




GRADUATE COURSE CATALOG

2014 - 2015

 **Fairfield University** | Graduate Catalog

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Graduate Catalogs of Fairfield University

2014-15

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Charles F. Dolan School of Business
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College of Arts and Sciences Graduate Programs

2014-15

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2014-15 ACADEMIC CALENDAR - GRADUATE PROGRAMS

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2014	
July 7	Registration begins for all Graduate programs for Fall, 2014 Applications for degree are due for August 30th graduation
Aug. 1	Last day for students to sign up for Fall 2014 monthly payment plan
Aug. 11	Last day for online registration for Fall 2014 (Registration continues in person and by phone)
Sept. 1	Labor Day - University holiday
Sept. 2	Classes begin for all graduate programs
Sept. 19	Deadline for Summer, 2014 and Spring, 2014 make up of Incompletes
Oct. 13	Columbus Day - University holiday
Nov. 3	Last day to withdraw from Fall courses (except ASAP II courses)
Nov. 26 - Nov. 30	Thanksgiving Recess
Dec. 1	Classes resume for all schools Applications for degree are due for January 30th graduation Registration begins for all Graduate Studies Programs for Spring, 2015
Dec. 19	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2015 monthly payment plan

Winter 2015 Intersession	
Jan. 2 - Jan. 13	Winter Intersession - Dolan School of Business

Spring 2015	
Jan. 2	Last day for online registration for Spring 2015 (Registration continues in person and by phone)
Jan. 19	Martin Luther King, Jr. Day - University Holiday
Jan. 20	Classes begin for all schools
Feb. 16	President's Day - University holiday
March 20	Last day to withdraw from Spring courses (except in ASAP II courses)
March 9 - March 13	Spring Recess
March 16	Classes resume
April 1	Registration begins for all Graduate programs for Summer, 2015 Applications for degree are due for May graduation - all schools
April 2 - April 5	Easter Recess all Graduate programs

April 6	Classes resume
May 8	Last day of classes/exams for all graduate programs
May 16	Baccalaureate Mass
May 17	65th Commencement Graduate Ceremony - 3 p.m.

Summer 2015	
May 18 - May 29	Graduate Business Summer Session I; Memorial Day Holiday, May 25
May 18 - Aug. 7	Engineering Summer Session; Memorial Day Holiday, May 25
June 1 - June 25	Graduate Business Summer Session II
June 29 - Aug. 1	Graduate Business Summer Session III (July 4 Holiday)
July 6	Registration begins for all Graduate Programs for Fall, 2015 Applications for Degree are due for August 30th graduation (all schools)
Aug. 3 - Aug. 22	Graduate Business Summer Session IV

A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

Fairfield is consistently ranked as one of the top master’s level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master’s programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as "whole persons" - in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your graduate education at Fairfield University.

Sincerely,

Jeffrey P. von Arx, S.J.

President



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 individuals with unique abilities and potentials, and it respects the personal and academic freedom of all 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.

Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the nearly 500-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,400 undergraduate students, 1,200 graduate students, and more than 400 students enrolled for degree completion programs, as well as personal and professional enrichment courses and certificates.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 41 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Nursing, and Graduate School of Education and Allied Professions. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

Since 1993, 63 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University's commitment to the God –given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative,

social, and spiritual – as together, the community seeks to realize a vision of common good that is rooted in genuine human solidarity.

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

Campus Resources & Services

Student Handbook

For information about the Office of Graduate Student Life, parking regulations and stickers, the StagCard, Quick RecPlex, and campus resources and student services, please see the Student Handbook at www.fairfield.edu/studenthandbook and the Graduate Student Reference Guide at www.fairfield.edu/gradstudentlife.

DiMenna-Nyselius Library

The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Windows-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, scanners, microform readers and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 376,000 e-books, 515 print journal and newspaper subscriptions, electronic access to 60,000 full-text journal and newspaper titles, and 15,000 audiovisual items. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using the research portal, Summon Discovery system. Library resources are accessible from any desktop on or off campus at <http://www.fairfield.edu/library/>. From this site, students use their NetID and password to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence and the Writing Center are both housed on the lower level. The IT Help Desk is on the main level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

Rudolph F. 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.

Early Learning Center

The Early Learning 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 emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year (when the campus is open) from 7:30 a.m.-5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and 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 www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Aloysius P. Kelley, S.J. Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Exploratory Advising, Disability Support Services, New Student Programs, as well as the Career Planning Center.

Computing Services

Fairfield University has high-speed fiber-optic cable connectivity, with transmission speeds of up to 1 gigabit-per-second. This technology connects our classrooms, residence halls, and offices, providing fast and reliable access to the online library catalogue, email, various databases, and other electronic resources.

Students, staff, and faculty have access to 12 computer labs located throughout campus. These labs are supported by knowledgeable lab assistants, and are open 14 hours a day for both walk-in and classroom use. Each computer lab offers hardware and software for Windows and Macintosh environments. Every dormitory room has access to wired/wireless internet, cable television, and a phone/voicemail connection. Students are issued individual NetID accounts, and are given access to our secure portal my.Fairfield. Here, students are able to check their e-mail, grades, register for courses, review their academic and financial records, and access campus-wide announcements.

Information Technology Services (ITS)

Located within the DiMenna-Nyselius Library, the ITS Help Desk is open Monday through Friday from 8:30 a.m. to 7:00 p.m. and can be reached by phone at (203) 254-4069 or by email at its@fairfield.edu. The ITS offices are located on the first and second floors of Dolan Commons. The ITS team manages all technology services on campus including academic computing, administrative computing, network services, project management, training, and support services.




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 the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series **Open Visions Forum**. The new **Bellarmino Museum of Art** is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit www.fairfield.edu/arts.

Other Requirements

NetID

A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and access to my.Fairfield.

-  Your NetID username is not case sensitive
-  It is generated from University records, and it is a combination of your first, middle, and last names or initials
-  Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard

Your NetID will remain active until you graduate. You will need to change your password every 90 days.

To activate (or "claim") your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: <http://netid.fairfield.edu>. For more detailed information, including step-by-step instructions, visit www.fairfield.edu/netid.

You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.

After claiming your NetID, visit <http://mail.student.fairfield.edu> to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.).

Your e-mail address follows this format: netid@student.fairfield.edu. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

my.Fairfield (<http://my.Fairfield.edu>)

All graduate students are issued individual accounts for my.Fairfield, a secure website 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.

Students may also register their cell phone number for entry into the StagAlert system, Fairfield University's emergency notification system. Click on the "Update Cell Phone Number" link under Student tab, Personal Information link, and follow the prompts.

Students can log in to my.Fairfield with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with my.Fairfield call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

ACCREDITATIONS

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

Additional accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

- B.S. Computer Engineering Program
- B.S. Electrical Engineering program
- B.S. Mechanical Engineering program
- B.S. Software Engineering Program

American Chemical Society

- (College of Arts and Sciences)
- B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education

- (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

- (School of Nursing)
- Undergraduate Nursing programs
- Master's Nursing programs
- Doctoral programs

National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary Education
- Secondary Education
- School Counseling
- School Library Media Specialist
- School Psychology
- Special Education
- TESOL/Bilingual Education programs

National Association of School Psychologists (NASP)

- (GSEAP)
- School Psychology

Program approvals include:

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 National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary and Secondary Education
- Special Education
- TESOL/Bilingual Education
- School Counseling
- School Library Media
- School Psychology
- Connecticut State Board of Examiners for Nursing
- Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International - The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE - American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minorities in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association


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 Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.

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COLLEGE OF ARTS AND SCIENCES

- Master of Arts in American Studies

Master of Arts in Communication

Master of Fine Arts in Creative Writing

Master of Science in Mathematics

Master of Public Administration

A Message from the Dean

Over half of all Fairfield University students focus their studies with us. We offer 15 departments and 17 programs. We are the home of the Core Curriculum, which unifies the education of all Fairfield undergraduates. And we benefit from 160 full-time faculty members and many more part-time instructors.

Welcome to (or back to) Fairfield University as you begin your graduate studies. Whether you are seeking the advanced opportunities a graduate degree can create, considering a career transition, preparing for further studies, exploring a new field, or deepening your intellectual engagement with a subject you love, graduate study will enrich your life.

The College of Arts and Sciences offers five distinct programs that lead to the Masters degree: American Studies (M.A.), Communication (M.A.), Creative Writing (MFA), Mathematics (M.S.), and Public Administration (MPA). All of our graduate programs feature highly qualified and caring faculty members who share a commitment to teaching, passion for their subject matter, and diverse research interests. Moreover, the intimate academic environment means that students within a given program, from diverse backgrounds and life experiences, develop a strong sense of community with one another. Together you will explore new ideas, cultivate methods of inquiry, solve problems, and perhaps discover a new sense of purpose.

You may have chosen Fairfield University for your graduate studies because of our distinguished academic reputation, our convenient and desirable geographical location, our beautiful campus, or the features of a particular academic program. In addition, you will find that our Jesuit educational traditions and University mission will add value to your graduate degree. Rigorous instruction, concern for individual student learning and development, promotion of life-long learning, and deep engagement with the ethical dimensions of your chosen field are all features you will find professionally valuable and personally meaningful. I also encourage you to engage with the surrounding community; it will enhance your educational experience and create occasions for you to use your knowledge and professional preparation for the common good.

Whatever motivates you toward advanced study, a graduate degree is much more than the means to an end. Graduate study has inherent value and significance; it connects you to a long intellectual tradition, invites you to become a member of a community of scholars, honors your unique human potential, and inspires leadership.

