply it more easily. This course is designed for any educator looking to utilize technology to encourage storytelling at all levels. While maintaining a focus on traditional conventions of storytelling, such as character development, story mapping, and writing techniques, this course aims to develop the next generation of storytelling through a technological lens.

EDTC 5452 Integrating Technology in the Content Areas: Language Arts and Social Studies 3 Credits
This course addresses the infusion of new technologies in teaching language arts and social studies curricula. Participants study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Museum-based education and community partnerships are an integral part of this course. Based upon a sound theoretical framework, instructional models, and best practices, participants design and create lesson activities and materials integrating technology resources including digital archives, digital storytelling, Geographic Information Systems (GIS), and other online and publishing tools.

EDTC 5459 Understanding the Whole Learner 3 Credits
Understanding the Whole Learner. As teaching and learning has moved, over the past half century, from a one-size-fits-all approach to something that is more individualized, instructional design has been compelled to look at individual learners' needs as well as at their backgrounds and cultural orientations. This course will examine the wide range of considerations that should be employed to successfully teach the Whole Learner, including such topics as inclusive/anti-racist pedagogy; creating equitable learning environments; pedagogy vs. andragogy; building supportive student relationships; Universal Design for Learning; and the Ignatian Pedagogical Paradigm (Context > Experience > Reflection > Action > Evaluation).

EDTC 5460 Principles of Instructional Development 3 Credits
This course covers the principles and application of systemic design of instruction in multimedia curricula design. Topics include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner performance. Candidates analyze, evaluate, and propose potential solutions to selected case studies and conduct a needs assessment.

EDTC 5463 Methods for School Library Media 3 Credits
Students will explore effective implementation of the school library media program, integrating current research and actualizing best practices in the field. Topics will include strategies for teaching and learning in multimedia environments, organizing information and support for K-12 classrooms and structured focus to help the future school library media specialist develop the skills and dispositions necessary to manage the roles and responsibilities of teacher and instructional partner.

EDTC 5465 Emerging Technologies 3 Credits
This course will examine specific technologies that are being used in the classroom at an increasing frequency. Specific technologies covered will vary depending on the section. The course can be taken more than once for credit depending on the topic covered with approval from the program director. This is a hands on course, and students will be working with the actual assigned technologies. Possible topics may include: AR/VR in the Classroom, Multimedia in the Classroom, Podcasting in the Classroom, E-Learning in the Classroom, Flipping the Classroom, Google Tools in the Classroom, Mobile Devices in the Classroom, QR Codes in the Classroom, Digital Badging.

EDTC 5469 Establishing Worldwide Learning Communities Through Technology 3 Credits
Worldwide developments continue to heighten awareness of the importance of connections between people on a global scale. When we consider our world from such a perspective, the need for understanding and education becomes glaringly apparent. This course views the benefits of using technology for communication and collaboration on a broad scale from the perspectives of both students and educators. Technologically connected learning communities around the globe occur through students forming partnerships to learn about each others' customs, languages, and cultures; teachers collaborating on teaching strategies and curriculum development; or administrators and policymakers exchanging views on educational issues. Candidates in this course examine the instructional strategies, issues, and concerns for connecting communities of learning globally along with the related technological tools and techniques.

EDTC 5470 Designing for Online Instruction 3 Credits
This course examines the nature of teaching online, the development of online teaching courses and activities, and the use of integrated media resources in online learning in K-12, higher education, and professional development settings.

EDTC 5471 Technologies for Building On-line Engagement 3 Credits
Using modern, mobile-based tools to communicate and develop Multimedia/interactive experiences can turn a passive, go-at-your-own-pace on-line course into a highly engaging community learning experience for students. This course will review a range of current technologies that can be applied to delivering content and interacting with students to create such courses. Tools such as SoftChalk, H5P, Microsoft Sway, Microsoft Teams, Slack, and others will be examined, with students completing a final project using one or more of the tools.

EDTC 5490 Achieving an Interdisciplinary Approach to Teaching Through Technology 3 Credits
Achieving an interdisciplinary approach to teaching is a challenge facing many of today's educators. It is a set of complex tasks that involves integrating content across disciplines, good instructional design, effective planning, and creative pedagogical strategies while at the same time realizing educational equity among a diverse student population. Fortunately, technologies of instruction can help with the realization of these tasks. In preparation for the interdisciplinary challenge, teachers need exceptional instruction in the stages of interdisciplinary curriculum development with technology. This course addresses the selection, use, modifications, design, integration, and implementation of interdisciplinary curricula using technology in a culturally diverse environment. It aims at helping candidates in the course to develop their understanding of the potential use of technologies of instruction in achieving an interdisciplinary cross-cultural approach to education.

EDTC 5547 Planning and Managing the Instructional Design Process 3 Credits
Designing instruction requires expertise in pedagogy and technology, but just as important are the planning and project management skills that allow the work to happen smoothly and collaboratively. This course will begin with an examination of the methodologies that can be used to structure and develop courses - ADDIE, SAM, etc. - followed by an examination of standard planning techniques such as the use of wireframes and storyboards. This will conclude with the basic principles and practices of Project Management, including the use of collaboration technologies to facilitate communication and the overall development process.

EDTC 5900 Special Topics (Shell) 3 Credits
This course explores contemporary issues in educational technology. Topics vary from semester to semester and will be chosen by faculty to address issues of current relevance that are not addressed in other course offerings.

EDTC 5950 Practicum in Instructional Design 3 Credits
Candidates develop their individual, group, and consultation skills in this course through placement in an instructional design position, while receiving ongoing individual and group support. Participation requires audio recording at the practicum site for supervision and demonstration of professional competency.

EDTC 6501 Technology and Transformational Culture 3 Credits
Candidates will explore contemporary philosophies in learning and information technologies. Recent research that supports effective approaches to technology integration, and the implications for evidence based practice in instructional settings in schools, agencies and professional development environments will be emphasized. Optional opportunities for field work based on individual professional goals.

EDTC 6503 Research and Evaluation in K-12 Consultation and Leadership 3 Credits
Candidates will examine methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment and will perform critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice; data assessment; the roles of the K-12 specialist: school library media specialist, technology specialist, special education/TESOL/Bilingual co-teacher and/or consultant in providing support for general education teachers and a diversified student population, and the skills needed for effective data-based decision making in school leadership. Crosslisted with RLDV 6503.

EDTC 6540 Creating and Curating Digital Content 3 Credits
While the explosion of both online educational resources and digital content creation tools has opened up a new world of possibilities for classroom teachers, few instructors have the time to do the exploration and collation necessary to truly take advantage of all the Internet has to offer. In this hands-on course, each student will be given the opportunity to assume the role of digital content developer for an actual university or K-12 course: working closely with an instructor to define and research course content, learning how to evaluate digital tools for presenting material across devices and platforms, and choosing the best options, be they aggregators, e-book creators, online portfolios, or other web tools, to produce, collate, and deliver the content required by the professor or teacher. The materials produced will subsequently be used in actual Fairfield University courses. This course is open only to students enrolled in the Educational Technology program.

EDTC 6541 21st Century Literacies in the Classroom 3 Credits
The term "literacy" used to be associated with the ability to read and write. How we interact with our environment is evolving as technology evolves. This has resulted in an expansion of the definition of literacy. Literacy now includes several facets: Information, Media, and Information and Communication Technologies (ICT). It is important for students to understand 21st century literacies and be able to use them as a guide in the global community that helped create the need for them. This course explores the concept of 21st century literacy and how these skills can be both taught to students and integrated into our teaching to support student learning.

EDTC 6545 Designing and Developing Training Programs 3 Credits
Designed for prospective training specialists, personnel generalists, school media specialists or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and tailoring of course content to candidate needs and working environments. Crosslisted with PSYC 6545.

EDTC 6546 Integrating the Arts and Technology in K-12 Teaching and Learning 3 Credits
The value of the visual and performing arts in supporting essential critical thinking is well documented in recent research. Arts education is closely linked to every goal of school reform, academic achievement, social and emotional development, civic engagement, and equitable opportunity. Candidates will examine integration of the arts in content areas, and the robust opportunities in both formal and informal learning environments offered by technology applications and digital resources.

EDTC 6554 Understanding Media Literacy through Popular Culture and Mediated Environments 3 Credits
Media literacy is the ability to access, analyze, evaluate, and produce media messages through a variety of mediated environments. Class time will consist of a blending of lectures and class discussions that will illustrate how popular culture has altered a generation of children while at the same time looking at how it is understood and perceived by them. Further, we will explore how media literacy can be integrated into classroom lessons to increase motivation and cultural awareness.

EDTC 6594 Survey of Innovation in Technology 3 Credits
Technologies are being introduced at an astounding pace, and their adoption is increasingly being driven by consumers rather than by institutional needs and considerations. For educational technology managers, the ability to critically assess new tools and foresee where technology is heading are essential skills. In this course, students will examine the introduction of a variety of mass communication and digital technologies in the recent past in order to develop an understanding of the common elements that have characterized technical innovation in U.S. society and their potential use in education. In taking a case-study approach to the topic, students will conduct research on the relative success of, and societal/institutional reactions to, the various technologies. Students will also study failed technologies in an effort to understand what elements might have been missing. The course will culminate with each student developing their own measurement and assessment of a current "new" technology and develop a strategic plan as to how it might be pursued/implemented in their own school or district.

EDTC 6596 Leading and Supporting Educational Technology in K-12 Schools 6 Credits
This course is designed to address the specific needs of educational technology professionals for K-12 technology leadership positions. The course will allow students to simultaneously examine both the issues and practices involved in managing technology operations and the technical knowledge required to implement, oversee, and contract for the services required to deliver tech-based learning. The course will lead students through such leadership topics as strategic planning, budgeting, professional development, legal and ethical issues, policy development, and team building, along with the technical concepts of networks, servers, devices and device management, security, and web services as needed to manage technical staff and successfully interact with technology providers. Students will also connect with a technology administrator or director to gain first-hand knowledge of the issues and challenges faced in the field.

EDTC 6990 Independent Study 3-6 Credits
Candidates complete individual study in educational technology with a faculty member after submitting a proposal for independent study.

EDTC 6999 Capstone Experience 3 Credits
Prerequisite(s): All other required coursework in the Educational Technology program.
This course serves as the final summative assessment for educational technology students. Their final product should reflect their cumulative work from the program.

Certificate in Classroom Technology Integration

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

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

Certificate in Instructional Design

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

Code	Title	Credits
EDTC 5459	Understanding the Whole Learner	3
EDTC 5460	Principles of Instructional Development	3
EDTC 5470	Designing for Online Instruction	3
EDTC 6545	Designing and Developing Training Programs	3
Total Credits		**12**

Master of Arts in Educational Technology

Requirements

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

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

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

Requirements

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

Code	Title	Credits
Foundations		
EDTC 5401	Introduction to Educational Technology	3
EDTC 6501	Technology and Transformational Culture	3
EDTC 6503	Research and Evaluation in K-12 Consultation and Leadership	3
Core		
EDTC 5403	The School Library I	3
EDTC 5404	The School Library II	3
EDTC 5405	Management of School Library Resources for Teaching and Learning	3
EDTC 5406	Introduction to Reference	3
EDTC 5409	The Literate Environment: P-12 Literature and Reading	3
EDTC 6999	Capstone Experience	3
Electives		
Select one elective course in consultation with advisor		3
Total Credits		**30**

Master of Arts in Instructional Design

Program Description

The MA in Instructional Design was created to prepare professionals to design and develop instructional materials for use in multiple fields. These can include corporate, academic, non-profit and the medical fields. When they complete the program, candidates will be able to excel in the field of digital learning. They will be able to design, create and implement instruction, as well as manage and lead projects. The program goes beyond the technical aspects of instructional design to include relevant learning theory and to take the whole learner into account, in the spirit of Cura Personalis (care for the whole person), for optimal learner engagement.

Program Goals

Graduates of the program will be able to do the following:

- Explain and apply the concepts of effective instructional design.
- Distinguish between pedagogy and andragogy.
- Understand and be able to consider the tenets of adult learning, engagement, the whole learner when designing units of learning.
- Explore and use instructional design beyond UDL.
- Lead and manage large and small instructional design projects from start to finish including needs assessments and management of resources.

Requirements

Instructional Design Courses (30 credits)

Code	Title	Credits
EDTC 5459	Understanding the Whole Learner	3
EDTC 5460	Principles of Instructional Development	3
EDTC 5470	Designing for Online Instruction	3
EDTC 5471	Technologies for Building On-line Engagement	3
EDTC 5547	Planning and Managing the Instructional Design Process	3
EDTC 5950	Practicum in Instructional Design	3
EDTC 6545	Designing and Developing Training Programs	3
Electives chosen in consultation with advisor		9
Total Credits		**30**

Sixth Year Certificate in Educational Technology

Requirements

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

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

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. Applicants may contact the Office of Graduate Admission at gradadmis@fairfield.edu for further information.

Those applicants who have a successful initial application review, are invited to campus for an in-person group interview. 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.

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.

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.

PSYG 5438 Treatment Models 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.

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 development through the lifespan. 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.

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.

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.

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
Prerequisite(s): 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.

PSYG 6534 Advanced Foundations of Learning & Development 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.

PSYG 6535 Collaborative Consultation 3 Credits
Prerequisite(s): 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.

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.

PSYG 6538 Psychoeducational Assessment II: Standardized Approaches 3 Credits
Fee: $95 SEHD Lab Fee
Corequisite(s): PSYG 6540.
Prerequisite(s): 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.

PSYG 6540 Psychoeducational Assessment III: Clinical Approaches 3 Credits
Fee: $95 SEHD Lab Fee
Corequisite(s): PSYG 6538.
Prerequisite(s): 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.

PSYG 6544 Psychoeducational Assessment IV: Integrated Assessment 3 Credits
Prerequisite(s): 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.

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 3 Credits
Fee: $95 SEHD Lab Fee
Prerequisite(s): PSYG 5430, PSYG 5438, PSYG 5446.
This course provides a foundation in psychotherapeutic techniques. Topics include the purposes and rationale for such techniques, selection of appropriate methodologies, and ethical considerations, and practice skills.