On behalf of the faculty and staff in the College of Arts and Sciences, I welcome you with great enthusiasm and look forward to sharing your journey.


James Simon, PhD
Dean, College of Arts and Sciences

THE COLLEGE OF ARTS AND SCIENCES OVERVIEW

The College of Arts and Sciences, Fairfield's largest and oldest school, offers undergraduate and graduate degrees in a wide array of fields. The College hosts some 17 academic departments and more than 20 degree programs, led by nearly 160 full-time faculty members. The College offers 23 majors that lead to a bachelor of arts or a bachelor of science degree, along with many complementary minors. Each year, more than 2,000 undergraduate and graduate students engage in thought-provoking courses with topics ranging from America's immigrant history to the religions of India and from thermodynamics to filmmaking. The College is also home to the University's undergraduate core curriculum designed to develop the whole person and provide a sound general education upon which undergraduates can build their major programs of study.

Six graduate degrees - the master of arts in American Studies, established in 1997, the master of science in Mathematics, established in 2000, the master of arts in

Communication and the master of fine arts in Creative Writing created in 2008, master of arts in Liberal Studies in 2013, master of Public Administration (MPA) in 2013 - expand the offerings available through the College. Students who elect to earn an M.A. in American Studies examine the complexities of the American experience through an interdisciplinary approach that builds on the expertise of nine distinct departments. The M.A. 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 M.S. in Mathematics become part of a community of scholars, teachers, and business people whose graduate study supports practical applications and professional development. The MPA emphasizes theory, research, and application to advance careers in state and city government, nonprofit organizations, health care management and private research. The College's graduate programs each feature small, seminar-style courses, taught by full-time Fairfield faculty members.



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GRADUATE ADMISSION

Admission Policies

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

Admission Procedures

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

- ☒ Completed Application for Graduate Admission. Apply online at www.fairfield.edu/casapp.
- ☒ A non-refundable \$60 application fee.
- ☒ A professional resume.
- ☒ An official copy of transcripts of all previous college or university work sent to the Office of Graduate and Continuing Studies Admission.
- ☒ Two letters of recommendation, one of which must be from a current supervisor or professor, accompanied by the University online recommendation forms.
- ☒ Personal statement describing intent for studying in the program.

MFA Applicants must also submit:

- ☒ Sample Writing Portfolio

Applications for all programs are accepted on a rolling basis.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online at fairfield.edu/immunization. Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult you private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: (203) 254-4000 ext. 2241 or e-mail Health@fairfield.edu.

International Students

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


Students with Disabilities

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

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to:

Director of Disability Support Services
Fairfield University
1073 North Benson Road
Fairfield, CT 06824-5195

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GRADUATE TUITION, FEES AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for the academic year:

Application for matriculation (not refundable)	\$60
Registration per semester	\$30
Graduate Student Activity Fee	\$35
Tuition per credit (American Studies, Communication, Mathematics)	\$695
Tuition per credit (Master of Public Administration)	\$750
Tuition per semester (Master of Fine Arts in Creative Writing)	\$7,950
Residency per semester (Master of Fine Arts in Creative Writing)	\$975
Computer lab fee	\$45
Audit fee (per 3 credit course)	\$1042.50
Commencement fee (required of all degree recipients)	\$150
Transcript	\$4
Promissory note fee	\$25
Returned check fee	\$30

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

Full payment of tuition and fees, and authorization for billing a company must accompany registration for Summer sessions and Intersession. For the Fall and Spring semesters, it must be received by the initial due date. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/bursar. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on 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 prevent future deferred payments and affect future registrations.

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, which requires a \$25 processing fee, 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 prevent future deferred payments and affect future registration.

Refund of Tuition

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

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

Refunds take two to three weeks to process.

Financial Aid

Assistantships

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

Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidize by the federal government during graduate student enrollment.

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.

How to Apply

Step One:

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

Step Two:

- ☒ Complete the required Entrance Counseling and Master Promissory Note (MPN) at www.studentloans.gov.

Step Three:

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

Loan Disbursement

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

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit www.fairfield.edu/gradaid.

Tax Deductions

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

Veterans

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

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found at http://www.fairfield.edu/about/about_gainful_employ.html.

 Fairfield University Graduate Catalog				
Fairfield University Grad Overview	College of Arts and Sciences	Admission	Tuition, Fees, and Financial Aid	
Academic Policies and General Regulations	Course Descriptions and Academic Programs	Administration	Faculty	

[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - CAS](#) | [Academic Policies and General Regulations](#)

GRADUATE ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

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

Academic Freedom and Responsibility

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

Freedom of Expression

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

Student Rights

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

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

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

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

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to

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

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

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

Student Responsibilities

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

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

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

Academic Honesty

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

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

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

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

Honor Code

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

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge

depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

Option for Graduate Level Courses

Fairfield University undergraduates, with permission, could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. Student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree.

An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence.

Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress

Academic Load

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

Academic Standards

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

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Independent Study

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

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Time to Complete Degree

Students are expected to complete all requirements for the M.A. and M.S. 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.

Applications for and Awarding of Degrees

All students must file an application for the doctoral and master's degrees in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). 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. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Disruption of Academic Progress

Academic Probation/Dismissal

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

Course Withdrawal

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

Readmission

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

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

Grading System

Grades; 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	Withrew 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.

A change of an incomplete grade follows the established policy.

Incomplete

An Incomplete is issued when, due to an emergency situation such as a documented illness, a student arranges with the course instructor to complete some of the course requirements after the term ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any requests to extend the 30-day time period for completing an Incomplete require approval by the appropriate Dean. Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program. Due to contractual and insurance limitations, an Incomplete will not be granted for practicum courses.

Transfer of Credit

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

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

Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (my.Fairfield) at the end of each semester.

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.

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

Step one: 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.

Step two: 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.

Step three: 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

Step one: 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 Senior Vice President for Academic Affairs (SVPAAs). 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.

Step two: The SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA 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 SVPAA 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 SVPAA 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.

Step three: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.

Step four:For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA 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 SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five:For procedural appeals and academic dishonesty appeals, the SVPAA 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 SVPAA 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 SVPAA 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 SVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

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

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact the Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; (800)842-0229; www.ctohe.org/studentcomplaints.shtml Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact NEASC at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, 855-886-3272. <http://cihe.neasc.org/>

Transcripts

Graduate transcript requests should be made in writing or online at www.fairfield.edu/registrar to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.

Student Records

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

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

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


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Master of Arts in American Studies

Message from the Director

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

Students design a curriculum to meet their specific needs in consultation with an academic advisor. The program offers courses and opportunities for independent research in six interdisciplinary thematic areas: expression and imagination; power, politics and institutions; gender and American society; race, ethnicity and immigration; values and ethics in American culture; America and the world. America is a culture of cultures, and our offerings are inclusive and respectful of the enormous diversity in the American people and their experience.

Each year we host a Celebrating American Studies conference on campus which features papers chosen by competitive proposals representing the work of current students and recent graduates of the program. The diversity and dynamism of the topics includes: "The Impact of Nostalgia on American Entertainment," "A Roman Catholic *Congregationalist* Church?: Catholicism, Nativism & Church Property in Ante-Bellum Connecticut," "The Effectiveness of Celebrity Endorsements in Political Campaigns," and "*50 Shades of Grey* within Third Wave Feminism and Chick Lit." We also invite noted national figures to present keynote addresses. Recent speakers have been Carla Peterson, Professor of English and African-American Studies at the University of Maryland and Matthew Jacobson, the William Robertson Coe Professor of American Studies and History at Yale University. There are also special programs offered throughout the year including film series, concerts, and theatre performances, all designed to supplement and enhance classroom experiences.

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

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

Dr. Peter L. Bayers



Director of the M.A. in American Studies

Master of Arts in American Studies Overview

The Master of Arts degree in American Studies requires 33 credits. These include one required course totaling three credits, nine electives totaling 27 credits, and a required Graduate Project of three credits.

Required Courses

There is one core course that provides a general introduction to the method and matter in the field of American Studies and a required course for the Graduate Project:

-  AS 400 Critical Issues in American Studies
-  AS 404 Graduate Project

Elective Courses

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

Graduate Project:

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

There are three types of graduate projects:

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

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

Graduate Course Descriptions

AS 404 Graduate Project

The culminating component of the M.A. program is the Graduate Project. See general information above; specific guidelines are distributed by the Graduate Program Director. Three credits.

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AS 410 Introduction to Women's and Gender Studies

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

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AS 415 Civil Liberties

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

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AS 416 Civil Liberties II: Criminal Justice

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

the function of the correctional system. Three credits.

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AS 420 Feminist Theory and Gender Studies

In the past 30 years, the development of feminist theory and women's studies has affected all literary fields. Not only has women's writing risen from obscurity and been re-evaluated, but feminist theory has reconsidered the social and intellectual forces that valued particular writing styles over others and created a hierarchy that attached greater value to men's writing. In recent years, feminist theory also laid the groundwork for gender studies (that focus on the construction of gender), and sexuality studies, sometimes referred to as "queer theory." To help students of contemporary American Studies understand the main concepts of these important fields, the course provides a survey of the most important writing and theories from the past 30 years and offers opportunities to apply theories to selected American literary works. No prior theory courses are required. Three credits.

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AS 450 The Supreme Court in the 1960s

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

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AS 452 Art and Entertainment in America: 1950 to the Present

This course will consider the proliferation of arts and entertainments post-World War II, when American culture, arguably, came into its own. The visual and performing arts developed a uniquely American voice and vision during the second half of the 20th century that was no longer imitative of European models. We shall examine those developments in theatre, dance, music, poetry, and the visual arts, noting particularly the cross-fertilization among these traditional art forms that produced often highly unusual, even "edgy" forms of art. At the same time, we'll consider the proliferation of live and mediated popular entertainments such as television, Top-40 radio, film, theme parks and themed environments (Disneyland and Las Vegas are two prime examples), and all the digitized and internet varieties of entertainment (YouTube, computer games, virtual realities, et. al.) and assess how all of these coalesce—or don't—into American culture. Ultimately, how are art and entertainment both a reflection and interrogation of the prevalent culture and what can they tell us about the intellectual, political, and economic forces that shape American society? Three credits.

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AS 453 American Popular Entertainments and Social History

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

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AS 461 The American Civil War

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

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AS 479 Islam in America

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

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AS 483 America in the 1930s

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

them to an interdisciplinary methodology. Three credits.

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AS 488 The Frontier in American Culture

For the last five centuries, the frontier - understood as the place where "humanity" comes into contact with its apparent absence in the shape of alien beings and landscapes - has been the subject of some of the most lasting powerful American stories. In this course, we concentrate on some of the major representations of the frontier produced between the late 18th century to the present in order to learn how to recognize and talk about the position that the frontier and American "western" has occupied in our culture. Authors include Boon, Child, Stephens, Cooper, Black Hawk. Filmmakers include Ford, Peckinpagh, Eastwood, Costner. Three credits.

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AS 499 Independent Study

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

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ASAH 441 Fine Art vs. Anti-Art: 1917-1967

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

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ASAH 444 American Master Artists and their Times

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

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ASEN 447 Poetry in America

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

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ASEN 486 Native American Literature

This course focuses on novels, short stories, and poems written by American Indian writers during the 20th century and, for purposes of background, reviews a number of significant works composed prior to this century. The course examines these texts primarily for their literary value, yet the course also explores the broad image of American Indian culture that emerges from these works, giving attention to the philosophical, historical, and sociological dimensions of the material. Three credits.

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ASEN 488 Award-winning American Novels

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

will be *The Known World*, *Martin Dressler*, *Motherless Brooklyn*, *The Great Fire*, and *Confessions of Nat Turner*. Three credits.

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ASEN 490 The Contemporary American Memoir

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

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ASHI 437 American Prophetic Tradition

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

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ASHI 439 The Tumultuous 20th Century: Key Issues in U.S. Political & Social History

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

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ASHI 442 Immigration, Ethnicity, and Race in U.S. History

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

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ASHI 449 Historical Cultural Geography

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

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ASHI 451 Crises and Turning Points in U.S. Foreign Relations, 1776 to 2009

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

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ASHI 459 Who Built America? Working People in American History

This seminar explores the social history of work and working people in the United States from the artisan pre-industrial era, through the Industrial Revolution and the maturation of industrial capitalism, to the present postindustrial era. The seminar examines three broad areas of working people's historical experience: 1) work itself, including managerial systems and technological changes; 2) the self and community definitions of working people; and 3) the effect of labor questions on politics and public policy. The course gives special attention to the issues of slavery and its aftermath, immigration, and the place of women in the economy. Three credits.

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ASIT 481 Visions of Italy and America in Film

Adaptations and critiques of genres and themes indicate cinematic health. Italian cinema, which has given rise to movements such as neorealism, *commedia all'italiana*, and the

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

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ASIT 493 The Italian-American Experience

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

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ASMU 401 The History of Jazz

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

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ASMU 402 The History of Rock

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

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ASMU 403 Critical Issues in American Popular Music: Blues to Hip Hop

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

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ASPO 461 The American Presidency

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

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ASRS 442 Jews and Judaism in America

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

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ASSO 412 Contemporary American Society

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

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ASSO 465 Urban Sociology: New York

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

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ASSO 469 Women: Work and Sport

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

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ASTA 420 American Drama and Society

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

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ASTA 421 Ethnic American Performance & Society

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

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AS 400 Critical Issues in American Studies


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

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ASHI 415 Inventing Themselves: African-American Women's History

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

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Master of Arts in Communication

Message from the Director

We invite you to join us in our advanced study of [communication at Fairfield University](#). Communication is a fundamental social process; all human activities are imbued with communication. Our lives are constructed, maintained and affected by verbal, nonverbal and mediated communication. When you pursue an M.A. degree in Communication you will be better prepared to:

-  understand yourself personally
-  enhance your relationships
-  appreciate the ethical dimensions of communication
-  advance your career
-  analyze how organizations, societies, and cultures are both affected by and contribute to communication
-  utilize specific philosophies, theories, methods, and techniques required to practice and study communication
-  contribute communication solutions to social problems

Our M.A. in Communication allows you to explore diverse areas of study from interpersonal to organizational communication, and from health communication to media studies. In addition to enhancing professional careers, a Master's degree in Communication is also a potential pathway for those interested in continuing on for a Ph.D. Our faculty are a diverse and experienced group of scholars, researchers, teachers and professionals. The faculty look forward to working with you to further your personal, professional and academic goals.

We believe that an academically rigorous and personally focused M.A. program in Communication, which is based on the strong values and ideals of a traditional Jesuit education, will contribute significantly to your personal development, professional success, and your contributions to various communities and organizations where you live and work.

Dr. Michael Pagano
Director of the M.A. in Communication



Master of Arts in Communication Overview

The Master of Arts degree in Communication requires 36 credits. These include three required courses totaling nine credits, seven electives totaling 21 credits, and a required thesis or project, totaling at least six credits. Students choose from a range of courses that have been designed specifically for the M.A. Program and may also take up to two graduate courses in allied areas, including marketing, management, nursing, or education.

Required Courses

Three core courses are required for all students in the M.A. Program:

-  CO 400 Communication Philosophies, Theories, and Research Traditions

-  CO 420 Communication Research Design and Methodologies
-  CO 440 Ethics and Communication

Elective Courses

Students take seven courses, focusing on communication, theoretical and research traditions, communication processes, applications, and allied coursework in related areas. Two of the seven electives can be approved graduate courses in other disciplines. In addition, students may take one Independent Study course, CO 598, and/or one Internship course, CO 498. Students design their curriculum in consultation with the Director of Graduate Studies.

Required Courses

Students must take six credits of thesis- or project-related work:

- CO 560 Thesis Proposal
- CO 561 Thesis Research
- or**
- CO 570 Project Proposal
- CO 571 Independent Project

Thesis or Independent Project

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

Theses or projects must be completed within one year of their registration.

Faculty research interests

Research interests of the Communication faculty include:

- Alternative Mass Media
- Audience Analysis
- Children's Media
- Communication and the Environment
- Communication for Social Change
- Communication Research Design and Methodologies
- Comparative Media Systems
- Conflict Communication
- Copyrights and Intellectual Public Domain
- Crisis Communication
- Cultivation Theory
- Distance Education
- e-Government
- Economics of Information
- Gender-Related Issues in Communication
- Global Media Systems
- Group Decision-Making
- Health Communication
- Health Education
- Healthcare Advertising
- Healthcare Organizational Communication
- Healthcare Provider Education
- Instructional Communication
- Intercultural Communication
- International Communication
- Interpersonal Communication
- Latin America Media and Culture
- Mass Media and Popular Culture
- Media Criticism
- Media Effects
- Media Institutions
- Negotiation and Management
- New Media Technologies
- Organizational Communication

- Organizational Rhetoric
- Political History of the Mass Media
- Public Opinion
- Public Relations
- Risk Communication
- Social Uses/Effects of the Media
- Spiritual Communication
- Telecommunications Policy
- Training and Consulting
- Written Communication

Graduate Course Descriptions

CO 400 Communication Philosophies, Theories and Research Traditions

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. Three credits.

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CO 410 Perspectives & Theories in Organizational Communication

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. Three credits.

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CO 420 Communication Research Design and Methodologies

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. Three credits.

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CO 430 Written Communication

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. Three credits.

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CO 431 Media Law and Institutions

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. Three credits.

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CO 440 Ethics and Communication

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. Three credits.

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CO 498 Communication Practicum

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

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CO 500 Interpersonal Communication

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. Three credits.

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CO 502 Small Group and Team Communication

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. Three credits.

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CO 522 Communication and Organizational Leadership

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

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CO 524 Negotiation and Conflict Management: Communication Approaches

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

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CO 526 Consulting and Problem-Solving

This course focuses on the ways communication science may be used to solve organizational problems and accomplish organizational agendas. A survey of organizational issues provides the context for perceiving opportunities and requirements for internal and external consulting. Special attention is devoted to the consultant's role in addressing both the presenting technical problem and the contextual organizational management situation. The course provides experiential learning in which teams of student consultants develop and present proposals responsive to the needs of the client. A comparison of consulting in for-profit and non-profit settings is included. Three credits.

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CO 528 Professional Rhetoric and Presentations

This course focuses on developing and practicing written and oral presentations for professional settings. Coursework includes reviewing strategies and tactics for enhancing interpersonal and social influence through the development of sound reasoning skills, audience analysis techniques, use of source materials, effective extemporaneous delivery, and the appropriate use of technological support within the organizational setting. Additional applications are considered for scholarly, scientific, policy, and public arenas. The course requires the preparation, practice, and critical assessment of several written and oral presentations. Three credits.

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CO 530 Media Theory and Criticism

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

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CO 535 Globalization, Communication, and Culture

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

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CO 537 New Media Studies

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

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CO 540 Intercultural Communication

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. Three credits.