PSYG 6951 Practicum I: Assessment and Group Process 3 Credits
Corequisite(s): 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 focuses on teaching group counseling and provides in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates also learn to develop lesson plans and conduct whole class lessons. Enrollment by permission only.

PSYG 6952 Practicum II: Counseling and Group Process 3 Credits
Prerequisite(s): 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.

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.

PSYG 6981P Internship in School Psychology I 0 Credits
See PSYG 6981.

PSYG 6982 Internship in School Psychology II 3 Credits
Prerequisite(s): 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.

PSYG 6982P Internship in School Psychology II 0 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.

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.

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	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	Foundations of Language and Literacy: Principles and Practices of Evidence-Based Literacy Instruction	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	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 Bilias Lolis, PhD
Dean

Joshua Elliott, EdD
Associate Dean

Michelle Pagnotta, MA
Assistant 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

John Kiweewa, PhD
Counselor Education

Emily Shamash, EdD
Educational Studies and Teacher Preparation

Faculty

Kimberly Barba
Assistant Professor of Mathematics (Meditz College of Arts and Sciences)
BS, Fairfield University
MS, King's College London, UK
PhD, Columbia University

Julie Berrett-Abebe, LICSW
Associate Professor of Social Work
BA, University of Notre Dame
MA, MSW, Boston College
PhD, Simmons University

Evelyn Bilias Lolis
Dean and Associate Professor of Psychology and Special Education
BA, Fordham University
MA, Fairfield University
PhD, University of Connecticut

Natasha Booker, LCSW
Assistant Professor of the Practice of Social Work
BS University of Bridgeport
MS Fordham University
MA, PhD Walden University

Alessandra Bryant, LMFT
Assistant Professor of the Practice, Marriage and Family Therapy
BA, SUNY Geneseo
MS, Canisius College
PhD, The Ohio State University

Bryan Ripley Crandall
Professor of English Education
BA, Binghamton University (SUNY)
MAT, MS, University of Louisville
PhD, Syracuse University

Carissa D'Aniello-Heyda, LMFT
Associate Professor of Marriage and Family Therapy
BA, Siena College
MA, Fairfield University
PhD, Virginia Tech

Tanika Eaves, LCSW
Associate Professor
Undergraduate Social Work Program
BA, Fairfield University
MSW Rutgers University
PhD, University of Connecticut

Joshua C. Elliott
Associate Dean and Assistant Professor of the Practice of Educational Technology
BA, University of Connecticut
BS, Central Connecticut State University
MAT, CAS, Sacred Heart University
EdD, University of Phoenix

Nicole Fletcher
Assistant Professor of Educational Studies and Teacher Preparation
BA, University of Maryland, College Park
MA, EdM, Teachers College, Columbia University
PhD, Teachers College, Columbia University

Paula Gill Lopez
Associate Professor of School Psychology
BA, California State University, Fullerton
MA, PhD, University of California, Berkeley

Robert Hannafin
Professor of Educational Leadership
BS, St. Francis College
MBA, Fordham University
PhD, Arizona State University

Chelsea Hilliard
Assistant Professor of Counselor Education
BS, MS, PhD, Old Dominion University

Jocelyn Hinman
Assistant Professor of the Practice in Educational Studies and Teacher Preparation
BA, Colgate University
MA, EdD Teacher's College, Columbia University

Britney Jones
Assistant Professor of Educational Studies and Teacher Preparation
BA, MAT, Brown University
PhD University of Connecticut

John Kiweewa, LMHC

Associate Professor of Counselor Education
BA, Makerere University, Uganda
MA, MS, University of Scranton
MA, Syracuse University
PhD, Syracuse University

Alyson Martin
Associate Professor of Special Education
BA, Fairfield University
MS, Southern Connecticut State University
EdD, Teachers College, Columbia University

Jule McCombes-Tolis
Associate Professor of the Practice in Educational Studies and Teacher Preparation
BA, Syracuse University
PhD, University of Connecticut

Joshua Neitlich, LCSW
Director of Field Education & Instructor of the Practice Undergraduate Social Work Program
BA University of Connecticut
MSW, Columbia University

Jocelyn Novella, LPC, NCC, ACS, BC-TMH
Associate Professor of Counselor Education
BA, The Johns Hopkins University
MA, Fairfield University
PhD, Oregon State University

Pierre Orelus
Associate Professor of Educational Studies and Teacher Preparation
BA, MA, University of Massachusetts, Boston
EdD, University of Massachusetts, Amherst

Yeddi Park, LCSW
Associate Professor of Social Work
BA, University of Connecticut
MSW, University of Michigan
PhD, New York University

Michele Parker, LMFT, CCMA
Associate Professor of Marriage and Family Therapy
BA, University of Oklahoma
MS, Oklahoma Baptist University
PhD, University of Georgia

Dilani Perera, LPC, LADC, NCC, MAC, BC-TMH
Professor of Counselor Education
BA, Eastern Connecticut State University
MA, Bowling Green State University
PhD, The University of Toledo

Rona Preli, LMFT
Associate Professor of Marriage and Family Therapy
BS, University of Connecticut
MS, University of Pennsylvania
PhD, Virginia Polytechnic Institute and State University

Michael Regan
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

Laura Schall - Leckrone
Professor of Educational Studies and Teacher Preparation
BA, Swarthmore College
MA, School for International Training, World Learning
PhD, Boston College

Emily Shamash
Associate Professor of Educational Studies and Teacher Preparation
BA, Skidmore College
MA, EdD, Teachers College, Columbia University

Emily R. Smith
Professor of Educational Leadership
BA, Swarthmore College
PhD, Michigan State University

Jay C. Taylor, LCSW
Assistant Professor of Social Work
BA, Bluffton University
MSW, The Ohio State University
DSW, University of Pennsylvania

Faculty Emeriti

Patricia Calderwood
Professor of Educational Studies and Teacher Preparation, Emerita

Anne Campbell
Associate Professor of Educational Studies and Teacher Preparation, Emerita

Marguerite R. Carroll
Professor of Education, Emerita

Rosalie M. Colman
Associate Professor of Education, Emeritus

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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

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Director of Human Resources and General Administration
Westport Public Schools

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CES

Arlette Johnson
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Stratford, CT

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Stamford PS, Chair, Modern Lamguage, TESOL
Stamford, CT

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FPS Special Education Elementary Coordinator
Program Director of Special Education and Student Services K-12
Fairfield, CT

Michele Molloy
Assistant Principal
Middlebrook School
Trumbull, CT

Jeanne Peloso

Angela Pohlen
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Bridgeport,

Advisory Board in Counselor Education

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Office of the Dean of Students

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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

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Retired School Counseling Professional
Fairfield University, Adjunct faculty

Advisory Board in School Psychology

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Director of Special Education
East Haven, CT

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Fairfield University

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Westport Public Schools

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Anne Campbell
Associate Professor and Director of TESOL and Bilingual Education
Fairfield University

Michael Camporiale
Adjunct Faculty
Fairfield University School of Education and Human Development

Linda Chehy
ESOL Teacher
Stratford High School

Dr. Kristina Lawson
Department Head World Language and TESOL
Stamford High School

Dr. Antonio Simoes
Dean Emeritus
Fairfield University School of Education and Human Development

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

To become the most emblematic Jesuit Engineering and Computer Science program in the U.S.

Mission

To provide every student with a rigorous technical education, infused with humanities and liberal arts, anchored on the principles of Ignatian Pedagogy (IPP), and aimed at forming individuals who will lead purposeful lives with a sense of social justice and a strong interior life.

Purpose

To help our students on their path to a better future and towards becoming the best version of themselves, in service to one another and for the greater good.

Accelerated Five-Year Bachelor's–Master's Degree Program

The accelerated five-year program provides a streamlined pathway for qualified students to complete both a bachelor's degree and a Master of Science (MS) degree. In order to enroll in this program, students must apply and be formally admitted into it. Students typically apply at the end of the third year of undergraduate study. During the first three years, students follow the standard undergraduate curriculum. In the fourth year, students complete all remaining baccalaureate degree requirements and may enroll in up to two graduate-level courses. Up to six graduate credits taken in the fourth year may be applied to both the bachelor's and master's degree requirements for this specifically designed program in the School of Engineering and Computing.

Upon conferral of the bachelor's degree, students must enroll in the graduate program in the immediately subsequent academic semester (Fall or Spring). Students completing the undergraduate degree in May must enroll in the following Fall term; students completing the degree in January must enroll in the following Spring term. An approved official leave of absence is the only exception to this continuous enrollment requirement.

To complete the MS degree in this accelerated program, students must complete a total of ten graduate-level courses, including the two courses taken during the undergraduate program, followed by eight additional graduate courses during the fifth year. Students who do not continue directly into the graduate program as articulated above and who do not receive an approved leave of absence will be removed from the accelerated program and enrolled into the regular MS degree. In these cases, students must complete ten unique graduate-level courses

(30 unique credits) to earn the MS degree; in such cases, graduate courses taken during the undergraduate program will remain on the undergraduate transcript only and may not be applied toward the master's degree requirements. For this reason, students who cannot remain continuously enrolled in the accelerated program are encouraged to speak with their Dean's Office to discuss the ramifications for doing so.

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
  Cyber Security

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 an 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 compplete 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.

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 recognized by NACES (more information found on our website). 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 an 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 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.

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
  - Cybersecurity

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, Intuitive Surgical, Abbott, Regeneron, Zimmer Biomet, 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	Applied Statistics I	3
or SWEG 5317	Computational Statistics for Biomedical Sciences	
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	Applied Statistics I	3
or SWEG 5317	Computational Statistics for Biomedical Sciences	
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 5313	Quantitative Biomedical Engineering	3
BIEG 5314	Introduction to Molecular Modeling	3
BIEG 5316	Soft Tissue Mechanics	3
BIEG 5318	Orthopedic Device Design	3
BIEG 5326	Biotransport	3
BIEG 5328	Musculoskeletal Biomechanics	3
BIEG 5331	Biomedical Signal Processing	3
BIEG 5332	Biomedical Imaging	3
BIEG 5333	Biomedical Visualization	3
BIEG 5335	Clinical Engineering	3
BIEG 5370	Cardiac Mechanics	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 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.

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 5313 Quantitative Biomedical Engineering 3 Credits
In this course, students will learn quantitative physiological function of the human body and will apply this knowledge to build computational models of individual organ systems. Anatomy, physiology, and pathophysiology of the human body will be covered. Equations governing organ function for different organ systems will be studied and implemented in computational models.

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 4316 Soft Tissue Mechanics 3 Credits
Prerequisite(s): Junior or Senior Standing.
This course will introduce students to the application of continuum mechanics to soft tissues that undergo large deformations. Calculations of stress and strain in biological tissues, such as blood vessels, will be covered. Constitutive laws for soft tissues will be introduced. Hyperelastic and viscoelastic materials will be studied. Solid mechanics techniques will be used to build models of predictive growth and remodeling of soft tissues. Graduate Equivalent: BIEG 5316.

BIEG 4318 Orthopedic Device Design 3 Credits
Prerequisite(s): Junior or Senior Standing.
This course introduces students to the principles and practices of orthopedic device design within the broader context of musculoskeletal health and society. Topics include an overview of musculoskeletal physiology, materials selection and biocompatibility, tissue integration, regulatory pathways, and manufacturing methods for orthopedic implants and instruments. Students will explore the economic, demographic, and public health drivers of orthopedic medicine, as well as emerging innovations such as regenerative medicine, biologics, and smart implants. Through case studies and design exercises, students will learn to identify unmet clinical needs and develop solutions in orthopedics that balance mechanical performance, biological compatibility, and regulatory requirements. Graduate Equivalent: BIEG 5318.

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 5326 Biotransport 3 Credits
Biomedical Engineers develop new solutions to challenges in medicine by applying engineering principles to the intersection of physical, chemical, and biological phenomena. In this course, students will learn about transport phenomena in biological systems. Momentum and mass transport in biomedical engineering will be covered, including applications to artificial organs, drug delivery, and tissue engineering. Fluid biomechanics and thermodynamics will be introduced. Students will learn and apply pharmacokinetic modeling.

BIEG 5328 Musculoskeletal Biomechanics 3 Credits
This course is intended for advanced undergraduates and graduate students in biomedical engineering and other engineering disciplines. A background in mechanics, physiology, and programming is recommended. Topics will include muscle architecture and force generation, joint mechanics, modeling and simulation of movement, energetics and efficiency, and the role of neuromuscular control in coordination. Emphasis will be placed on quantitative analysis and computational approaches to studying human movement, preparing students to engage with current research and commercial applications in biomechanics, rehabilitation, sports science, and prosthetics development.

BIEG 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.

BIEG 5332 Biomedical Imaging 3 Credits
The fundamentals and applications of medical imaging techniques will be presented, including x-ray and computed tomography, nuclear imaging, ultrasound, and MRI. Image processing and analysis techniques will be introduced through suitable programming exercises. Undergraduate equivalent: BIEG 4332, ECEG 5332.

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 5370 Cardiac Mechanics 3 Credits
Prerequisite(s): Graduate Standing.
In this course, students will learn quantitative physiological function of the heart and vascular system. Anatomy, physiology, and pathophysiology of the heart will be covered. Constitutive laws for heart muscle will be introduced. Solid and fluid biomechanics and modeling techniques will be studied. Students will gain experience with finite element modeling of the heart. Undergraduate equivalent: BIEG 4370.

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. As cyber threats become increasingly sophisticated, artificial intelligence (AI) plays a critical role in identifying patterns, detecting anomalies, and automating responses to potential security incidents. Integrating AI into cybersecurity practices enhances an organization's ability to proactively defend against evolving threats. To prepare students for these advancements, the program offers elective courses focused on AI applications in cybersecurity, equipping graduates with essential skills to leverage cutting-edge technologies in protecting digital assets.