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CO 541 International Communication

This course provides an exploration of the geopolitical forces that shape the flows of media messages worldwide, as well as an overview of the economic and regulatory structure of media industries worldwide. It surveys theoretical perspectives that attempt to explain the ways in which different institutional frameworks affect mass communication within and across regional borders. In this sense, the course is designed to offer students opportunities to discover a comprehensive picture of common and interdependent processes underlying the individual development of media industries in each region. Students also 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 are addressed through discussion of current, real-life cases, as well as through design and execution of an original research project. Three credits.

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CO 547 Healthcare Organizational Communication

This course examines the processes and complexities of modern healthcare organizations (hospitals, nursing homes, insurers, associations, pharmaceutical and medical device manufacturers, nonprofits, 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 & to the health and well being of their customers. Three credits

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CO 548 Health Communication

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. Three credits.

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CO 559 Topics in Communication Research

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. Three credits.

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CO 560/561 Thesis Proposal / Thesis Research

CO 560 Thesis Proposal and CO 561 Thesis Research operate as independent study experiences 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 for CO 561 Thesis Research would be assigned by the Graduate

Program Director. The thesis will be orally presented to the faculty. Three credits each.

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CO 570/571 Project Proposal / Independent Project


CO 570 Project Proposal and CO 571 Independent Project operate as independent study experiences 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 for CO 571 Independent Project 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. Three credits each.

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CO 598 Independent Study

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. (Prerequisites: Graduate Director's approval and a communication faculty member's sponsorship). Three credits per semester (three credit limit).

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Master of Fine Arts in Creative Writing

Message from the Director

Fairfield's **low-residency MFA** is a non-traditional Master's program that trains students of all ages and backgrounds who desire to become creative writers. With a highly qualified and supportive faculty, a program that is both rigorous and yet can be adapted to the student's own particular writing needs and interests, workshops, lectures, discussions, and panels that offer both the theory of writing as well as the practical issues of getting published, a setting that is inspirational, and a nurturing writing community - all of this combines to help writers develop their ability as fiction writers, nonfiction writers, poets, or screenwriters. We offer overseas residency options in Florence and Galway, a post-graduate teacher training program, and the Fairfield/New Rivers Book Prize. In addition, for those students wanting to get real-world experience in the field of publishing they can choose to intern at one of five MFA-affiliated publishing houses or venues. We offer new concentrations in Publishing/Editing and Spiritual Writing to go along with our other concentrations.

Our nationally recognized faculty and guest authors have won many awards and honors, including having been finalists for the National Book Award, selected as New York Times Notable Book authors, Barnes and Noble Discover Great New Authors, received Guggenheim and National Endowment for the Arts fellowships, won and several times been finalists for the Connecticut Book Award, been selected for the Book-of-the-Month Club, Quality Paperback Book Club, as well as many other honors and awards.

Our workshops, seminars, and lectures are designed to provide the student with both a rigorous theoretical basis for writing as well as a practical, hands-on experience for getting published or becoming editors, publishers, or working in various writing-intensive fields. Our setting, Enders Island, is also the perfect writer's retreat. Situated on eleven acres off the coast of Connecticut, the island's remoteness forms the ideal setting for peace and quiet, for the introspection needed to write. Finally, for each residency editors and publishers from prestigious New York trade houses, as well as agents from literary agencies will gather for panel discussions to talk about the nuts and bolts of getting published, and to chat individually with students.

Dr. Michael White
Director of the MFA in Creative Writing

Master of Fine Arts in Creative Writing Overview

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

Graduate Course Descriptions

ENW 444 Fiction

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. Six credits.

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ENW 445 Nonfiction

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. Six credits.

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ENW 446 Poetry

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. Six credits.

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ENW 447 Independent Study: Fiction

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

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ENW 448 Independent Study: Nonfiction


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

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ENW 449 Independent Study: Poetry

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

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Master of Science in 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.

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

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

The curriculum features a common core of 12 credits, supplemented by a series of electives that make specialization possible. Because our program caters to working adults, classes mostly meet one evening a week during the fall and spring semesters and are available in the summer, as well.

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

Dr. Stephen F. Sawin
Director of the M.S. in Mathematics

Master of Science in Mathematics Program Overview

The master of science in mathematics program 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.

The M.S. in mathematics requires completion of 30 credits. These include four required courses totaling 12 credits; five electives totaling 15 credits; and a capstone experience of three credits. In consultation with a faculty advisor, each student designs an individualized program of study meeting his or her needs.






Required Courses

- MA 435-436 Algebra and Linear Algebra (a six-credit, two-course sequence)
- MA 471-472 Real and Complex Analysis (a six-credit, two-course sequence)








Elective Courses

The examples that follow illustrate three possible areas in which students might specialize within the M.S. program. In each case, students complete the required courses noted above, in addition to electives such as those listed below. These are suggestions only - a student needs not restrict himself or herself to those courses in a specific category.







For Teachers and Prospective Teachers

-  583 Geometry
-  585 Topology
-  510 Foundations and Set Theory
-  565 Use of Technology in the Classroom
-  537 Number Theory

For Business-Oriented Professionals





-  451 Probability
-  452 Statistics
-  551 Applied Statistical Methods
-  531 Applied Mathematics I
-  532 Applied Mathematics II
-  550 Classical Financial Mathematics
-  578 Mathematics of Financial Derivatives

For Those Interested in Pure Mathematics

-  583 Geometry
-  585 Topology
-  535 Advanced Abstract Algebra
-  577 Numerical Analysis
-  510 Foundations and Set Theory
-  537 Number Theory

Certificate in Financial Mathematics

The University also offers a four-course Certificate in Financial Mathematics for those who wish to improve their knowledge of financial markets or to understand the mathematics behind the computer models in the field of finance. The program is designed for mathematically trained professionals and those with a background in finance. Participants acquire additional quantitative and qualitative skills important to advancing careers in investment banking, hedge funds, and financial markets. The four courses are

-  550 Classical Financial Mathematics
-  531 Applied Mathematics I
-  532 Applied Mathematics II
-  578 Mathematics of Financial Derivatives

The four courses (12 credits) may be applied at a later date to the requirements for a master's degree in mathematics at Fairfield University.

Graduate Course Descriptions

MA 431-432 Algebra and Linear Algebra

One of the core offerings. A graduate level treatment of algebraic structures and linear algebra. Included will be a detailed survey of algebraic structures: elementary group theory , ring theory and elementary field theory. Also included will be standard matrix algebra and matrix techniques, solutions of equations and determinants; 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; Hermitian, unitary and positive definite matrices. Incorporated will be a discussion of the historical development of both abstract and linear algebra and the relationship of linear algebra to analysis. Coordinated with the course will be an introduction to a symbolic algebra program such as Maple or Mathematica.

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MA 435/436 Algebra and Linear Algebra

This required, two-course sequence provides graduate-level treatment of algebraic structures and linear algebra and includes a detailed survey of algebraic structures: elementary group theory and ring theory. Topics include standard matrix algebra and matrix techniques; solutions of equations and determinants; 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 abstract and linear algebra, the relationship of linear algebra to analysis, and a coordinated introduction to a symbolic algebra program such as Maple or Mathematica. Formerly listed as MA 431 and 432. Six credits for the two-course sequence.

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MA 451/452 Probability and Statistics

This graduate-level treatment of the theory of probability and mathematical statistics includes 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; 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 probability and statistics, and its place in the mathematical trichotomy - algebra, analysis, and geometry/ topology - and is highly recommended for those wishing to specialize in quantitative analysis. Three credits each course.

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MA 471/472 Real and Complex Analysis

This required, two-course sequence offers a graduate-level treatment of real and complex analysis, including the completeness of the real numbers; the complex number field and its properties; 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; complex analytic functions and the differences with real functions; the complex integral; and Cauchy's Theorem and consequences. The course also incorporates an overview of the relationship of real and complex analysis to the undergraduate calculus sequence, and a discussion of the historical development of real and complex analysis. Six credits for the two-course sequence.

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MA 495 Special Topics in Mathematics

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

(Prerequisites: a strong undergraduate preparation in mathematics) 3 credits.

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MA 510 Foundations and Set Theory

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. Three credits.

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MA 531/532 Applied Mathematics I and II

Topics in this two-course sequence include: mathematical modeling, ordinary differential equations and their solutions; linear differential equations; linear systems; series methods; transform methods; Laplace transforms; partial differential equations; boundary value problems; Fourier series and Fourier analysis. Six credits for the two-course sequence.

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MA 535 Advanced Abstract Algebra

A collection of topics in advanced abstract algebra, this course includes field extensions and Galois theory as well as some advanced areas of group theory. Formerly listed as MA 540. Three credits.

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MA 537 Number Theory

This graduate-level survey of the problems and techniques of number theory includes elementary number theory and introductions to analytic and algebraic number theory. Formerly listed as MA 545. Three credits.

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MA 550 Classical Financial Mathematics

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. Three credits.

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MA 551 Applied Statistical Methods

This course offers a graduate-level treatment of applied statistical methods used in the physical sciences, social sciences, and business. Students examine basic statistical testing including sampling techniques; the theory of estimation and standard hypothesis testing; regression analysis techniques including multivariate regression and model building; correlation techniques; analysis of variance and factorial designs; chi-squared analysis; and other discrete data techniques. Three credits.

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MA 553 Statistical Forecasting

This course on statistical forecasting and forecasting techniques includes the study of smoothing methods, multiple regression and model building, and Box-Jenkins ARIMA models. Three credits.

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MA 555 Statistical Consulting

An introduction to the techniques of statistical consulting, this case-study-driven course focuses on problem evaluation and study design. Three credits.

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MA 565 Use of Technology in the Classroom

Designed for teachers, this course surveys various computer software mathematics packages suitable for use in the classroom, such as Maple, Mathematica, MATLAB, SKETCHPAD, and ISETL. The course includes a description of the programs and discusses how they can be integrated into a classroom setting. Three credits.