The 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 5350	Introduction to Data Science	
SWEG 5355	Artificial Intelligence	
SWEG 5360	Machine Learning	
SWEG 5366	Deep Learning	
SWEG 5380	Quantum Algorithms and Applications	
SWEG 5521	Information Visualization	
SWEG 6417	Generative AI and Applications	
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.

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.

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.

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.

SWEG 5350 Introduction to Data Science 3 Credits
Prerequisite(s): 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.

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(s): SWEG 5360.
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. Undergraduate Equivalent: CPSC 4366.

SWEG 5380 Quantum Algorithms and Applications 3 Credits
Prerequisite(s): SWEG 5350 or instructor permission.
This course offers students an in-depth overview of quantum computing, emphasizing both theoretical foundations and applied techniques. Students will explore the principles of quantum mechanics relevant to computation, including qubits, superposition, entanglement, and measurement. Key topics include quantum gates and circuits, quantum algorithms and applications. The course integrates hands-on experience with quantum programming, enabling students to simulate and implement quantum algorithms on real and emulated quantum hardware.

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.

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.

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.

SWEG 6417 Generative AI and Applications 3 Credits
Prerequisite(s): SWEG 5360 or SWEG 5355, or instructor permission.
This course provides students with a comprehensive foundation in building and deploying modern generative artificial intelligence (Gen AI) systems. The course examines the evolution of foundation models, large language models (LLMs), diffusion models, and multimodal systems, with emphasis on practical integration into scalable systems. Students explore several applied techniques, starting from deep learning models and all the way to agentic systems, along with evaluation methodologies, security, reliability, and secure deployment practices. The course builds foundations for responsible AI engineering, regulatory compliance, ethical implications, and risk management. Through hands-on projects and case studies, students design, evaluate, and deploy generative AI solutions within professional and interdisciplinary contexts.

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.

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.

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.

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.

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.

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.

SWEG 6961 Capstone Professional Project I 3 Credits
Prerequisite(s): 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.

SWEG 6962 Capstone Professional Project II 3 Credits
Prerequisite(s): 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.

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.

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 that uses scientific methods, processes, and systems to extract knowledge or insights from both structured and unstructured data. Building on foundations in statistics and computer science—including machine learning, classification, cluster analysis, uncertainty quantification, computational science, data mining, databases, and visualization—data science also leverages domain-specific knowledge for effective application. Today, the field increasingly integrates advanced AI tools and techniques, such as generative AI, deep learning, and even quantum computing, which are taught as part of our elective coursework. This modern approach provides students with a broader skill set and prepares them for the evolving landscape of data-driven discovery by offering a balanced curriculum that includes introductory data science, cutting-edge AI, and emerging technologies.

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	
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 5350	Introduction to Data Science	
SWEG 5355	Artificial Intelligence	
SWEG 5360	Machine Learning	
SWEG 5366	Deep Learning	
SWEG 5380	Quantum Algorithms and Applications	
SWEG 6417	Generative AI and Applications	
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 systems 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 program director.

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 5336	Analog Electronics Design	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 5334	Unmanned Aerial Vehicles: Design, Navigation, and Control	3
ECEG 5346	Computer Systems Architecture	3
ECEG 5406	Advanced Digital Design	3
ECEG 5460	Network Programming	3
ECEG 5365	Internet of Things	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.

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.

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.

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.

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.

ECEG 5332 Biomedical Imaging 3 Credits
Prerequisite(s): 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.

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.

ECEG 5334 Unmanned Aerial Vehicles: Design, Navigation, and Control 3 Credits
Prerequisite(s): ELEG 2213 , CPSC 1131 or ENGR 2145 or Equivalent.
This course provides an in-depth exploration of unmanned aerial vehicles (UAVs), focusing on their design, navigation, and control. Students will learn the fundamental principles of UAVs, how to design and build basic drones, and apply advanced control and sensor fusion techniques for effective navigation and stabilization. The course also covers the use of UAVs in various applications like photogrammetry and payload delivery, along with a thorough understanding of the regulatory and ethical issues surrounding drone operations. Undergraduate equivalent: ENGR 4334.

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.

ECEG 5336 Analog Electronics Design 3 Credits
Prerequisite(s): ELEG 3231, ELEG 3231L o r equivalent or permission from instructor.
This advanced course in electronics examines high frequency response of bipolar junction transistor and field-effect transistor amplifiers using hybrid two-port active device models. Students consider the effect of feedback and frequency compensation techniques on the amplifier response and study a variety of analog circuits with respect to their analysis and applications, including active filters, oscillators, waveform generation and shaping, voltage regulator, and communication circuits. The course introduces basic power electronics device components. Undergraduate equivalent: ELEG 4331.

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.

ECEG 5348 Embedded Microcontrollers 3 Credits
Corequisite(s): 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.

ECEG 5348L Embedded Microcontrollers Lab 1 Credit
Fee: $132 Electrical and Computer 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.

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.

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.

ECEG 5365 Internet of Things 3 Credits
This course introduces one or more of the possible hardware devices that support Internet of Things (IoT). The associated communication protocols, storage of data, and the distributed systems needed to support IoT applications will be discussed. Practical IoT device programming (Arduino and Raspberry Pi, STM 32, Azure Sphere devices), and technologies for sensing and collecting data, and utilizing them to design actuating mechanism or data analysis will be presented. Selected IoT protocol stacks (Zigbee, Bluetooth, WiFi) for networking and security enforcement will be presented. Cloud-based IoT platforms such as AWS, Azure will be discussed. Student class project will include development of an IoT application with practical sensor data collection and deployment on a cloud-based IoT service platform.

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(s): 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.

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.

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.

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.

ECEG 5386 Fault Analysis in Power Systems 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ECEG 5510L Product Design Lab 1 Credit
Fee: $132 Electrical and Computer Engineering Lab Fee
Prerequisite(s): 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.

ECEG 5520L System Design Lab 1 Credit
Fee: $132 Electrical and Computer Engineering Lab Fee
Corequisite(s): 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.

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

ECEG 6971 Thesis I 3 Credits
Prerequisite(s): 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.

ECEG 6972 Thesis II 3 Credits
Prerequisite(s): 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.

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 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.

Artificial intelligence plays an increasingly important role in the way organizations are managed, influencing how leaders make decisions, innovate, and remain competitive in technology-driven industries. Today's managers are expected not only to understand business strategy, but also to recognize how AI tools and data-driven technologies can improve operations, support informed decisions, and create new opportunities for growth. To help students develop this skill set, the program offers electives such as Introduction to Data Science, Artificial Intelligence, and Generative AI and Applications. These courses provide students with a practical and conceptual foundation in modern AI technologies, preparing them to confidently lead and manage technology-based initiatives in an evolving business environment.

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 5350	Introduction to Data Science	3
SWEG 5355	Artificial Intelligence	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 6417	Generative AI and Applications	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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

MEEG 5310L Product Manufacturing Lab 1 Credit
Fee: $132 Mechanical 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.

MEEG 5312 Advanced Product Design and Manufacturing 3 Credits
Corequisite(s): 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.

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.

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.

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.

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.

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.

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.

MEEG 5346 Energy Conversion 3 Credits
This course covers the major topics in renewable energy conversion: (1) renewable energy generation technologies including wind, solar photovoltaic, geothermal, hydropower, and biomass; (2) energy storage and related technologies including Battery Energy Storage Systems (BESS); green hydrogen, and fuel cells; and (3) renewable energy resource assessment. The course also includes highly practical and market-oriented instruction related to renewable energy program development, economic analysis, and project scheduling and management. A research report and class presentation of an independent research on one of the emerging sources of energy or energy storage is an essential part of this course. Undergraduate equivalent: MEEG 4346.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Master of Science in Software Engineering

The School of Engineering and Computing offers a master's degree in software engineering (MSSE), which 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 MSSE curriculum offers AI electives that improve the efficiency and quality of software design and development. AI has become essential in modern software design, fundamentally transforming how applications are architected, built, and maintained. Students apply advanced AI methods and tools to strengthen system architecture, implementation, testing, deployment, and maintenance, delivering robust, data-driven applications.

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	Capstone Professional Project I [1]	3
or SWEG 6971	Thesis I	
SWEG 6962	Capstone Professional Project II [1]	3
or SWEG 6972	Thesis II	
Elective Courses		
Select five elective courses [2]		15
Total Credits		**30**

[1] Students have two options for a two-semester long required course sequence:

1. Capstone Option: The Capstone projects are team driven. The results of these projects provide a library of case studies, designs, and tools that will be of general interest to information technology professionals and organizations in the area.
   Students in the Software Capstone Project class are typically organized into teams that contribute to a significant real-world software development project. These projects are chosen to advance the student's knowledge in topics related to the specialization areas. Students consult with their advisors and instructors to determine which projects will contribute most to their education. 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 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.

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.

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.

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.

SWEG 5312 Agile Software Engineering 3 Credits
Prerequisite(s): 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.

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.

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.

SWEG 5320 Software Testing and Maintenance 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

SWEG 5350 Introduction to Data Science 3 Credits
Prerequisite(s): 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.

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.

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(s): SWEG 5360.
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. Undergraduate Equivalent: CPSC 4366.

SWEG 5380 Quantum Algorithms and Applications 3 Credits
Prerequisite(s): SWEG 5350 or instructor permission.
This course offers students an in-depth overview of quantum computing, emphasizing both theoretical foundations and applied techniques. Students will explore the principles of quantum mechanics relevant to computation, including qubits, superposition, entanglement, and measurement. Key topics include quantum gates and circuits, quantum algorithms and applications. The course integrates hands-on experience with quantum programming, enabling students to simulate and implement quantum algorithms on real and emulated quantum hardware.

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.

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.

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.

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.

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.

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.

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.

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.

SWEG 6410 Enterprise Java 3 Credits
Prerequisite(s): 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.

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 6417 Generative AI and Applications 3 Credits
Prerequisite(s): SWEG 5360 or SWEG 5355, or instructor permission.
This course provides students with a comprehensive foundation in building and deploying modern generative artificial intelligence (Gen AI) systems. The course examines the evolution of foundation models, large language models (LLMs), diffusion models, and multimodal systems, with emphasis on practical integration into scalable systems. Students explore several applied techniques, starting from deep learning models and all the way to agentic systems, along with evaluation methodologies, security, reliability, and secure deployment practices. The course builds foundations for responsible AI engineering, regulatory compliance, ethical implications, and risk management. Through hands-on projects and case studies, students design, evaluate, and deploy generative AI solutions within professional and interdisciplinary contexts.

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.

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.

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.

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.

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.

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.

SWEG 6516 PHP and MySQL 3 Credits
Prerequisite(s): 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.

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.

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.

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.

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.

SWEG 6961 Capstone Professional Project I 3 Credits
Prerequisite(s): 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.

SWEG 6962 Capstone Professional Project II 3 Credits
Prerequisite(s): 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.

SWEG 6971 Thesis I 3 Credits
Prerequisite(s): 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.

SWEG 6972 Thesis II 3 Credits
Prerequisite(s): 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.

Graduate Certificate Programs

Certificate Program Guidelines

The School of Engineering and Computing's academic certificate program is designed to provide working professionals with the skills and knowledge needed to advance their professional careers. The certificate offers relevant graduate-level education and centers on a coherent body of knowledge and skills. Completion of the certificate represents the achievement of competence in a well-defined domain.

Applicants interested in enrolling in the certificate program may be admitted to the School of Engineering and Computing as special-status, non-matriculating students.

Applicants to the graduate certificate program must have successfully completed an undergraduate degree prior to admission. The certificate typically consists of four to five courses, for a minimum of 12–15 credit hours. Transfer credit from other institutions is not permitted. Students enrolled in the certificate program must maintain a minimum grade-point average of 3.0 to qualify for the certificate.

Courses completed as part of the graduate certificate may be applied toward certain master's degree programs, provided that (1) the courses are normally offered as part of the master's curriculum and (2) the student is subsequently admitted to the master's program. Students initially enrolled in a master's degree program are not eligible to receive an academic certificate. Accordingly, the certificate provides an opportunity to complete graduate coursework, earn a credential, and explore an area of study prior to committing to a full graduate degree program.

~~**Computer Science Certificate**~~

~~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:		12
SWEG 5349	Cloud Computing	
SWEG 5530	Introduction to Information Security	
SWEG 6404	Network Security	
SWEG 6530	Applications and Data Security	
SWEG 6599	Ethical Hacking	
Total Credits		**12**

School Directory

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Dean

Mirco Speretta, PhD
Associate Dean

Zahra Shahbazi, PhD
Associate Dean

Jessica Guarneri, MS
Assistant Dean

Ilhan Akbil, MIM
Director, Industry Relations

Jason Low, MEng
Director, SEC Laboratories

Joseph Wilson, MS
SEC Systems Administrator

Amy Baratta
Assistant to the Dean and Budget Manager

Sandra Miller
Operations Assistant

Department Chairs

Djedjiga Belfadel, PhD
Electrical, Biomedical and Mechatronics Engineering

Shahrokh Etemad, PhD
Mechanical Engineering

Sidike Paheding, PhD
Computer Science and Engineering

Graduate Program Directors

Susan Freudzon, PhD
MS Biomedical Engineering

Mirco Speretta, PhD
MS Cybersecurity
Certificate in Cybersecurity

Mirco Speretta, PhD
MS Data Science

Djedjiga Belfadel, PhD
MS Electrical and Computer Engineering

Mirco Speretta, PhD
MS Management of Technology

Shahrokh Etemad, PhD
MS Mechanical Engineering

Sidike Paheding, PhD
MS Software Engineering

Faculty

Danushka Bandara
Associate Professor, Computer Science and Engineering
PhD, Syracuse University

Collin Beaudoin
Assistant Professor, Computer Science

PhD, The Pennsylvania State University

Djedjiga Belfadel
Professor, Electrical Engineering
PhD, University of Connecticut

Andres Leonardo Carrano
Professor, Mechanical Engineering
PhD, North Carolina State University

James Cavallo
Instructor of the Practice, Electrical Engineering
MBA, Carnegie Mellon University

John Drazan
Assistant Professor, Biomedical Engineering
PhD, Rensselaer Polytechnic Institute

Ana Estrada
Assistant Professor, Biomedical Engineering
PhD, University of Virginia

Shahrokh Etemad
Professor, Mechanical Engineering
PhD, University of Washington

Susan Freudzon
Assistant Professor of the Practice, Biomedical Engineering
PhD, Columbia University

Naser Haghbin
Assistant Professor, Mechanical Engineering
PhD, Ryerson University, Canada

Jeffrey Kramer
Instructor of the Practice, Computer Science
MS, Fairfield University

Jason Low
Assistant Professor of the Practice, Mechatronics Engineering
MEng, North Carolina State University

Isaac Macwan
Associate Professor, Electrical and Biomedical Engineering
PhD, University of Bridgeport

Subhrajit Majumder
Assistant Professor of the Practice, Computer Science and Engineering
PhD, University of Toledo

Akshay Mathur
Assistant Professor, Computer Science
PhD, University of Toledo

Sidike Paheding
Associate Professor, Computer Science and Engineering
PhD, University of Dayton

Amalia Rusu
Associate Professor, Computer Science
PhD, University at Buffalo, SUNY

Zahra Shahbazi
Professor, Mechanical Engineering
PhD, University of Connecticut

David Shekhtman
Assistant Professor, Mechanical Engineering
PhD, Stevens Institute of Technology

Mirco Speretta
Associate Professor of the Practice, Computer Science
PhD, University of Arkansas

Sriharsha Srinivas Sundarram
Professor, Mechanical Engineering
PhD, University of Texas, Austin

Haolin Tang
Assistant Professor of the Practice, Computer Science and Engineering
PhD, Virginia Commonwealth University

Technical Staff

Dominic Figueiredo
Laboratory Technician

Joseph P. Wilson
Systems Administrator

Faculty Emeriti

Jack Beal, PhD
Professor, Emeritus

Evangelos Hadjimichael, PhD
Professor, Emeritus

Douglas Lyon, PhD
Professor, Emeritus

Jerry Sergent, PhD
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Cloud Ingenuity

Neviana Zhgaba
Co-Founder
Aquila's Nest Vineyards

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), Doctor of Public Health (DrPH), Master of Science in Nursing (MSN), 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.

Patricia Simino Boyce, PhD, RN
Dean, 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 individuals 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 to the needs of underserved or vulnerable populations.

Purpose Statement

To inspire students to become leaders across social and healthcare environments who improve health outcomes for all, inclusive of underserved 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 interprofessional 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.

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.

Individual programs may set higher standards for satisfactory course or program progress.

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 academic 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 and will be placed on academic probation. 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 from 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, but not limited to, ambulation, positioning, and assisting with activities of daily living as needed.
- Fine motor skills needed for basic assessment such as, but not limited to, palpation, auscultation, and percussion.
- Mobility sufficient to carry out patient care procedures such as, but not limited to, 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 RN or APRN licensure in the state in which they practice or attend on-campus courses. Students born after 12/31/1956, must provide 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 RN or APRN licensure in the state in which they are completing their practicum.
- Cardiopulmonary Resuscitation, Healthcare Provider (American Heart Association (AHA) or American Red Cross certified only) is required. 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.
- Nurse Anesthesia Residents maintain liability insurance through AANA.
- Licensed nurse practitioners must carry and maintain professional APRN liability insurance.
- OSHA certification must be met each year prior to clinical practica through the Fairfield University Egan School OSHA training.
- Annual physical examination and non-reactive Mantoux/Tuberculosis test.
- Proof of immunization/titer must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus, and influenza.

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

- Doctorate in Clinical Nutrition
  - Post-Baccalaureate
  - Post-RDN
- Doctor of Public Health
- 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 Nursing
    - Dual Degree MSN/MBA
    - Nursing Leadership
    - Family Nurse Practitioner
    - Psychiatric Nurse Practitioner

Admission

Admission Criteria

Doctorate in 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 Biochemistry
- 1 semester of Microbiology and lab
- 2 semesters of Anatomy and Physiology and Lab
- Introduction to Nutrition course

Applicants may apply prior to completing the pre-requisite courses, with no more than two courses outstanding. All the courses must be completed with a grade of C or better prior to starting the program.

Doctor of Nursing Practice (DNP)

Applicants for the BSN-DNP at Fairfield must hold a baccalaureate degree in nursing from an 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 an 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 bachelor's degree in nursing from an accredited college or university
- A minimum undergraduate GPA of 3.3 with a science GPA of 3.3 or higher
- A minimum of one year of current full-time experience as a registered nurse in a critical care setting. Employment verification form completed by supervisor is required.
- 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.
- 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

- Applicants must have completed the following prerequisites prior to the application deadline with a grade of B- or above within the past 15-year period (5-7 years preferred); one prerequisite course is acceptable from AP credits or an early college course:
    - 2 semesters of Biology with Lab (Anatomy and Physiology meets the requirement)
    - 1 semester of Chemistry with Lab
    - 1 semester of Microbiology, Genetics, or advanced course in Biology
    - 1 semester of College Math (Statistics meets the requirement)

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 an 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.

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): July 1 (Priority deadline: January 15)

Family Nurse Practitioner (MSN and DNP): July 1 (Priority deadline: May 15)

Psychiatric Mental Health Nurse Practitioner (MSN and DNP): July 1 (Priority deadline: May 15)

Nurse Anesthesia (DNP): July 1 (Priority deadline: May 15)

Nurse Midwifery (DNP): July 1

Post-Master's DNP. July 15 (fall admission), December 15 (spring admission). Applications may be accepted after these dates if space permits.

Nursing Leadership (MSN): Rolling admission until full

Public Health (MPH): April 1 (summer admission), August 1 (fall admission), December 1 (spring admission). Applications may be accepted after these dates if space permits.

Public Health (DrPH): June 15 (Priority deadline: January 15)

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. Clinical Nutrition applicants must apply through DICAS.
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 to gradadmis@fairfield.edu. All international transcripts must be evaluated by an approved evaluating service recognized by NACES.
6. Two professional letters of recommendation, completed online and accompanied by the University online recommendation forms (Doctor of Public Health candidates must submit three letters of recommendation).
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 July 1 for the following summer cohort:

1. A completed and verified application in NursingCAS included Fairfield's open-ended essay questions.
2. The following supplemental materials must be sent to NursingCAS:
   a. A professional resume or CV (include all scholarship, research, leadership, awards, certifications, and conferences)
   b. All official transcripts from each previously attended college or university. All international transcripts must be evaluated by an approved evaluating service recognized by NACES.
   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. Copy of current active, unencumbered RN license; licensure to practice in the state of Connecticut or Texas will be required upon admission
   e. ACLS, BCLS, and PALS certifications
   f. CCRN certification
   g. Fairfield's Shadowing Experience form, documenting a minimum of 8 hours of CRNA shadowing experience
   h. Fairfield's Employment Verification form, completed by current ICU Nursing supervisor

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.

Computer Literacy

Basic computer literacy is expected of all graduate students in the Egan School. The Academic Computing division of the university supports Microsoft products (Microsoft Word, Excel, Access, and PowerPoint), which are used throughout the curriculum.

Basic computer literacy is defined as the ability to use:

- Word processing software to create, edit, save, print, send attachments, and manipulate document files.
- Presentation software to design, show, and print a presentation using text and graphics.
- Email to send, receive, and print electronic mail messages; send, receive and open attachments. (All students must utilize their @student.fairfield.edu Gmail account.)
- Internet navigation to investigate research topics using search engines.
- Spreadsheets to organize data in a worksheet, create formulas, use functions, copy and paste formulas and functions, and format cells.

Having access to a computer system with the above capabilities is essential for successful completion of the program. Nurse Anesthesia students must have a laptop computer for class. There are several computer labs on campus. Labs are equipped with e-mail and word processing, spreadsheet, and presentation software. Printers are available to students in the computer labs.

All students must communicate via their University Gmail account. All University notices, mail, etc. will be sent through my.Fairfield, and it is recommended that students check their e-mail at least once a day for any mail/notices.

Computer literacy skills are not taught as part of the graduate curriculum. Students not proficient in their use should inform a faculty member, who will help them locate resources from which they may obtain the requisite skills.

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 recognized by NACES (more information found on our website). 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 an 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 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.

Programs

- Doctorate in Clinical Nutrition
  - Post-Baccalaureate
  - Post-RDN
- Doctor of Public Health
- 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 Nursing
  - Dual Degree MSN/MBA
  - Nursing Leadership
  - Family Nurse Practitioner
  - Psychiatric Nurse Practitioner

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) is a practice-focused doctorate comparable to advanced clinical degrees in other health disciplines such as Medical Doctor (MD), Doctor of Pharmacy (PharmD), Doctor of Public Health (DrPH), and Doctor of Physical Therapy (DPT). The degree represents the highest academic preparation for nursing practice, focusing on expanded scientific knowledge related to providing comprehensive direct care across all settings. Grounded in clinical practice, the DNP moves the focus of advanced practice nursing from the level of the individual patient to the population level by using a cross-population perspective to assess, manage, and evaluate common problems. The DNP is the preferred degree for advanced practice nursing.

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 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 750 post-baccalaureate supervised practice hours from approved Masters' level coursework. All students are required to complete 250 hours, which is equivalent to 5 credits, of immersion hours.

CCNE Accreditation

The Doctor of Nursing Practice program and/or postgraduate APRN certificate program at Fairfield University is accredited by the Commission on Collegiate Nursing Education.

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. Principals of disease prevention, risk reduction, and health promotion are applied to diverse populations in the USA and worldwide. Students synthesize prior experience and learning with public health theory to provide collaborative, quality care across the lifespan. Using an ecological model, students engage in evidence based care for individuals, families, groups, communities and populations. Global issues related to the impact of social policies on healthcare and health equity, and needs of vulnerable populations are also examined. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 4330.

NURS 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: $262 Nursing ECCO Fee
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
Fee: $25 Nursing IHI Fee
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.

NURS 6523 Quality Outcomes Management I 5 Credits
Prerequisite(s): 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.

NURS 6524 Quality Outcomes Management II 5 Credits
Prerequisite(s): 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.

NURS 6951 Master's Leadership Practicum 4 Credits
Prerequisite(s): 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.

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.

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.

NURS 7604 Advanced Health Assessment 4 Credits
Prerequisite(s): 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 $200. 28 theory hours, 56 lab hours.

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.

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.

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
Prerequisite(s): 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.

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.

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.

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.

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.

NURS 7641 Advanced Pharmacology 3 Credits
Prerequisite(s): 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.

NURS 7642 Adult Health I 3 Credits
Prerequisite(s): 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.

NURS 7643 Adult Health II 4 Credits
Prerequisite(s): 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.

NURS 7645 Care of Children and Families 3 Credits
Corequisite(s): NURS 7952.
Prerequisite(s): 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.

NURS 7647 Care of At-Risk Populations 3 Credits
Corequisite(s): NURS 7953.
Prerequisite(s): 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.

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.

NURS 7651 Mental Health Nursing of Children and Adolescents 2 Credits
Prerequisite(s): 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.

NURS 7652 Mental Health Nursing of Individuals Across the Lifespan 3 Credits
Corequisite(s): NURS 7659.
Prerequisite(s): 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.

NURS 7659 Foundational Clinical Skills for Advanced Psychiatric Nursing Practice 3 Credits
Corequisite(s): NURS 7652.
Prerequisite(s): 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(s): NURS 7955.
Prerequisite(s): 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.

NURS 7663 Primary Mental Health Nursing of At-Risk Populations Across the Lifespan 2 Credits
Corequisite(s): NURS 7956.
Prerequisite(s): 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.

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.

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.

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.

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.

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.

NURS 7699 DNP Seminar II 1 Credit
Prerequisite(s): 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.

NURS 7950 CYCLE (Community Youth Collaborative Education) Clinical Hours 0 Credits
Fee: $250 PMHNP Cycle Clinical Fee
Prerequisite(s): NURS 7604.
This programming will begin in NP students' second year in the program and consist of various activities working with children, adolescents and young adults in the community including at Fairfield University. Activities will be focused on mental health screening and wellness promotion including resiliency skills.

NURS 7951 Practicum in Adult Health I 5 Credits
Fee: $1000 FNP Practicum Fee
Prerequisite(s): 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.

NURS 7952 Clinical Conference Across the Lifespan: FNP Practicum I 5 Credits
Fee: $1000 FNP Practicum Fee
Corequisite(s): NURS 7645.
Prerequisite(s): 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.

NURS 7953 Clinical Conference Across the Lifespan: FNP Practicum II 5 Credits
Fee: $1000 FNP Practicum Fee
Corequisite(s): NURS 7647.
Prerequisite(s): 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.

NURS 7954 Practicum I: PMHNP 4 Credits
Fee: $1000 PMHNP Practicum Fee
Prerequisite(s): 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.

NURS 7955 Practicum II: PMHNP 5 Credits
Fee: $1000 PMHNP Practicum Fee
Corequisite(s): 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.

NURS 7956 Practicum III: PMHNP 4-6 Credits
Fee: $1000 PMHNP Practicum Fee
Corequisite(s): 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.

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.

NSAN 7640 Professional Aspects of Nurse Anesthesia Practice I 1 Credit
Prerequisite(s): 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(s): 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
Corequisite(s): NSAN 7677.
Prerequisite(s): 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
Corequisite(s): NSAN 7651L, NSAN 7677.
Prerequisite(s): 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
Corequisite(s): NSAN 7651.
Prerequisite(s): 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
Corequisite(s): NSAN 7652L.
Prerequisite(s): 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.

NSAN 7652L Ultrasound Guided Concepts and Techniques II Lab 0 Credits
Corequisite(s): NSAN 7652.
Prerequisite(s): 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 4 Credits
The course focuses on the pathophysiological processes central to alterations in physiologic function across the lifespan. Analysis of pathophysiologic responses, implications of genetics and genomics, and laboratory data pertinent to acute and chronic disease across the lifespan using a multi-systems approach addressing the characteristics, impairments, and functions of all organ systems is discussed. Previously 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.