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MA 577 Numerical Analysis

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. Formerly listed as MA 571. Three credits.

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MA 578 Mathematics of Financial Derivatives

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. Three credits.

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MA 583 Geometry

This course offers a graduate-level treatment of Euclidean and non-Euclidean geometry and is highly recommended for teachers. Formerly listed as MA 520. Three credits.

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MA 585 Topology

This course provides an introductory, graduate-level treatment of point-set and algebraic topology and topological methods. Formerly listed as MA 525. Three credits.

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MA 590 Capstone Project

By arrangement with a faculty mentor, students may choose to work on a project or thesis independently to fulfill the capstone requirement. The details and format of the project are designed by the student and mentor. Three credits.

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MA 599 Independent Study

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

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Master of Public Administration

Message from the Director

Dear Prospective Student,

Finding a job that is also your calling can be a difficult challenge. Working on behalf of others, whether through public service or through a career in the nonprofit sector, provides an opportunity to make your occupation your passion.

Fairfield University's Master of Public Administration program provides a unique mix of theoretical and practical training for those who want to make a job with a nonprofit their career. A solid foundation in the discipline of public administration is coupled with hands-on training in evaluating data, understanding the management of organizations, and analyzing the relationship between the public and private sectors. Students who concentrate in the nonprofit track will receive further training in the management, operation and funding of nonprofits. Those who choose the city-state track will obtain expertise in the management of governmental organizations and the process of local development and planning.

The Fairfield MPA culminates in a faculty-mentored capstone experience that involves students in a research project that directly addresses a community need - an experience that graduates can take into the marketplace when they complete their degree.

The faculty encourages you to consider what the Fairfield MPA can offer, and encourages you to explore the program further. If you have questions, please contact:

Mark LeClair

Director, MPA Program

(203) 254-4000 x2295


mleclair@fairfield.edu

Master of Public Administration Program Overview

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

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

- ☒ State governments
- ☒ City governments
- ☒ Nonprofit organizations
- ☒ Healthcare management

 Private research

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

Requirements

The Master of Public Administration degree requires a total of 42 credits, including eleven courses, six credits from internships, and a three-credit independent capstone project. Students choose from a range of courses that have been designed specifically for the M.P.A. program and may also take up to two courses in allied areas.

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

Required Courses (15 credit hours)

- Introduction to Public Administration
- Research Methods
- Financial Management and Budgeting
- Human Resource Management
- Leadership

Elective Courses (21 credit hours)

- Breadth Courses*
- Four courses from a student's concentration of choice, including the capstone class
- Two Communication courses
- One course in Ethics

CAPSTONE EXPERIENCE (MPA 510)

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

Graduate Course Descriptions

MPA 400 Financial Management and Budgeting

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.

3 credits, no prerequisites

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MPA 405 Research Methods

This course will introduce students to research methodology and hypothesis testing. The first part of the course will focus on understanding basic research techniques in the social sciences, including data collection, data analysis and reporting of results. The second half of the course will emphasize methodology. Students will be required to conduct a major research project in a laboratory setting and produce a finished report. 3 credits, students must have taken a statistical methods class.

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MPA 410 Introduction to Public Administration

This course provides an overview of the history, practical nature, function of public administration and policy making at the federal, state at the local levels. It will examine the theories and concepts of bureaucracy, as well as the formulation and implementation of policy. Among the topics covered are organization theory, federalism and regulation, ethics and accountability, decision-making, and leadership and budgeting. Case studies will be used to facilitate class lectures and discussions. 3 credits, no prerequisite

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MPA 415 Human Resource Management

Students choose from the following:

MG 505 Human Resource Strategies

In this course students study the linkages among human resource management (HRM), human capital, firm strategy and overall firm performance. The central goal of this course is to assist students to become better managers of people. Human capital is one of the critical assets of the firm and is comprised of the knowledge, skills and abilities (KSA) of its people. HRM deals with workplace practices that organizations use to manage human capital. Some key HRM practices of the firm are recruitment and selection, training, total compensation and benefits management, performance management, employee relations such as diversity management, work life balance, legal and ethical compliance, safety issues, etc. In this course the student will analyze how these practices can be aligned with the strategy of the firm so as to provide the firm with a competitive advantage leading to greater firm performance.

or

MG 525 Employee Performance, Management and Rewards

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.

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MPA 420 Leadership

Students choose from the following:

MG 500 Leadership

This course focuses intensively on the art and science of leadership in organizations by examining the critical links between leader skills, strategy, and organizational change utilizing a human resources approach. The course strives to assist students from every concentration -- including finance, marketing, information systems, accounting, and international business -- to become leaders who can motivate and mobilize their people to focus on strategic goals. The material covered in this course will include traditional, contemporary, and strategic theories of leadership. Students will assess their leadership skills, and engage in a series of assignments designed to improve and establish confidence in their own abilities to lead. (Prerequisite: MG 400 or equivalent).

or

CO 522 Communication and Organizational Leadership

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

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MPA 500 Internship

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

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MPA 510 Capstone Experience

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

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AC 380 Municipal and Not-for-Profit Accounting

This course examines accounting theory and concepts, and the reporting principles promulgated by the Financial Accounting Standards Board (FASB) as they relate to voluntary health and welfare organizations, healthcare organizations and universities and all types of not for profit organizations. Learning will be enhanced by a service learning experience. Three credits. **Available to MPA students with permission of Director. Additional course work required.**

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ASSO 463 Urban/Suburban Sociology

This course explores the nature of the city and growth of metropolitan regions in the contemporary world; the ecological approach and the use of demographic data in the analysis of modern urban communities; social organization of metropolitan regions and the emergence of urban-suburban conflict; big-city politics, community-control, and regional government as dimensions of organization and disorganization in city life; and city planning and urban development at local and national levels as efforts to solve the urban crisis. Three credits

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CO 440 Ethics and Communication

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. Three credits.

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CO 522 Communication and Organizational Leadership

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

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CO 524 Negotiation and Conflict Management: Communication Approaches

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

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CO 540 Intercultural Communication

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. Three credits.

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EN/W 335 Technical Writing

This course investigates the theory and practice of writing in technical fields, introducing students to types of oral, written, and hypertext communication that technical writers use in workplace settings. In-class writing activities, workshops, and lengthier projects familiarize students with the styles, organizations, and formats of various documents, and prepare students for the special demands of technical writing. The course also introduces students to research and scholarly writing in the academic field. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as technical writing professionals and practitioners who wish to plan, research, and write more effectively. **Available to MPA student with permission. Additional coursework required.**

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EN/W 339 Grant and Proposal Writing

This course prepares students to write effective proposals and reports. Students learn to define and write problem statements, objectives, plans of action, assessment documents, budget presentations, and project summaries. In addition, they sharpen their teamwork, editing, writing, audience awareness, and design skills as they engage in collaborative projects with non-profit organizations in the community. Relevant historical and ethical considerations are discussed. A service-learning component is included in this course. **Available to MPA students with permission. Additional coursework required.**

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IS 520 Project Management

This course explores the process and practice of project management. Topics to be covered include project lifecycle and organizations, teambuilding and productivity, task scheduling and resource allocation, and progress tracking and control. Cases will be used to consider the implications for change management, consulting, IT implementation, and other related disciplines. Small team projects and experiential exercises will also be used to provide an active learning environment. This course is designed to count toward professional project management certification. (Prerequisites: IS 500 or OM 400 or permission of the instructor).

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MG 503 Legal and Ethical Environment of Business

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.

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MG 504 Managing People for Competitive Advantage

MG 504 Managing People for Competitive Advantage

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.

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MG 505 Human Resources Strategies

This course conceptualizes “human resources strategies” in the broadest sense. The central goal of this course is to assist students to become better managers of people: better bosses, better leaders, better motivators, and more effective employee-agents. Students learn the basic and best practices in several functional areas of employee management (including staffing, performance evaluation, training and development, compensation, work design, and labor relations), their nexus to organizational performance, and their inter-connections. On the micro-level, it encourages students to develop and refine strategies that will strengthen their personal model of employee management. (Prerequisite: MG 500).

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MG 507 Negotiations and Dispute Resolution

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. (Prerequisite: MG 500).

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MG 510 Management Communication, Influence and Power

This course examines the critical factors involved in communication, influence, and power in organizations. It emphasizes that a business strategy, decision, or idea is effective only if it is communicated in a way that persuades an audience. The course is intended for managers who seek to become more effective communicators, whether it is with one person, a group, or a large audience. Fundamentals of persuasion and influence tactics provide the context for considering such topics as critical listening skills, assessing one’s emotional intelligence, analyzing communication networks, gender differences in communication, and strategies for communicating during conflict. The course addresses how to formulate communication objectives and strategy; assess levels of credibility; power, audience diversity, and corporate culture; analyze message structure; and choose appropriate communication media. This is an involved, hands-on class. In-class exercises, oral and written presentations, and case discussions provide vivid illustrations of the concepts. (Prerequisite: MG 500).

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MG 520 Diversity in the Workplace

Students explore the value of diversity in organizations. They develop an increased understanding of the ways in which differences in the workplace can enhance both personal development and organizational effectiveness. To accomplish this, students explore why diversity has become a central strategic issue, their own diversity framework, the relationship between diversity and management effectiveness, and strategies for valuing diversity. The class addresses specific dimensions of diversity and the knowledge and skills students must develop to work effectively with people who are different. (Prerequisite: MG 500).

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MG 525 Employee Performance Management and Rewards

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. (Prerequisite: MG 500).