NSAN 7672 Pharmacologic Strategies in Anesthesia Practice 3 Credits
Prerequisite(s): 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.

NSAN 7673 Principles of Nurse Anesthesia Practice I 4 Credits
Corequisite(s): NSAN 7673L.
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
Corequisite(s): NSAN 7673.
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.

NSAN 7674 Principles of Nurse Anesthesia Practice II 4 Credits
Corequisite(s): NSAN 7674L.
Prerequisite(s): 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.

NSAN 7674L Principles of Nurse Anesthesia Practice II Lab 0 Credits
Corequisite(s): NSAN 7674.
Prerequisite(s): 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.

NSAN 7677 Principles of Nurse Anesthesia Practice III 4 Credits
Prerequisite(s): 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(s): 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.

NSAN 7679 Principles of Nurse Anesthesia Practice IV 2 Credits
Prerequisite(s): 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
Corequisite(s): NSAN 7956.
Prerequisite(s): 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
Corequisite(s): NSAN 7957.
Prerequisite(s): 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
Corequisite(s): NSAN 7958.
Prerequisite(s): 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
Corequisite(s): NSAN 7959.
Prerequisite(s): 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
Corequisite(s): NSAN 7960.
Prerequisite(s): 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
Corequisite(s): NURS 7641.
Prerequisite(s): 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 7956 Nurse Anesthesia Residency I 3 Credits
Prerequisite(s): NSAN 7950.
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(s): 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(s): 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(s): 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(s): 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
Corequisite(s): NSAN 7960.
Prerequisite(s): 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
Corequisite(s): NURS 7601, NURS 7608, NURS 7697.
Prerequisite(s): 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.

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
Fee: $400 Midwifery Antepartum Clinical Fee
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
Fee: $750 Midwifery Primary Care & Gynecologic, Reproductive, and Sexual Health for Nurse Midwifery Clinical Fee
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 preconceptual, interconceptual and postpartum care. Prevention and screening using patient databases and evidence-based research will be emphasized. Further emphasis will be on physiological, psychosocial, and pharmacological interventions. 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
Fee: $750 Midwifery Intrapartum Clinical Fee
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
Fee: $750 Advanced Midwifery Clinical Fee
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
Fee: $1500 Integration to Nurse-Midwifery Practice Fee
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]	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
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	5
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	5
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	5
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]	1
NURS 7951	Practicum in Adult Health I	5
	Credits	**6**
Third Year		
Fall		
NURS 7645	Care of Children and Families	3
NURS 7687	DNP Immersion [1]	2
NURS 7699	DNP Seminar II	1
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	5
	Credits	**11**
Spring		
NURS 7647	Care of At-Risk Populations	3
NURS 7687	DNP Immersion [1]	2
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	5
	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	5
	Credits	**8**
Third Year		
Fall		
NURS 7645	Care of Children and Families	3
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	5
	Credits	**8**
Spring		
NURS 7647	Care of At-Risk Populations	3
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	5
	Credits	**8**
Summer		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion [1]	1
	Credits	**4**

Fourth Year		
Fall		
NURS 7613	Finance and Quality Management in Healthcare Organizations	3
NURS 7687	DNP Immersion [1]	2
NURS 7699	DNP Seminar II	1
	Credits	**6**
Spring		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion [1]	2
	Credits	**5**
	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 residents 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 academic 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 and will be placed on academic probation. 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 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
NSAN 7641	Professional Aspects of Nurse Anesthesia Practice II	2
NSAN 7650	Clinical Integration for Nurse Anesthesia Practice I	2
NSAN 7651	Ultrasound Guided Concepts and Techniques I	2
NSAN 7651L	Ultrasound Guided Concepts and Techniques I Lab	0
NSAN 7652	Ultrasound Guided Concepts and Techniques II	2
NSAN 7652L	Ultrasound Guided Concepts and Techniques II Lab	0
NSAN 7655	Clinical Integration for Nurse Anesthesia Practice II	2
NSAN 7669	Advanced Pathophysiology	4
NSAN 7671	Chemistry and Physics for Nurse Anesthetists	3
NSAN 7672	Pharmacologic Strategies in Anesthesia Practice	3
NSAN 7673	Principles of Nurse Anesthesia Practice I	4
NSAN 7673L	Principles of Nurse Anesthesia Practice I Lab	0
NSAN 7674	Principles of Nurse Anesthesia Practice II	4
NSAN 7674L	Principles of Nurse Anesthesia Practice II Lab	0
NSAN 7677	Principles of Nurse Anesthesia Practice III	4
NSAN 7941	Nurse Anesthesia Residency Correlation I	1
NSAN 7942	Nurse Anesthesia Residency Correlation II	1
NSAN 7943	Nurse Anesthesia Residency Correlation III	1
NSAN 7944	Nurse Anesthesia Residency Correlation IV	1
NSAN 7945	Nurse Anesthesia Residency Correlation V	1

NSAN 7950	Transition to Nurse Anesthesia Residency	1
NSAN 7956	Nurse Anesthesia Residency I	3
NSAN 7957	Nurse Anesthesia Residency II	3
NSAN 7958	Nurse Anesthesia Residency III	4
NSAN 7959	Nurse Anesthesia Residency IV	4
NSAN 7960	Nurse Anesthesia Residency V	4
NSAN 7965	Nurse Anesthesia Certification Board Review	2
Total Credits		**100**

[1] The Council on Accreditation sets the minimum number of clinical hours and case numbers that are required for graduation. In addition, 250 immersion hours are required for the Nurse Anesthesia DNP.

Plan of Study

Course	Title	Credits
First Year		
Summer		
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7670	Human Anatomy and Physiology for Nurse Anesthetists	3
NSAN 7671	Chemistry and Physics for Nurse Anesthetists	3
NSAN 7673	Principles of Nurse Anesthesia Practice I	4
NSAN 7673L	Principles of Nurse Anesthesia Practice I Lab	0
	Credits	**13**
Fall		
NURS 7608	Research Methods for Evidence-Based Practice	3
NSAN 7669	Advanced Pathophysiology	4
NSAN 7672	Pharmacologic Strategies in Anesthesia Practice	3
NSAN 7674	Principles of Nurse Anesthesia Practice II	4
NSAN 7674L	Principles of Nurse Anesthesia Practice II Lab	0
	Credits	**14**
Winter		
NSAN 7640	Professional Aspects of Nurse Anesthesia Practice I	1
	Credits	**1**
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7604	Advanced Health Assessment	4
NSAN 7650	Clinical Integration for Nurse Anesthesia Practice I	2
NSAN 7651	Ultrasound Guided Concepts and Techniques I	2
NSAN 7651L	Ultrasound Guided Concepts and Techniques I Lab	0
NSAN 7677	Principles of Nurse Anesthesia Practice III	4
	Credits	**15**
Second Year		
Summer		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7641	Advanced Pharmacology	3
NSAN 7652	Ultrasound Guided Concepts and Techniques II	2
NSAN 7652L	Ultrasound Guided Concepts and Techniques II Lab	0
NSAN 7655	Clinical Integration for Nurse Anesthesia Practice II	2
NSAN 7950	Transition to Nurse Anesthesia Residency	1
	Credits	**11**
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] The Council on Accreditation sets the minimum number of clinical hours and case numbers that are required for graduation. In addition, 250 immersion hours are required for the Nurse Anesthesia DNP.

BSN to DNP: Nurse Midwifery Track

The Doctor of Nursing Practice (DNP) in Nurse Midwifery is a degree that focuses on the assessment and application of existing evidence to improve practice. Taught as a cohort program, students are educated in the fundamental skills necessary to make a difference in the discipline of midwifery. 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 Mental Health 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 DNP Psychiatric Mental Health 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 Mental Health 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 7950	CYCLE (Community Youth Collaborative Education) Clinical Hours	0
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 Mental Health 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
NURS 7950	CYCLE (Community Youth Collaborative Education) Clinical Hours	0
	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 Mental Health 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
NURS 7950	CYCLE (Community Youth Collaborative Education) Clinical Hours	0
	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).

MSN to DNP: Post-Masters

The Post-Masters DNP is a practice-focused doctorate; it is comparable to clinical doctorates in other health disciplines such as pharmacy, physical therapy, and medicine. The Post-Masters MSN-DNP program will give you the skills you need to excel in today's complex, challenging and ever-changing healthcare environment. This degree is appropriate for Advanced Practice Nurses and Nurse Executives. Faculty work closely with students on scholarly work that meet the goals of the individual nursing professional. This program is offered in two formats: onsite or online/distance accessible with synchronous sessions.

PMHNP Concentration

In response to the overwhelming demand for mental health care today and frequent requests from non-psychiatric
Nurse Practitioners for education in psychiatric-mental health care to better meet the needs of their clients, the
Egan School offers an expanded MSN-DNP program that includes the didactic and clinical courses required to sit
for ANCC certification as a Psychiatric-Mental Health Nurse Practitioner (PMHNP). Individuals who currently hold
certification as a non-psychiatric Nurse Practitioner (e.g. FNP, ANP, PNP, etc.) and are interested in achieving
additional certification as a PMHNP may apply to the Advanced Practice MSN-DNP program with a specialization
focus in advanced practice psychiatric nursing.

Requirements

Code	Title	Credits
Foundation Core Courses		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7605	Advanced Health Policy (NURS 7605 is not required for the PMHNP Concentration)	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7609	Role Reflective Practice for MSN-DNP Students	1
DNP Core Courses		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7687	DNP Immersion [1]	5
NURS 7697	DNP Seminar I	1
NURS 7699	DNP Seminar II	1
Total Credits		**32**

[1] A total of 1000 practicum/immersion hours is required for the DNP (1 credit = 50 hours). For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

Code	Title	Credits
PMHNP Concentration 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

NURS 7950	CYCLE (Community Youth Collaborative Education) Clinical Hours	0
Total Credits		**33**

Plan of Study

Post-Master's DNP

Please note that the below plans of study are a sample of the Fall semester cohort start. There are plan of study grids available from the Program Director for this program with a Spring semester start as well.

The number of immersion credits required to complete will vary based on the number of hours the student brings in from their Master's program.

Course	Title	Credits
First Year		
Fall		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7609	Role Reflective Practice for MSN-DNP Students	1
NURS 7611	Social and Behavioral Determinants of Health	3
	Credits	**7**
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7697	DNP Seminar I	1
	Credits	**7**
Summer		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7687	DNP Immersion [1]	1
	Credits	**7**
Second Year		
Fall		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion	1
	Credits	**4**
Spring		
NURS 7605	Advanced Health Policy	3
OR Graduate Level Elective (Arts and Sciences, Business, Education, Engineering or Nursing)		
NURS 7699	DNP Seminar II	1
NURS 7687	DNP Immersion	3
	Credits	**7**
	Total Credits	**32**

[1] A total of 1000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

Post-Master's DNP with PMHNP Concentration (Part-Time)

Course	Title	Credits
First Year		
Fall		
NURS 7609	Role Reflective Practice for MSN-DNP Students	1
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7650	Psychopathology	3
NURS 7651	Mental Health Nursing of Children and Adolescents	2
	Credits	**9**
Spring		
NURS 7652	Mental Health Nursing of Individuals Across the Lifespan	3
NURS 7659	Foundational Clinical Skills for Advanced Psychiatric Nursing Practice	3
NURS 7697	DNP Seminar I	1
	Credits	**7**
Summer		
NURS 7667	Psychopharmacology	3
NURS 7954	Practicum I: PMHNP	4
	Credits	**7**
Second Year		
Fall		
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 7661	Mental Health Nursing of Groups and Families Across the Lifespan	2
NURS 7955	Practicum II: PMHNP	5
	Credits	**10**
Spring		
NURS 7601	Epidemiology and Biostatistics	3
NURS 7663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2
NURS 7956	Practicum III: PMHNP	6
	Credits	**11**
Summer		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7612	Research Translation for Clinical Practice	3
NURS 7687	DNP Immersion [1]	1
	Credits	**7**
Third Year		
Fall		
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7687	DNP Immersion [1]	2
NURS 7699	DNP Seminar II	1
	Credits	**6**
Spring		
NURS 7615	Leadership and Interprofessional Collaboration	3

NURS 7687	DNP Immersion [1]	2
	Credits	**5**
	Total Credits	**62**

[1] A total of 1000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

Doctor of Public Health

Overview

The Doctor of Public Health (DrPH) program is designed to prepare public health professionals for advanced leadership roles in academia, healthcare, policymaking, and research. The program emphasizes ethical leadership, social justice, and service to underserved populations. With an emphasis on refining essential public health skills such as research methods, policy analysis, program design, and public health education, this program equips graduates to address complex public health challenges on both local and global scales.

The following are the Public Health 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 and development of a workplace that represents diverse communities.