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 Fairfield University Graduate Catalog				
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MA IN AMERICAN STUDIES FACULTY

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B.C.L. Oxford University, Lincoln College
J.S.D., Cornell University Law School
Ph.D., Cornell University

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Associate Professor of English
Director, Graduate Program in American Studies
B.A., Villanova University
M.A., New York University
Ph.D., University of Rhode Island

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B.A., University of Connecticut
M.A., Ph.D., University of Pittsburgh

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M.A., M.Phil., Ph.D., Yale University

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A.B., Adelphi University
M.A., Ph.D., State University of New York at Binghamton

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B.A., Pomona College
M.A., Ph.D., University of California at Berkeley

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Assistant Professor of History
B.A., Carleton College
M.A., Ph.D., University of Michigan

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B.A., Boston College
M.A., Tufts University
Ph.D., New York University

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M.A., University of Florida
Ph.D., University of California, Berkeley

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Professor of History
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M.A., Ph.D., University of California at Berkeley

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M.T.S., Harvard Divinity School
Ph.D., Harvard University

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M.A., M.Phil., Ph.D., City University of New York

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M.A., Ph.D., University of Maryland

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M.A., Ph.D., Cornell University

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M.A., University of Oklahoma
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Ph.D., New School for Social Research

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M.A., Ph.D., New York University

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B.A., Wellesley College
M.A., Yale University
M.Phil., Ph.D., Columbia University

Yohuru R. Williams
Professor of History
B.A., M.A., University of Scranton
Ph.D., Howard University

Faculty

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

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Assistant Professor of Communication
B.A., Saint Norbert College
M.A. & Ph.D., Purdue University

Gisela Gil-Egui
Associate Professor of Communication
B.A., Universidad Central de Venezuela
M.A. & Ph.D., Temple University

David Gudelunas, Chair
Associate Professor of Communication
B.A., University of San Francisco
M.A. & Ph.D., University of Pennsylvania

Michael Pagano
Director of the M.A. in Communication
Associate Professor of Communication
B.A., B.S., M.A., & Ph.D., University of Oklahoma

M. Sallyanne Ryan
Assistant Professor of Communication
B.A., University of Connecticut
M.A. & Ph.D., University of Massachusetts, Amherst

Michael Serazio
Assistant Professor of Communication
B.A., University of San Francisco
M.S., Columbia University
M.A. & Ph.D., University of Pennsylvania

Margaret Wills
Associate Professor of Communication
B.S. & M.A., University of Delaware
Ph.D., Pennsylvania State University

Qin Zhang
Associate Professor of Communication
B.A. & M.A., Central China Normal University
Ph.D., University of New Mexico

MFA IN CREATIVE WRITING FACULTY

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

Rachel Basch
Lecturer of Creative Writing
B.A., Wesleyan University
M.A., New York University

Da Chen
Lecturer of Creative Writing
B.A., Beijing Language University
J.D., Columbia University

Alan Davis
Lecturer of Creative Writing
B.A., M.A., University of South Western Louisiana
Ph.D., University of Denver

Carol Ann Davis

Faculty

Lecturer of Creative Writing
B.A., Vassar College
M.F.A., University of Massachusetts, Amherst

Sonya Huber
Lecturer of Creative Writing
B.A., Carleton College
M.A., MFA, Ohio State University

Eugenia Kim
Lecturer of Creative Writing
B.A., University of Maryland
M.F.A., Bennington College

Kim Dana Kupperman
Lecturer of Creative Writing
B.A., University of Maine, Machias
M.F.A., University of Southern Maine

Peter Nichols
Lecturer of Creative Writing
B.A., Skidmore College
M.F.A., Antioch University

Howard Norman
Lecturer of Creative Writing
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M.A., Indiana University

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M.F.A., University of Arkansas

William Patrick
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M.A., Syracuse University

Hollis Seamon
Lecturer of Creative Writing
B.A., Bard College
M.A., College of St. Rose
Ph.D., University at Albany

Michael C. White
Director of Creative Writing
Professor of English
B.A., University of Connecticut
Ph.D., University of Denver

Baron Wormser
Lecturer of Creative Writing
B.A., Johns Hopkins University
M.A., University of California, Irvine
M.L.S., University of Maine

MS IN MATHEMATICS FACULTY

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

Paul Baginski
Assistant Professor of Mathematics
B.S., M.S., Carnegie Mellon

Faculty

PhD., University of California at Berkeley

Christopher Bernhardt

Professor of Mathematics
B.A., M.S., Ph.D., University of Warwick, U.K.

Matthew Coleman

Professor of Mathematics
B.A., LaSalle College
M.A., Ph.D., Pennsylvania State University

Mark Demers

Associate Professor of Mathematics
B.A., Amherst College
M.A., Ph.D., New York University

Joseph Dennin

Professor of Mathematics
A.B., College of the Holy Cross
M.A., Ph.D., University of Wisconsin

Shurong Fang

Assistant Professor of Mathematics
M.S. (Finance)., Jilin University
M.S. (Statistics), Ph.D., Michigan Technological University

Benjamin Fine

Professor of Mathematics
B.S., Brooklyn College
M.S., Ph.D., New York University

Laura McSweeney

Associate Professor of Mathematics
B.S., Bridgewater State University
M.S., Ph.D., University of New Hampshire

Irene Mulvey

Professor of Mathematics
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Ph.D., Wesleyan University

Shawn Rafalski

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M.S., Ph.D., University of Illinois at Chicago

Stephen Sawin

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P. Christopher Staecker

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Ph.D. University of California, Los Angeles

Janet Striuli

Assistant Professor of Mathematics
B.S., Universita degli Studi di Trieste
M.A., Ph.D., University of Kansas

Joan Weiss

Professor of Mathematics
B.S., Carnegie Mellon University
M.S., University of Delaware

D.A., Idaho State University

MASTER OF PUBLIC ADMINISTRATION FACULTY

Professors in the program are full-time faculty of the College of Arts and Sciences and the Dolan School of Business.

David L. Downie

Associate Professor of Politics
Director of Environmental Studies
B.A. Duke University
M.A., Ph.D. University on North Carolina

Mark S. LeClair

Director of the Master of Public Administration
Professor of Economics
B.A. Colgate
M.A. Northeastern University
Ph.D. Rutgers University

Lisa A. Mainiero

Professor of Management
B.A. Smith College
M.A., Ph.D. Yale University

Sharlene A. McEvoy

Professor of Business Law
B.A. Albertus Magnus College
M.A. Trinity College
J.D. University of Connecticut
Ph.D. University of California at Los Angeles

Thomas J. Murray III

Assistant Professor of Economics
B.A. Stonehill College
M.A., Ph.D. University of Notre Dame

Michael Pagano

Director of the M.A. in Communication
Associate Professor of Communication
B.A., M.S., Ph.D. University of Oklahoma

Kurt C. Schlichting

E. Gerald Corrigan Chair in the Humanities & Social Sciences
Professor of Sociology and Anthropology
B.A. Fairfield University
M.A., Ph.D. New York University

James Simon

Associate Dean of the College of Arts and Sciences
Professor of English
B.A. Rutgers University
M.M.C., Ph.D. Arizona State University

 **Fairfield University | Graduate Catalog**

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Charles F. Dolan School of Business Graduate Programs









2014-15


Master of Business Administration

Master of Science in Accounting

Master of Science in Finance

Certificate Programs for Advanced Study in

-  Accounting Information Systems
-  Entrepreneurship
-  Finance
-  General Management
-  Human Resource Management
-  Information Systems and Operations Management
-  Marketing
-  Taxation

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2014-15 ACADEMIC CALENDAR - GRADUATE PROGRAMS

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2014	
July 7	Registration begins for all Graduate programs for Fall, 2014 Applications for degree are due for August 30th graduation
Aug. 1	Last day for students to sign up for Fall 2014 monthly payment plan
Aug. 11	Last day for online registration for Fall 2014 (Registration continues in person and by phone)
Sept. 1	Labor Day - University holiday
Sept. 2	Classes begin for all graduate programs
Sept. 19	Deadline for Summer, 2014 and Spring, 2014 make up of Incompletes
Oct. 13	Columbus Day - University holiday
Nov. 3	Last day to withdraw from Fall courses (except ASAP II courses)
Nov. 26 - Nov. 30	Thanksgiving Recess
Dec. 1	Classes resume for all schools Applications for degree are due for January 30th graduation Registration begins for all Graduate Studies Programs for Spring, 2015
Dec. 19	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2015 monthly payment plan

Winter 2015 Intersession	
Jan. 2 - Jan. 13	Winter Intersession - Dolan School of Business

Spring 2015	
Jan. 2	Last day for online registration for Spring 2015 (Registration continues in person and by phone)
Jan. 19	Martin Luther King, Jr. Day - University Holiday
Jan. 20	Classes begin for all schools
Feb. 16	President's Day - University holiday
March 20	Last day to withdraw from Spring courses (except in ASAP II courses)
March 9 - March 13	Spring Recess
March 16	Classes resume
April 1	Registration begins for all Graduate programs for Summer, 2015 Applications for degree are due for May graduation - all schools
April 2 - April 5	Easter Recess all Graduate programs

April 6	Classes resume
May 8	Last day of classes/exams for all graduate programs
May 16	Baccalaureate Mass
May 17	65th Commencement Graduate Ceremony - 3 p.m.