Requirements

Code	Title	Credits
PUBH 5101	Foundations of Public Health	3
PUBH 5303	Program Planning and Evaluation	3
PUBH 6601	Epidemiology and Biostatistics I	3
PUBH 6602	Epidemiology and Biostatistics II	3
PUBH 7001	Advanced Research Methods in Public Health	3
PUBH 7002	Leadership and Collaboration in Public Health	3
PUBH 7003	Strategic Leadership and Organizational Change in Public Health	3
PUBH 7004	Inclusive Leadership and Resource Management in Public Health	3
PUBH 7005	Systems Interventions and Policy Design in Public Health	3
PUBH 7006	Public Health Education and Training Stratgies	3
PUBH 7007	Data Visualization and Communication for Public Health Impact	3
PUBH 7008	Advanced Implementation Science in Public Health	3
PUBH 7009	Applied Ethics in Public Health Practice and Policy	3
NURS 7605	Advanced Health Policy	3
PUBH 7901	Public Health Doctoral Residency	0
PUBH 7902	Public Health Doctoral Professional Development	0
PUBH 7971	Public Health Doctoral Dissertation Proposal Development	2
PUBH 7972	Public Health Doctoral Dissertation Research and Data Collection	3
PUBH 7973	Public Health Doctoral Dissertation Writing and Defense	3
PUBH 7980	Public Health Doctoral Applied Practice Experience	1
Master's or Doctoral Elective (Arts and Sciences, Business, Education, Engineering)		3
Master's or Doctoral Elective (Arts and Sciences, Business, Education, Engineering)		3
Total Credits		**57**

Plan of Study

(57 Credits - Part Time)

Course	Title	Credits
First Year		
Fall		
PUBH 5101	Foundations of Public Health	3
PUBH 6601	Epidemiology and Biostatistics I	3
	Credits	**6**
Spring		
PUBH 5303	Program Planning and Evaluation	3
PUBH 6602	Epidemiology and Biostatistics II	3
	Credits	**6**
Summer		
PUBH 6608	Research Methods for Public Health and Practice	3
	Credits	**3**
Second Year		
Fall		
PUBH 7002	Leadership and Collaboration in Public Health	3
PUBH 7009	Applied Ethics in Public Health Practice and Policy	3
PUBH 7901	Public Health Doctoral Residency	0
	Credits	**6**
Spring		
PUBH 7006	Public Health Education and Training Stratgies	3
Master's or Doctoral Elective (Arts and Sciences, Business, Education, Engineering)		3
	Credits	**6**
Summer		
PUBH 7005	Systems Interventions and Policy Design in Public Health	3

PUBH 7007	Data Visualization and Communication for Public Health Impact	3
	Credits	**6**
Third Year		
Fall		
PUBH 7004	Inclusive Leadership and Resource Management in Public Health	3
PUBH 7008	Advanced Implementation Science in Public Health	3
PUBH 7901	Public Health Doctoral Residency	0
	Credits	**6**
Spring		
PUBH 7001	Advanced Research Methods in Public Health	3
PUBH 7003	Strategic Leadership and Organizational Change in Public Health	3
	Credits	**6**
Summer		
PUBH 7980	Public Health Doctoral Applied Practice Experience [1]	1
PUBH 7971	Public Health Doctoral Dissertation Proposal Development [1]	2
	Credits	**3**
Fourth Year		
Fall		
PUBH 7972	Public Health Doctoral Dissertation Research and Data Collection [1]	3
PUBH 7902	Public Health Doctoral Professional Development	0
Master's or Doctoral Elective (Arts and Sciences, Business, Education, Engineering)		3
PUBH 7901	Public Health Doctoral Residency	0
	Credits	**6**
Spring		
PUBH 7973	Public Health Doctoral Dissertation Writing and Defense [1]	3
PUBH 7902	Public Health Doctoral Professional Development	0
	Credits	**3**
	Total Credits	**57**

[1] Students requiring additional time to complete PUBH 7971, PUBH 7972, and/or PUBH 7973 (the three dissertation courses) are expected to enroll in **PUBH 7974:** Public Health Doctoral Dissertation Continuation (1 credit) in the following semester to continue dissertation work. Upon successfully meeting the requirements of PUBH 7971, PUBH 7972, and/or PUBH 7973 while enrolled in PUBH 7974, students may register for the subsequent course in the sequence the next semester.

(42 Credits - Part Time)

Course	Title	Credits
First Year		
Fall		
PUBH 7002	Leadership and Collaboration in Public Health	3
PUBH 7009	Applied Ethics in Public Health Practice and Policy	3
PUBH 7901	Public Health Doctoral Residency	0
	Credits	**6**
Spring		
PUBH 7006	Public Health Education and Training Stratgies	3
Master's or Doctoral Elective (Arts and Sciences, Business, Education, Engineering)		3
	Credits	**6**
Summer		
PUBH 7005	Systems Interventions and Policy Design in Public Health	3
PUBH 7007	Data Visualization and Communication for Public Health Impact	3
	Credits	**6**
Second Year		
Fall		
PUBH 7004	Inclusive Leadership and Resource Management in Public Health	3
PUBH 7008	Advanced Implementation Science in Public Health	3
PUBH 7901	Public Health Doctoral Residency	0
	Credits	**6**
Spring		
PUBH 7001	Advanced Research Methods in Public Health	3
PUBH 7003	Strategic Leadership and Organizational Change in Public Health	3
	Credits	**6**
Summer		
PUBH 7980	Public Health Doctoral Applied Practice Experience	1
PUBH 7971	Public Health Doctoral Dissertation Proposal Development [1]	2
	Credits	**3**
Third Year		
Fall		
PUBH 7972	Public Health Doctoral Dissertation Research and Data Collection [1]	3
PUBH 7902	Public Health Doctoral Professional Development	0
Master's or Doctoral Elective (Arts and Sciences, Business, Education, Engineering)		3
PUBH 7901	Public Health Doctoral Residency	0
	Credits	**6**

Spring		
PUBH 7973	Public Health Doctoral Dissertation Writing and Defense [1]	3
PUBH 7902	Public Health Doctoral Professional Development	0
	Credits	**3**
	Total Credits	**42**

[1] Students requiring additional time to complete PUBH 7971, PUBH 7972, and/or PUBH 7973 (the three dissertation courses) are expected to enroll in **PUBH 7974:** Public Health Doctoral Dissertation Continuation (1 credit) in the following semester to continue dissertation work. Upon successfully meeting the requirements of PUBH 7971, PUBH 7972, and/or PUBH 7973 while enrolled in PUBH 7974, students may register for the subsequent course in the sequence the next semester.

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 5303 Program Planning and Evaluation 3 Credits
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 6601 Epidemiology and Biostatistics I 3 Credits
This course presents epidemiologic principles and biostatistical methods essential to health research and practice. Data from a variety of public health research studies will be used to draw inferences about the health status of populations (e.g. identify patterns, determinants, and disparities in health outcomes). 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 used to inform evidence-based health decision-making, program planning, and policy development. 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.

PUBH 6602 Epidemiology and Biostatistics II 3 Credits
Prerequisite(s): PUBH 6601.
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. Student must be enrolled in Master's or Doctorate of Public Health Program.

PUBH 7001 Advanced Research Methods in Public Health 3 Credits
This doctoral-level course provides an in-depth exploration of research methodologies (including qualitative, quantitative, mixed methods, and policy analysis) used to address complex public health issues, from the individual to entire populations. Students will learn how to design and implement research and evaluation projects tailored to specific public health challenges, such as infectious disease outbreaks and management of chronic health conditions, while critically assessing the use of surveillance systems and national surveys. The course emphasizes the integration of theory and practice, evaluating the health policies and programs intended to address public health issues.

PUBH 7002 Leadership and Collaboration in Public Health 3 Credits
This doctoral-level course focuses on developing leadership and collaboration skills to drive health improvements and address health inequities. Students will learn strategies for effectively engaging diverse partners—such as researchers, practitioners, and community leaders—to foster partnerships that support public health initiatives. Emphasis will be placed on communication techniques that influence public behavior and policies across varying levels of health literacy. Additionally, the course explores the integration of multidisciplinary approaches and values from various professions and systems to comprehensively address public health challenges.

PUBH 7003 Strategic Leadership and Organizational Change in Public Health 3 Credits
This doctoral-level course is designed to develop advanced skills in strategic planning, decision-making, and organizational change within public health contexts. Students will learn to create comprehensive strategic plans that address public health priorities, while employing negotiation and consensus-building techniques to facilitate shared decision-making among partners. The course will also focus on the development of organizational change strategies to ensure effective implementation of public health initiatives and long-term improvements.

PUBH 7004 Inclusive Leadership and Resource Management in Public Health 3 Credits
This doctoral-level course explores strategies for promoting inclusion and equity within public health programs, policies, and systems, while emphasizing the importance of self-assessment in leadership development. Students will learn to critically assess their leadership strengths and weaknesses, including cultural proficiency, and propose effective human and fiscal resource plans to meet strategic public health goals. This course will also address the importance of DEIJ initiatives within the public health sphere. The course also provides practical approaches to cultivating new resources and revenue streams to sustain and advance public health initiatives.

PUBH 7005 Systems Interventions and Policy Design in Public Health 3 Credits
This doctoral-level course focuses on designing and implementing system-level interventions to tackle complex public health issues. Students will learn to integrate cultural values and practices into the development of inclusive public health policies and programs. The course also emphasizes the incorporation of scientific information, ethical frameworks, legal and regulatory considerations, and diverse stakeholder interests in policy analysis and development. Additionally, students will explore interprofessional approaches to fostering collaboration among teams to enhance public health outcomes.

PUBH 7006 Public Health Education and Training Stratgies 3 Credits
This doctoral-level course is designed to develop advanced skills in assessing educational needs and delivering effective training experiences within academic, organizational, and community settings. Students will learn to evaluate an audience's knowledge and learning needs to design tailored educational programs that promote engagement and understanding. The course also emphasizes the use of best practices and evidence-based pedagogical techniques to ensure high-quality learning experiences across diverse public health environments.

PUBH 7007 Data Visualization and Communication for Public Health Impact 3 Credits
This doctoral-level course focuses on developing advanced skills in data visualization and communication to effectively present public health data and evaluation findings. Students will learn to use visualization techniques to translate complex qualitative and quantitative data into clear, compelling narratives tailored to diverse audiences, including policymakers, practitioners, grant funders, partners, and the public. The course emphasizes the role of visual storytelling in communicating the impact and effectiveness of public health programs and policies, ensuring that students are equipped to convey critical insights and drive informed decision-making.

PUBH 7008 Advanced Implementation Science in Public Health 3 Credits
This doctoral-level course focuses on advanced principles and frameworks in implementation science, guiding students through the process of translating evidence-based public health interventions into practice. Students will explore strategies to identify and address barriers to the adoption, scaling, and sustainability of interventions in diverse public health settings. Emphasis will be placed on evaluating implementation outcomes, such as fidelity and reach, to assess the effectiveness of interventions in real-world contexts.

PUBH 7009 Applied Ethics in Public Health Practice and Policy 3 Credits
This doctoral-level course explores the application of ethical principles in public health practice, research, and policy development. Students will critically analyze complex ethical dilemmas related to health equity, resource allocation, privacy, and community engagement, with a focus on real-world case studies. The course emphasizes the role of ethics in decision-making processes and challenges students to apply ethical frameworks to contemporary public health issues, including global health, infectious disease control, and health inequities.

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.

PUBH 7901 Public Health Doctoral Residency 0 Credits
This residency course is designed to foster the professional and academic development of doctoral students in public health, with an emphasis on preparing for dissertation research and equipping students with the skills necessary for successful careers in academia, practice, and policy. The course provides a comprehensive framework for the transition from coursework to independent research, incorporating case studies, guest speakers, and community-engaged learning experiences with public health partners. As a zero-credit course, it is a required component of the program, to be completed three times during the doctoral journey. Class is graded pass/fail.

PUBH 7902 Public Health Doctoral Professional Development 0 Credits
This zero-credit, mandatory course is designed to ensure that doctoral students in public health engage in continuous professional development throughout their academic journey. The course requires students to complete a minimum of 20 continuing education hours beyond their regular coursework, focusing on advanced topics, emerging trends, and skills essential for their professional growth. The course needs to be repeated twice in the final year of study, each time participating in different professional development activities such as conferences, workshops, seminars, or specialized training sessions. Students are expected to provide documentation and reflection of the learning experiences. The course needs to be repeated twice in the final year of study. Class is graded pass/fail.

PUBH 7950 Teaching Practica in Public Health 3 Credits
This course provides doctoral students in public health the opportunity to develop and enhance their teaching skills through guided practice under the mentorship of a faculty member. Students will engage in curriculum design, lecture preparation, instructional delivery, and assessment development for undergraduate or graduate-level courses. Throughout the practicum, students will receive feedback on their teaching methods, classroom management, and student engagement techniques. The course emphasizes reflective practice, pedagogical strategies, and the adaptation of content to diverse learning styles and educational settings.

PUBH 7971 Public Health Doctoral Dissertation Proposal Development 2 Credits
This course guides doctoral students through the development of their dissertation proposal, focusing on designing a research project that contributes original knowledge to the field of public health, specifically but not limited to policies, programs or systems that address public health. Students will refine their research questions, review relevant literature, and develop a comprehensive methodology that aligns with their research objectives. Emphasis will be placed on crafting a robust proposal that addresses gaps in the literature and adheres to ethical and methodological standards. By the end of the course, students will submit a well-developed dissertation proposal for approval by their dissertation committee. PUBH 7971, PUBH 7972, and PUBH 7973 satisfy the program's integrative learning experience requirement. Class is graded pass/fail.

PUBH 7972 Public Health Doctoral Dissertation Research and Data Collection 3 Credits
Prerequisite(s): PUBH 7971.
This course builds on the dissertation proposal developed in the Public Health Doctoral Dissertation Proposal Development (PUBH 7971) course. In this course, doctoral students will conduct the research outlined in their approved dissertation proposals, focusing on data collection and preliminary analysis. Students will implement their research methodologies, collect data, and ensure adherence to ethical standards and research protocols. This course provides support and guidance on managing research activities, troubleshooting challenges, and maintaining data integrity. Students are expected to make significant progress in their research and prepare for the analysis phase of their dissertation work. PUBH 7971, PUBH 7972, and PUBH 7973 satisfy the program's integrative learning experience requirement. Class is graded pass/fail.

PUBH 7973 Public Health Doctoral Dissertation Writing and Defense 3 Credits
Prerequisite(s): PUBH 7972.
In the final course in the dissertation sequence, students will complete the dissertation proposal originally developed in the Public Health Doctoral Dissertation Proposal Development (PUBH 7971) course. This course supports doctoral students in writing and defending their dissertation, focusing on synthesizing research findings and preparing for the final oral defense. Students will complete their three dissertation manuscripts, incorporating feedback from their committee members and ensuring clarity, coherence, and scholarly rigor. The course includes workshops on dissertation writing, presentation skills, and strategies for a successful defense. Students will schedule and conduct their dissertation defense, demonstrating their ability to contribute original research to the field of public health and engaging in scholarly discussion with their committee. PUBH 7971, PUBH 7972, and PUBH 7973 satisfy the program's integrative learning experience requirement. Class is graded pass/fail.

PUBH 7974 Public Health Doctoral Dissertation Continuation 1 Credit
Prerequisite(s): PUBH 7973.
This course is designed to support doctoral students requiring additional time to complete any remaining stages of the dissertation process, such as finalizing data collection, conducting analyses, synthesizing findings, or preparing for the oral defense. The course offers structured guidance from the dissertation committee to ensure that students maintain steady progress, uphold ethical standards in research, and resolve any challenges encountered in their work. Regular check-ins, goal setting, and feedback sessions will help students focus on specific aspects of their dissertation in need of refinement. Enrollment in Dissertation Continuation is on a semester-by-semester basis until the requirements are met for PUBH 7971, PUBH 7972, and/or PUBH 7973. This course is graded as pass/fail.

PUBH 7980 Public Health Doctoral Applied Practice Experience 1 Credit
This doctoral-level course provides students with a practice experience, regardless of prior professional background, in which they complete one or more projects that contribute meaningfully to an organization and demonstrate advanced public health practice. Students will integrate theory into real-world applications by collaborating with external organizations such as governmental, non-profit, for-profit, and industrial settings. Each student will produce a work product that reflects a depth of competence and includes a reflective component, allowing for personal and professional insights into the experience as well as providing the student to develop leadership skills. This course satisfies the program's applied practice experience requirement. Class is graded pass/fail.

Doctorate in 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 DCN program is accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). 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 program that incorporates didactic and supervised practice throughout the curriculum.

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 Medical Nutrition Therapy 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 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 7071 Nutrition Leadership and Emerging Topics 3 Credits
This course will focus on principals of organizational management as well as current topics specific to Nutrition and Dietetics.

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

NUTR 7954 Nutrition Practicum II 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(s): 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 program that incorporates didactic and supervised practice 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	Medical Nutrition Therapy	3
NUTR 7051	Sports Nutrition	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	Nutrition Practicum II	3-4
NUTR 7961	DCN Project Seminar I	1
NUTR 7962	DCN Project Seminar II	2
NUTR 7963	DCN Project Seminar III	2
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
PUBH 6608	Research Methods for Public Health and Practice	3
PUBH 6601	Epidemiology and Biostatistics I	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	Medical Nutrition Therapy	3
	Credits	**9**
Second Year		
Fall		
PUBH 6608	Research Methods for Public Health and Practice	3
NUTR 7953	Nutrition Practicum I	4
NUTR 7961	DCN Project Seminar I	1
	Credits	**8**
Spring		
PUBH 6601	Epidemiology and Biostatistics I	3
NUTR 7020	Community Nutrition	3
NUTR 7035	Advanced Nutrition Counseling	3
	Credits	**9**
Summer		
NURS 7612	Research Translation for Clinical Practice	3
NURS 7602	Healthcare Economics and Marketing	3
NUTR 7951	Community Nutrition Practicum	1
	Credits	**7**
Third Year		
Fall		
NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7051	Sports Nutrition	3
NUTR 7962	DCN Project Seminar II	2
	Credits	**8**
Spring		
NUTR 7071	Nutrition Leadership and Emerging Topics	3
NUTR 7954	Nutrition Practicum II	4
NUTR 7963	DCN Project Seminar III	2
	Credits	**9**
	Total Credits	**67**

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 an 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 7060	Advanced Clinical Nutrition	3
NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7954	Nutrition Practicum II	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
NUTR 7954	Nutrition Practicum II	3
	Credits	**6**
Summer		
NURS 7602	Healthcare Economics and Marketing	3
	Credits	**3**
	Total Credits	**47**

Post-RDN (Part Time)

Course	Title	Credits
First Year		
Fall		
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7620	Advanced Concepts in Pathophysiology	3
	Credits	**6**
Spring		
NURS 7608	Research Methods for Evidence-Based Practice	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 7601	Epidemiology and Biostatistics	3
NUTR 7051	Sports Nutrition	3
	Credits	**6**
Spring		
NUTR 7035	Advanced Nutrition Counseling	3
NUTR 7961	DCN Project Seminar I	1
	Credits	**4**

Summer		
NURS 7602	Healthcare Economics and Marketing	3
NURS 7612	Research Translation for Clinical Practice	3
	Credits	**6**
Third Year		
Fall		
NUTR 7060	Advanced Clinical Nutrition	3
NUTR 7061	Pediatric/Geriatric Nutrition	3
NUTR 7962	DCN Project Seminar II	1
	Credits	**7**
Spring		
NURS 7615	Leadership and Interprofessional Collaboration	3
NUTR 7954	Nutrition Practicum II	3
	Credits	**6**
	Total Credits	**47**

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 Seminar	6
PUBH 6961	Public Health Capstone I	3
PUBH 6962	Public Health Capstone II	3
HCAD 6100	Introduction to the United States Healthcare System	3
PUBH 6601	Epidemiology and Biostatistics I	3
PUBH 6602	Epidemiology and Biostatistics II	3
PUBH 6608	Research Methods for Public Health and Practice	3
NURS 7605	Advanced Health Policy	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.

(Fall Start - Full Time)

Course	Title	Credits
First Year		
Fall		
HCAD 6100	Introduction to the United States Healthcare System	3
PUBH 6601	Epidemiology and Biostatistics I	3
NURS 7611	Social and Behavioral Determinants of Health	3
PUBH 5101	Foundations of Public Health	3
	Credits	**12**
Spring		
PUBH 6608	Research Methods for Public Health and Practice	3
PUBH 5303	Program Planning and Evaluation	3
PUBH 6602	Epidemiology and Biostatistics II	3
	Credits	**9**
Summer		
NURS 7605	Advanced Health Policy	3
PUBH 6951	Public Health Fieldwork Experience 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**

Fall Start (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		
PUBH 6601	Epidemiology and Biostatistics I	3
PUBH 6608	Research Methods for Public Health and Practice	3
	Credits	**6**
Spring		
PUBH 6602	Epidemiology and Biostatistics II	3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
	Credits	**6**
Summer		
PUBH 6951	Public Health Fieldwork Experience 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
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.

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.

PUBH 6601 Epidemiology and Biostatistics I 3 Credits
This course presents epidemiologic principles and biostatistical methods essential to health research and practice. Data from a variety of public health research studies will be used to draw inferences about the health status of populations (e.g. identify patterns, determinants, and disparities in health outcomes). 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 used to inform evidence-based health decision-making, program planning, and policy development. 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.

PUBH 6602 Epidemiology and Biostatistics II 3 Credits
Prerequisite(s): PUBH 6601.
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. Student must be enrolled in Master's or Doctorate of Public Health Program.

PUBH 6608 Research Methods for Public Health and Practice 3 Credits
The purpose of this course is to provide the student with the skills needed to develop a public health research study proposal. This course prepares the student to identify population health issues and critically evaluate existing research for relevance and application to public health practice. An overview of theory is presented as a vehicle for understanding public health or healthcare research. Basic concepts of research methods will be examined in order to plan and evaluate public health programs, policies, and system-level changes. Using an evidence-based and/or research approach, students identify a public health problem within a specific community or population, considering ethical principles such as equity, community participation, and protection of human subjects. Students use reflection in the evaluation of public health research.

PUBH 6951 Public Health Fieldwork Experience 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 health leadership and 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
Prerequisite(s): PUBH 6601, PUBH 6602.
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(s): 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.

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 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.

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 Nursing

The Egan School admits students into the MSN program in three tracks: Nursing Leadership, Family Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner 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. 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.

CCNE Accreditation

The Master of Science in Nursing program at Fairfield University is accredited by the Commission on Collegiate Nursing Education.

Programs

- Dual Degree Master of Science in Nursing and Master of Business Administration
- Master of Science in Nursing: Family Nurse Practitioner
- Master of Science in Nursing: Nursing Leadership
- 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. Principals of disease prevention, risk reduction, and health promotion are applied to diverse populations in the USA and worldwide. Students synthesize prior experience and learning with public health theory to provide collaborative, quality care across the lifespan. Using an ecological model, students engage in evidence based care for individuals, families, groups, communities and populations. Global issues related to the impact of social policies on healthcare and health equity, and needs of vulnerable populations are also examined. 42 theory hours, 42 clinical hours. Undergraduate equivalent: NURS 4330.

NURS 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: $262 Nursing ECCO Fee
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
Fee: $25 Nursing IHI Fee
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.

NURS 6523 Quality Outcomes Management I 5 Credits
Prerequisite(s): 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.

NURS 6524 Quality Outcomes Management II 5 Credits
Prerequisite(s): 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.

NURS 6951 Master's Leadership Practicum 4 Credits
Prerequisite(s): 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.

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.

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.

NURS 7604 Advanced Health Assessment 4 Credits
Prerequisite(s): 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 $200. 28 theory hours, 56 lab hours.

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.

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.

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
Prerequisite(s): 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.

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.

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.

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.

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.

NURS 7641 Advanced Pharmacology 3 Credits
Prerequisite(s): 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.

NURS 7642 Adult Health I 3 Credits
Prerequisite(s): 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.

NURS 7643 Adult Health II 4 Credits
Prerequisite(s): 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.

NURS 7645 Care of Children and Families 3 Credits
Corequisite(s): NURS 7952.
Prerequisite(s): 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.

NURS 7647 Care of At-Risk Populations 3 Credits
Corequisite(s): NURS 7953.
Prerequisite(s): 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.

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.

NURS 7651 Mental Health Nursing of Children and Adolescents 2 Credits
Prerequisite(s): 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.

NURS 7652 Mental Health Nursing of Individuals Across the Lifespan 3 Credits
Corequisite(s): NURS 7659.
Prerequisite(s): 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.

NURS 7659 Foundational Clinical Skills for Advanced Psychiatric Nursing Practice 3 Credits
Corequisite(s): NURS 7652.
Prerequisite(s): 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(s): NURS 7955.
Prerequisite(s): 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.

NURS 7663 Primary Mental Health Nursing of At-Risk Populations Across the Lifespan 2 Credits
Corequisite(s): NURS 7956.
Prerequisite(s): 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.

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.

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.

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.

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.

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.

NURS 7699 DNP Seminar II 1 Credit
Prerequisite(s): 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.

NURS 7950 CYCLE (Community Youth Collaborative Education) Clinical Hours 0 Credits
Fee: $250 PMHNP Cycle Clinical Fee
Prerequisite(s): NURS 7604.
This programming will begin in NP students' second year in the program and consist of various activities working with children, adolescents and young adults in the community including at Fairfield University. Activities will be focused on mental health screening and wellness promotion including resiliency skills.

NURS 7951 Practicum in Adult Health I 5 Credits
Fee: $1000 FNP Practicum Fee
Prerequisite(s): 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.

NURS 7952 Clinical Conference Across the Lifespan: FNP Practicum I 5 Credits
Fee: $1000 FNP Practicum Fee
Corequisite(s): NURS 7645.
Prerequisite(s): 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.

NURS 7953 Clinical Conference Across the Lifespan: FNP Practicum II 5 Credits
Fee: $1000 FNP Practicum Fee
Corequisite(s): NURS 7647.
Prerequisite(s): 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.

NURS 7954 Practicum I: PMHNP 4 Credits
Fee: $1000 PMHNP Practicum Fee
Prerequisite(s): 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.

NURS 7955 Practicum II: PMHNP 5 Credits
Fee: $1000 PMHNP Practicum Fee
Corequisite(s): 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.

NURS 7956 Practicum III: PMHNP 4-6 Credits
Fee: $1000 PMHNP Practicum Fee
Corequisite(s): 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.

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.

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: 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 (750 hours) of practicum experience.

Requirements

Code	Title	Credits
Graduate Core Courses		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	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	5
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	5
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	5
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 7643	Adult Health II	4
	Credits	**4**
Summer		
NURS 7951	Practicum in Adult Health I	5
	Credits	**5**
Third Year		
Fall		
NURS 7645	Care of Children and Families	3
NURS 7952	Clinical Conference Across the Lifespan: FNP Practicum I	5
	Credits	**8**
Spring		
NURS 7647	Care of At-Risk Populations	3
NURS 7953	Clinical Conference Across the Lifespan: FNP Practicum II	5
	Credits	**8**
	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 includes experienial learning and electives that a students can choose from a variety of courses in any of the graduate schools at Fairfield. These electives support focused content in areas such as management, education or technology.

Requirements

Code	Title	Credits
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
NURS 7605	Advanced Health Policy	3
HCAD 6200	Healthcare Reimbursement and Organizational Performance	3
NURS 7641	Advanced Pharmacology	3
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7614	Information Technology for Healthcare Improvement	3
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7608	Research Methods for Evidence-Based Practice	3
NURS 6951	Master's Leadership Practicum	4
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
Total Credits		**37**

Plan of Study

Course	Title	Credits
First Year		
Fall		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7620	Advanced Concepts in Pathophysiology	3
	Credits	**6**
Winter		
NURS 7605	Advanced Health Policy	3
	Credits	**3**
Spring		
HCAD 6200	Healthcare Reimbursement and Organizational Performance	3
NURS 7641	Advanced Pharmacology	3
	Credits	**6**
Summer		
NURS 7611	Social and Behavioral Determinants of Health	3
NURS 7614	Information Technology for Healthcare Improvement	3
	Credits	**6**
Second Year		
Fall		
NURS 7615	Leadership and Interprofessional Collaboration	3
NURS 7608	Research Methods for Evidence-Based Practice	3
	Credits	**6**
Winter		
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
	Credits	**3**
Spring		
Master's Elective (Arts and Sciences, Business, Education, Engineering)		3
NURS 6951	Master's Leadership Practicum	4
	Credits	**7**
	Total Credits	**37**

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 (750 hours) of practicum experience.