Summer 2015	
May 18 - May 29	Graduate Business Summer Session I; Memorial Day Holiday, May 25
May 18 - Aug. 7	Engineering Summer Session; Memorial Day Holiday, May 25
June 1 - June 25	Graduate Business Summer Session II
June 29 - Aug. 1	Graduate Business Summer Session III (July 4 Holiday)
July 6	Registration begins for all Graduate Programs for Fall, 2015 Applications for Degree are due for August 30th graduation (all schools)
Aug. 3 - Aug. 22	Graduate Business Summer Session IV

A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

Fairfield is consistently ranked as one of the top master’s level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master’s programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as "whole persons" - in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your graduate education at Fairfield University.

Sincerely,

Jeffrey P. von Arx, S.J.

President



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 individuals with unique abilities and potentials, and it respects the personal and academic freedom of all 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.

Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the nearly 500-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,400 undergraduate students, 1,200 graduate students, and more than 400 students enrolled for degree completion programs, as well as personal and professional enrichment courses and certificates.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 41 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Nursing, and Graduate School of Education and Allied Professions. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

Since 1993, 63 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University's commitment to the God –given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative,

social, and spiritual – as together, the community seeks to realize a vision of common good that is rooted in genuine human solidarity.

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

Campus Resources & Services

Student Handbook

For information about the Office of Graduate Student Life, parking regulations and stickers, the StagCard, Quick RecPlex, and campus resources and student services, please see the Student Handbook at www.fairfield.edu/studenthandbook and the Graduate Student Reference Guide at www.fairfield.edu/gradstudentlife.

DiMenna-Nyselius Library

The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Windows-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, scanners, microform readers and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 376,000 e-books, 515 print journal and newspaper subscriptions, electronic access to 60,000 full-text journal and newspaper titles, and 15,000 audiovisual items. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using the research portal, Summon Discovery system. Library resources are accessible from any desktop on or off campus at <http://www.fairfield.edu/library/>. From this site, students use their NetID and password to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence and the Writing Center are both housed on the lower level. The IT Help Desk is on the main level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

Rudolph F. 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.

Early Learning Center

The Early Learning 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 emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year (when the campus is open) from 7:30 a.m.-5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and 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 www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Aloysius P. Kelley, S.J. Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Exploratory Advising, Disability Support Services, New Student Programs, as well as the Career Planning Center.

Computing Services

Fairfield University has high-speed fiber-optic cable connectivity, with transmission speeds of up to 1 gigabit-per-second. This technology connects our classrooms, residence halls, and offices, providing fast and reliable access to the online library catalogue, email, various databases, and other electronic resources.

Students, staff, and faculty have access to 12 computer labs located throughout campus. These labs are supported by knowledgeable lab assistants, and are open 14 hours a day for both walk-in and classroom use. Each computer lab offers hardware and software for Windows and Macintosh environments. Every dormitory room has access to wired/wireless internet, cable television, and a phone/voicemail connection. Students are issued individual NetID accounts, and are given access to our secure portal my.Fairfield. Here, students are able to check their e-mail, grades, register for courses, review their academic and financial records, and access campus-wide announcements.

Information Technology Services (ITS)

Located within the DiMenna-Nyselius Library, the ITS Help Desk is open Monday through Friday from 8:30 a.m. to 7:00 p.m. and can be reached by phone at (203) 254-4069 or by email at its@fairfield.edu. The ITS offices are located on the first and second floors of Dolan Commons. The ITS team manages all technology services on campus including academic computing, administrative computing, network services, project management, training, and support services.




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 the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series **Open Visions Forum**. The new **Bellarmino Museum of Art** is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit www.fairfield.edu/arts.

Other Requirements

NetID

A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and access to my.Fairfield.

-  Your NetID username is not case sensitive
-  It is generated from University records, and it is a combination of your first, middle, and last names or initials
-  Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard

Your NetID will remain active until you graduate. You will need to change your password every 90 days.

To activate (or "claim") your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: <http://netid.fairfield.edu>. For more detailed information, including step-by-step instructions, visit www.fairfield.edu/netid.

You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.

After claiming your NetID, visit <http://mail.student.fairfield.edu> to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.).

Your e-mail address follows this format: netid@student.fairfield.edu. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

my.Fairfield (<http://my.Fairfield.edu>)

All graduate students are issued individual accounts for my.Fairfield, a secure website 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.

Students may also register their cell phone number for entry into the StagAlert system, Fairfield University's emergency notification system. Click on the "Update Cell Phone Number" link under Student tab, Personal Information link, and follow the prompts.

Students can log in to my.Fairfield with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with my.Fairfield call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

ACCREDITATIONS

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

Additional accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

- B.S. Computer Engineering Program
- B.S. Electrical Engineering program
- B.S. Mechanical Engineering program
- B.S. Software Engineering Program

American Chemical Society

- (College of Arts and Sciences)
- B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education

- (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

- (School of Nursing)
- Undergraduate Nursing programs
- Master's Nursing programs
- Doctoral programs

National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary Education
- Secondary Education
- School Counseling
- School Library Media Specialist
- School Psychology
- Special Education
- TESOL/Bilingual Education programs

National Association of School Psychologists (NASP)

- (GSEAP)
- School Psychology

Program approvals include:

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 National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary and Secondary Education
- Special Education
- TESOL/Bilingual Education
- School Counseling
- School Library Media
- School Psychology
- Connecticut State Board of Examiners for Nursing
- Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International - The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE - American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minorities in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association

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 Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.

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THE CHARLES F. DOLAN SCHOOL OF BUSINESS

- Master of Business Administration
- Master of Science in Accounting
- Master of Science in Finance
- Certificate Programs for Advanced Study in
- Accounting
- Accounting Information Systems
- Entrepreneurship
- Finance
- General Management
- Human Resources Management
- Information Systems and Operations Management
- Marketing
- Taxation

A Message from the Dean

The highly competitive, globally-oriented, tech-savvy business world seeks energized, knowledgeable, inspired graduates with rock solid ethics to be the business leaders of the future. As a graduate student at the Charles F. Dolan School of Business, we want to enhance your progress in developing that future and meeting your career goals. Whether you see yourself as an accountant, an expert in the world of finance, an international business executive, a marketing professional, an information systems manager, or an entrepreneur, we can help take you there.

How do we do this? We do this, first, through our excellent faculty. This is a faculty that does cutting edge research and, through a world-class curriculum, will teach you the business concepts critical to your future career. This is also a faculty with substantial real-world business experience who seek to create an active learning environment. Here, real organizational problems are brought into the classroom to be dissected and debated, often with the actual managers involved. The faculty is also vitally interested in you. In classrooms averaging less than 24 students, and in one-on-one advising sessions, faculty are available to discuss your current concerns, your developing ideas, and future career trajectory.

We do this by creating a community of students who have the opportunity to interact closely with faculty, alumni, and staff. You'll have opportunities to join the Graduate Student Assembly and engage with faculty in clubs and service learning opportunities.

We do this by partnering with local business leaders and alumni, drawing on Fairfield County's strategic location, home to more than 40 Fortune 500 headquarters located within 50 miles of the University. When you're here, the world of business is literally at your front door.

We do this, finally, by stressing excellence in all that we do. We are ranked among the top 30 Part-time MBA programs nationally (according to Bloomberg Businessweek), among the Best 300 Business Schools in the U.S. (according to the Princeton Review), and fully accredited by the AACSB International, The Association to Advance Collegiate Schools of Business. Only five percent of all business schools worldwide are so recognized.

As a graduate student, you have already gained experience in the work world. The Dolan School of Business will help leverage that experience by offering breadth courses to enhance your skills, and concentration and elective courses to hone your skills. The result is a set of tools for jumpstarting your career goals. We educate in an environment that takes its Jesuit foundations seriously, emphasizing a rigorous curriculum, caring for our students, a concern for promoting ethics and justice, and an understanding of the power of reflecting on your life.

We welcome you. We urge you to take advantage of all that this school offers, and make it your own.

Donald E. Gibson, Ph.D

THE CHARLES F. DOLAN SCHOOL OF BUSINESS OVERVIEW

The Charles F. Dolan School of Business was established in 1978, having been a Department of Business Administration for 31 years within the College of Arts and Sciences. In 1981, in response to a stated need by the Fairfield County business community, the School began its master of science in financial management program. The certificate for advanced study in finance was initiated in 1984. In 1994, in response to unprecedented market demand, the School introduced the master of business administration program that now has concentrations in accounting, accounting information systems, entrepreneurship, finance, general management, global management, human resources management, information systems and operations management, marketing, and taxation. Also offered are: master of science degrees in finance and accounting.

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 facility with 11 classrooms, three computer labs, eight group workrooms, and outstanding media and technology equipment. The building has extensive lounge and meeting areas for student activities and unrivaled offices for faculty and staff. The School's building and facilities are among the best in the nation and reflect the continual development and unlimited potential of the Charles F. Dolan School of Business.

Vision Statement

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

Mission Statement

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


In carrying out its mission, the School typically admits graduate students who have an average of one to two or more years of professional experience. Generally, the School admits graduate students with an undergraduate GPA of at least 3.00 accompanied by a GMAT score of at least 500 (GRE also accepted). Moreover, the School requires all students seeking admission to its graduate programs to demonstrate that they either have performed satisfactorily at the undergraduate level in microeconomics, macroeconomics, college-level mathematics, and statistics, or will take those courses at the University or elsewhere.