Requirements

Code	Title	Credits
Graduate Core Courses		
NURS 6521	Healthcare Leadership Roles for Systems Improvement	3
NURS 7605	Advanced Health Policy	3
NURS 7611	Social and Behavioral Determinants of Health	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 7950	CYCLE (Community Youth Collaborative Education) Clinical Hours	0
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 7611	Social and Behavioral Determinants of Health	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
NURS 7950	CYCLE (Community Youth Collaborative Education) Clinical Hours	0
	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

Patricia Simino Boyce, PhD, RN
Dean

Christa Palancia Esposito, DNP, MSN, CNM
Associate Dean, Academic Affairs

Bridget Hussain, PhD, RD, CDCES, CDN
Associate Dean, Student Success

Kristin Meyer, MSN, APRN
Assistant Dean, Student Success

Christelle Luchsinger, MS, BA
Assistant Dean, Experiential Learning

Vanessa Lundin, MSN, RN, C-EFM
Student Academic Advisor

Department Chairs

Christopher Lacerenza, DNP, FNP-BC
Undergraduate Nursing

Anthony Santella, DrPH, MPH, MCHES, CPH
Health Sciences

Department Vice Chair

Diana Mager, DNP, MPH, CNE, RN-BC
Undergraduate Nursing

Program Directors

Steven Belmont, DNP, CRNA, APRN, CFII
Nurse Anesthesia
Fairfield, CT Location
Austin, Texas Location

Robin Cook, PhD, RN, RNC-OB
Second Degree Nursing
Austin, TX Location

Jennifer DiPiazza-Sileo, PhD, PMNHP-BC
Psychiatric Nurse Practitioner

Jennifer Schindler-Ruwisch, DrPH, MPH, CPH
Undergraduate Public Health

Janina Gilo-Tomkins, DNP, APRN, FNP-C
Family Nurse Practitioner

Sally Gerard, DNP, RN, CDCES
Leadership and MSN/MBA

Marybec Griffin, PhD, MPH, MA
Master in Public Health

Christopher Lacerenza, DNP, FNP-BC
Second Degree Nursing
Fairfield, CT Location

Christa Palancia Esposito, DNP, MSN, CNM
Nurse Midwifery

Susan Reynolds, RN, BSN, MAHSM, CNML
Simulation

Anthony Santella, DrPH, MPH, MCHES, CPH
Doctor of Public Health

Janet Stuhrcke, MOE, RDN, CNSC, FAND
Doctorate in Clinical Nutrition

Lisa Sundean, PhD, MHA, RN
Masters in Healthcare Administration

Leigh Taylor, DNP, MSNA, CRNA, APRN
Nurse Anesthesia
Fairfield, CT Location
Austin, Texas Location

Dorothy Vittner, PhD, RN, CHPE
Post-Masters' Doctor of Nursing Practice

Erica Wuchiski, MSN, BSN, RN
Master's Entry to Practice Nursing

Program Coordinator

Katherine Dalton, DNP, MSN, BSN RN
Program Coordinator for Undergraduate Nursing programs
Fairfield, CT Location

Faculty

Jessica Alicea
Professor of Nursing and Public Health
BSN, MSN, PhD, University of Connecticut
MPH, Southern Connecticut State University

Christine Aloi
Nurse Anesthesia Simulation and
DNP Project Coordinator for Nurse Anesthesia
Assistant Professor of the Practice
BS, University of Connecticut
BSN, DNP, Fairfield University

Carolyn Altuna
Nurse Anesthesia Instructor of the Practice
BS, Xavier University
BSN, Goldfarb School of Nursing at Barnes-Jewish College
MSN, Goldfarb School of Nursing at Barnes-Jewish College

Pamela Barnwell-Sanders
Associate Professor of the Practice, Nursing
MBA, Sacred Heart University
MSN, Sacred Heart University
EdD, Southern Connecticut State University

Audrey Beauvais
Professor of Nursing
BSN, Fairfield University
MBA, MSN, Sacred Heart University
DNP, Case Western Reserve University

Steven Belmont
Program Director of Nurse Anesthesia Program
Associate Professor of the Practice
Fairfield, CT Location
Austin, Texas Location
BSN, DNP, Fairfield University
MSN, Fairfield University

Suzanne Buchner
Instructor of the Practice, Nursing
MSN, University of Maryland Baltimore

Karen Burrows
Assistant Professor of the Practice, Nursing
BSN, Quinnipiac University
DNP, MAHSM, Sacred Heart University

Jaclyn Conelius
Professor of Nursing
BS, Fairfield University
MSN, Yale University
PhD, University of Connecticut

Danielle Conklin
Assistant Professor of Nursing
BSN, MSN, DNP, New York University

Robin Cook
Director Second Degree Nursing Austin, TX
Associate Professor of the Practice, Nursing
BS, Queen's University
MSN, Texas A&M University
PhD, Texas Women's University

Katherine Dalton
Program Coordinator for Undergraduate Nursing Programs Fairfield, CT Location
Visiting Professor of Nursing
MSN, Sacred Heart University
DNP, Fairfield University

Christine Denhup
Associate Professor of Nursing
BSN, Southern Connecticut State University
MSN, Yale University

PhD, Seton Hall University

Kimberly Doughty
Associate Professor of Public Health
BS, University of New Haven
MPH, Southern Connecticut State University
PhD, University of Massachusetts, Amherst

Christa Esposito
Associate Dean, Academic Affairs
Director of Nurse Midwifery Program
Associate Professor of Nursing
BSN, Western Connecticut State University
MS, Stony Brook University
DNP, Fairfield University

Luis Flores
Instructor of the Practice, Nursing
MSN, Texas A&M University

Erin Fusco
Assistant Professor of the Practice, Nursing
DNP, SUNY Stony Brook
MSN, Columbia University
BSN, Mount Saint Vincent College

Sally Gerard
Director of Leadership and MSN/MBA
Professor of Nursing
BS, Pace University
MSN, College of New Rochelle
DNP, Case Western University

Janina Gilo-Tomkins
Director of Family Nurse Practitioner Program
Assistant Professor of the Practice, Nursing
BA, University of Pennsylvania
MSN, Yale University
DNP, University of Pennsylvania

Mackenzie Gordon
Assistant Professor of the Practice, Clinical Nutrition
BS, University of New Haven
MS, University of Rhode Island
DCN, Fairfield University

Hilary Graboff
Nurse Anesthesia Program Faculty

Danielle Hall
Assistant Professor of the Practice, Nursing
BSN, University of Scranton
MSN, Yale University
DNP, Case Western Reserve University

Christa Hartch
Assistant Professor of the Practice in Nursing
PhD, Vanderbilt University School of Nursing
MSN, Yale University School of Nursing

Janice Holmes
Assistant Professor of the Practice, Nursing
MSN, Fairfield University
BSN, Fairfield University
DNP, Fairfield University

Althea Huckins
Assistant Professor of the Practice, Nursing
BA, Dickinson College
BSN, MSN, Columbia University
DNP, Stony Brook University

Bridget Hussain
Associate Dean, Student Success
Assistant Professor of Public Health
BS, MS, PhD., New York University

Rose Iannino-Renz
Assistant Professor of the Practice, Nursing
BSN, Sacred Heart University
MSN, Southern Connecticut University
DNP, Quinnipiac University

Heather Johnston
Nurse Anesthesia Program Faculty
BSN, Boston College
DNP, CRNA, Fairfield University

Meredith Kazer
Professor of Nursing
BSN, Boston University
MSN, Yale University
PhD, New York University

Alison Kris
Professor of Nursing
BS, University of Pennsylvania
MSN, PhD, University of California, San Francisco

Christopher Lacerenza
Undergraduate Nursing Department Chair
Director Second Degree Nursing
Assistant Professor of the Practice, Nursing
BSN, DNP, Fairfield University

Jenna LoGiudice
Professor of Nursing
BS, Fairfield University
MSN, Yale University
PhD, University of Connecticut

Vanessa Lundin, MSN, RN, C-EFM
Student Academic Advisor
Visiting Instructor of the Practice
MSN, Chamberlain University
BSN, Chamberlain University

Diana Mager
Undergraduate Nursing Department Vice Chair
Professor of Nursing
BS, Fairfield University
MSN, Western Connecticut State University
DNP, Case Western Reserve University

Paul Mallet
Nurse Anesthesia Faculty Specialist
BS, DNP, CNRA, Louisiana State University

Toby McPherson

Nurse Anesthesia Program Faculty

Crystal Mendl
Instructor of the Practice, Nursing
MSN, Texas Tech University

Kristin Meyer
Assistant Dean, Student Success
Instructor of the Practice, Nursing
BS, University of Michigan
MSN, Yale University

Megan Monsivais
Nurse Anesthesia Faculty Specialist
BSN, University of Arkansas
DNP, Baylor College of Medicine

Samantha Mraz
Assistant Professor of the Practice, Nursing
BA, Kings College
BSN, DNP, Fairfield University

Megan Nava
Assistant Director Second Degree Nursing Program Austin, TX
Instructor of the Practice, Nursing
BS, University of Northern Colorado
ADN, Excelsior University
MSN, Concordia University Texas

Eileen O'Shea

Director of Kanarek Center for Palliative Care
Professor of Nursing
BSN, Boston College
MSN, University of Pennsylvania
DNP, Case Western Reserve University

Gina Petersen
Simulation Lab Coordinator
Visiting Instructor of Nursing
BSN, Quinnipiac University
MSN, Sacred Heart University

Kathryn Phillips
Professor of Nursing
BS, State University of New York
MSN, PhD, Boston College

Rose Piccolo
Nurse Anesthesia Program Faculty
BA, The College of the Holy Cross
BSN, University of Connecticut
DNP, CNRA, Fairfield University

Kathleen Plourde
Assistant Professor of Public Health
DrPH, University of Illinois at Chicago, School of Public Health
MPH, Boston University School of Public Health
BA, Eastern Connecticut State University

Linda Roney
Professor of Nursing
BSN, Villanova University
MSN, EdD, Southern Connecticut State University

Caitlin Rowlette Mackay
Instructor of the Practice, Nursing
BSN, Concordia University Texas
MSN in Informatics, Concordia University Texas

Elizabeth Sack
Instructor of the Practice, Clinical Nutrition
BS, Cornell University
MBA, Fitchburg State University

Anthony Santella
Health Sciences Department Chair
Director of Doctor of Public Health Program
Professor of Public Health
BS, University of Connecticut
MPH, Emory University
DrPH, Tulane University

Jennifer Schindler-Ruwisch
Director of Undergraduate Public Health
Associate Professor of Public Health
BS, College of William and Mary
MPH, Columbia University
DrPH, George Washington University

Janice Sikorski
Instructor of the Practice in Nursing
BSN, Chamberlain College
RN, St Vincent School of Nursing
MSN-Ed, Grand Canyon University

Patricia Simino Boyce
Dean
BSN, Hunter College
MA, Brooklyn College
MA, New York University
PhD, M. Phil, City University of New York

Janet Stuhrcke
Director of Doctorate in Clinical Nutrition Program
Assistant Professor of the Practice, Clinical Nutrition
BS, University of Connecticut
MOE, University of New Hampshire

Lisa Sundean
Director, Masters in Healthcare Administration Program
Associate Professor
PhD, University of Connecticut
MSW, University of Phoenix
MHA, University of Phoenix

Leigh Taylor
Associate Program Director for Nurse Anesthesia
Assistant Professor of the Practice
DNP, Samford University
MSN, Middle Tennessee School of Anesthesia
BSN, Bellarmine College

Darving Vargas Ramos
Clinical Coordinator Austin TX
MSN, Molloy University

Dorothy Vittner
Assistant Professor of Nursing

Director of Post-Masters' Doctor of Nursing Practice Program
BSN, Western Connecticut State University
MSN, University of Hartford
PhD, University of Connecticut

Stephanie Welsh
Clinical Faculty Specialist in Midwifery
Assistant Professor of the Practice, Nursing
BS, Syracuse University
MSN, Yale University
DNP, University of Connecticut

Kristie Wilson
Instructor of the Practice, Nursing
BSN, University of Louisiana at Layfayette
MSA, APRN, University of Texas at Austin

Erica Wuchiski
Director of Master's Entry to Practice Program
Instructor of the Practice, Nursing
BSN, University of Connecticut
MSN, Fairfield University

Faculty Emeriti

Cynthia Bautista
Associate Professor of Nursing, Emerita

Sheila Grossman
Professor of Nursing, Emerita, 1991-2017

Doris Lippman
Professor of Nursing, Emerita, 1980-2014

Suzanna MacAvoy
Professor of Nursing, Emerita, 1972-2003

Joan M. Mohr
Assistant Professor of Nursing, Emerita, 1972-1995

Jeanne M. Novotny
Dean, School of Nursing, Emerita, 2001-2011

Alice M. Obrig
Assistant Professor of Nursing, Emerita, 1973-2001

Carole Pomarico
Assistant Professor of Nursing, Emerita, 1973-2022

Phyllis E. Porter
Associate Professor of Nursing, Emerita, 1970-1989
Dean, School of Nursing, Emerita

Joyce M. Shea
Professor of Nursing, Emerita, 2004-2023

Kathleen Wheeler
Professor of Nursing, Emerita

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South Shore Hospital
Bristol, RI

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President, The Kanarek Family Foundation
Greenwich, CT

Sabrina Opiola McCauley '92, DNP, NNP-BC, CPNP
Program Director Pediatric Nurse Practitioner Program
Columbia University
New York, NY

James McCullagh, MBA
Associate Executive Director, Finance
Phelps Hospital
Darien, CT

Bonnie Molloy, P'93, CRNA, APRN, PhD
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Chief Nurse Anesthetist
Bridgeport Hospital
Fairfield, CT

Meghan Mooney '05, BSN
Ascension Seton
Austin, TX

Elner L. Morrell '81, P'03, BSN, RN
Senior Information Systems Project Manager
United HealthGroup Inc.
Prospect, CT

Sally Ann Nestor '91, RN, BSN, OCN
Black Rock Medical Group
Trumbull, CT

David Pereira '87, MD
NYU-Langone Medical Center
New York, NY

Colleen McAndrew Quinn '93, PT
Physical Therapist
Medstar Georgetown University Hospital
Washington, DC

Claudia Schechter
Vice President, The Schechter Foundation
New York, NY

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