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

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

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

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

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DSB Admission

DSB Graduate Admission Criteria and Procedures

Master of Business Administration, Master of Science in Finance*, and Master of Science in Accounting*

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

- College-level Mathematics (Financial Accounting for MSF applicants)
- Microeconomics
- Macroeconomics
- Statistics

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

1. A completed Application for Admission. Apply online at [fairfield.edu/applynow](#).
2. A non-refundable \$60 application fee.
3. A statement of self-evaluation of work experience and career objectives.
4. A professional resume.
5. An official copy of transcripts of previous college or university work. An overall undergraduate GPA of 3.0 or higher is recommended.
6. Completed online recommendation forms from two references; one recommendation from a faculty member and one from a present or former employer is preferred.
7. A score for the Graduate Management Admission Test (GMAT): 500 or higher is recommended. (The GRE exam may be submitted in lieu of the GMAT. If submitting the GRE, the scores will be converted to a GMAT equivalent.) On a case-by-case basis, applicants for the MSA, MBA-Accounting or MBA-Tax programs may be exempted from taking the GMAT if they have passed the Uniform CPA exam or the Bar exam.

* See additional admission criteria under Master of Science in Accounting on page 35, Master of Science in Finance on page 37

Applications are accepted on a rolling basis.

The applicant should submit all items to the Committee on Graduate Admission, Charles F. Dolan School of Business, Dean's Office, Fairfield University, 1073 North Benson Rd., Fairfield, CT 06824. The Committee on Graduate Admission reviews the applications and selects those who will be accepted to the program.

Certificate Programs for Advanced Study in:

- Accounting
- Accounting Information Systems
- Entrepreneurship
- Finance
- General Management
- Human Resources Management
- Information Systems and Operations Management
- Marketing
- Taxation

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

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

1. A completed Application for Admission. Apply online at [fairfield.edu/applynow](#)

Admission

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

Applications are accepted on a rolling basis.

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

The 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. For more information on the GMAT, visit mba.com

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree-seeking program. More detailed information and the required downloadable forms are available online at fairfield.edu/immunization. Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: (203) 254-4000 ext. 2241 or e-mail Health@fairfield.edu.

International Students


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

Students with Disabilities

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

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: Director of Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

 **Fairfield University | Graduate Catalog**

Fairfield University Grad Overview

School of Business

Admission

Tuition, Fees, and Financial Aid

Course Descriptions and Academic Programs

Administration

Academic Policies and General Regulations

[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - DSB](#) | [Tuition, Fees, and Financial Aid](#)

DSB GRADUATE TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for the academic year:

Application for matriculation (not refundable)	\$60
Registration per semester	\$30
Graduate Student Activity Fee	\$35
Tuition per credit	\$815
Computer Lab Fee	\$45
Commencement fee (required of all degree recipients)	\$150
Transcript	\$4
Promissory note fee	\$25
Returned check fee	\$30

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

Full payment of tuition and fees, and authorization for billing a company must accompany registration for the Summer sessions and Intersessions. For the Fall and Spring semesters, it must be received by the initial due date. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/bursar. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on 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 prevent future deferred payments and affect future registrations.

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, which requires a \$25 processing fee, 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 prevent future deferred payments and affect future registration.

Refund of Tuition

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

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

Refunds take two to three weeks to process.

Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidize by the federal government during graduate student enrollment.

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.

How to Apply



Step One:

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


Step Two:



-  Complete the required Entrance Counseling and Master Promissory Note (MPN) at www.studentloans.gov.

Step Three:

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

Loan Disbursement

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

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

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information view online at: www.fairfield.edu/gradaid.

Tax Deductions

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

Veterans

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

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found at http://www.fairfield.edu/about/about_gainful_employ.html.

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SCHOOL OF BUSINESS ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

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

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

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom and Responsibility

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

Freedom of Expression

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

Student Rights

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

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

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

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

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

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

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

Student Responsibilities

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

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

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

Academic Honesty

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

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

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

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

Honor Code

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

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

Option for Graduate Level Courses

Undergraduates with permission could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. Student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree.

An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence.

Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress

Academic Load

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

Academic Standards

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

Independent Study

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

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Time to Complete Degree

Students are expected to complete all requirements for the M.A. and M.S. 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.

Applications for and Awarding of Degrees

All students must file an application for the master's degree in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). 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. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Disruption of Academic Progress

Disruption of Academic Progress

Academic Probation/Dismissal

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

Course Withdrawal

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

Readmission

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

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

Grading System

Grades; 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	Withrew 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.

A change of an incomplete grade follows the established policy.

Incompletes

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

Transfer of Credit

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

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

Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (my.Fairfield) at the end of each semester.

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 (business honor society)

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 Charles F. 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.

Dolan School of Business Honors Graduate (Dean's Office recognition)

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

Academic Grievance Procedures

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

Step one: 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.

Step two: 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.

Step three: 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

Step one: 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 Senior Vice President for Academic Affairs (SVPAA). 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.

Step two: The SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA 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 SVPAA 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 SVPAA 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.

Step three: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.

Step four:For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA 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 SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five:For procedural appeals and academic dishonesty appeals, the SVPAA 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 SVPAA 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 SVPAA 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 SVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

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

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact the Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; (800)842-0229; www.ctohe.org/studentcomplaints.shtml Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact NEASC at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, 855-886-3272. <http://cihe.neasc.org/>

Transcripts


Graduate transcript requests should be made writing or online at www.fairfield.edu/registrar to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.

Student Records

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

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

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

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Dolan School of Business Graduate Programs 2014-15

- [MBA](#)
- [Accounting](#)
- [Finance](#)
- [Certificates](#)
- [Course Descriptions](#)

The Masters of Business Administration Program

An MBA is meant to be a generalist degree that covers all the relevant topical areas and gives students the opportunity to specialize, but not major, in a functional area of business. [The MBA program at the Dolan School](#) includes core courses, breadth courses, specialization or concentration courses, a free elective, and a required capstone course.

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

The full MBA program consists of the breadth and specialization courses. The AACSB International accreditation standards require at least 30 semester hours of study beyond the core. The Dolan School limits the number of options that it offers in the breadth and specialization courses to strengthen the program pedagogically with a strong set of breadth courses that everyone must take, and a limited number of specialization electives to provide a focus for each concentration. The capstone course, taken after the completion of core, breadth, and other concentration courses, is aimed at giving all MBA students a comprehensive overview of global competitive strategy, essential in today's global economy.

Course waiver policy: Students admitted to the graduate programs may be able to waive selected courses on the basis of previous course work, typically through a program of undergraduate study completed with a grade of B or better. A maximum of six core courses may be waived in the MBA Core. Generally, the student's undergraduate degree must have been earned within five years from an AACSB accredited Business school from the date of enrollment in the graduate program for those undergraduate courses to be considered for waivers.

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

The MBA Curriculum

All courses are 3 credits unless otherwise noted.

Core courses (18 credits)

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

- AC 400 Introduction to Accounting
- FI 400 Principles of Finance
- MG 400 Organizational Behavior
- MK 400 Marketing Management
- OM 400 Operations and Supply Chain Management
- QA 400 Applied Business Statistics

Breadth courses (18 credits)

Required of all MBA students, regardless of concentration.

- AC 500 Accounting Information for Decision-Making
- FI 500 Shareholder Value
- IS 500 Information Systems and Database Management
- MG 500 Leadership
- MG 503 Legal and Ethical Environment of Business
- MK 500 Customer Value

Concentration/Specialization Areas* (12 credits)**

- Accounting*
- Accounting Information Systems**
- Entrepreneurship
- Finance
- General Management
- Global Management
- Human Resources Management
- Information Systems and Operations Management
- Marketing
- Taxation*

** Only students with a bachelor's degree in accounting or the equivalent may pursue these concentrations.*

*** Students must have completed courses in introductory accounting, intermediate accounting and auditing or equivalent; or must have attained comparable practical experiences to pursue this concentration.*

**** At least one of a student's concentration courses must be designated as a research course (See the section on MBA concentrations).*

Free Elective (3 credits)

Students select an additional course from any concentration area.

Capstone Course (3 credits)

MG 584 Global Competitive Strategy

Each student takes this course at the end of his or her graduate program.

MBA Concentrations

Accounting Concentration

To be eligible for admission to this area of concentration, students must have an undergraduate degree (B.S. or B.A.) 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 taxation (three credits). Deficiencies will be handled on a case-by-case basis.

Required concentration course

AC 590* Research on Contemporary Issues in Accounting

Elective concentration courses

- Students select three from the following list**:*
- AC 520 International Accounting
 - AC 530 Accounting for Governments, Hospitals, and Universities
 - AC 540 Topics in Managerial Accounting
 - AC 550 Accounting Information Systems and Technology
 - AC 555 Issues in Internal Audit
 - AC 560 Audit Issues in a Global Environment
 - AC 570 Issues in Accounting Ethics
 - AC 580 Financial Statement Analysis
 - AC 585 Seminar: Special Topics in Accounting
 - AC 598 Independent Study in Accounting

**Designated research course*

***In consultation with the Coordinator of Graduate Accounting Programs, students pursuing a concentration in accounting may substitute one 500-level taxation course as an elective*

Accounting Information Systems Concentration

To be eligible for admission to this area of concentration, students must have completed courses in introductory accounting (six credits), intermediate accounting (six credits) and auditing (three credits), or equivalent; or must have attained comparable practical experiences. Deficiencies will be handled on a case by case basis.

Required concentration course

- AC 590* Research on Contemporary Issues in Accounting
- or
- OM 525* Process Improvement and Quality Management

Elective concentration courses**

Students select three courses from the following list; at least one must be an IS/OM course:

- AC 550 Accounting Information Systems and Technology
- AC 555 Issues in Internal Audit
- AC 560 Audit Issues in a Global Environment
- IS 520 Project Management
- OM 525* Process Improvement and Quality Management

*Designated research course

** Students endeavoring to meet state specific requirements for the CPA certification should select their free elective course in consultation with the Coordinator of Graduate Accounting Programs.

Finance Concentration

Required concentration courses

- FI 530 Corporate Finance
- FI 540* Investment Analysis

Elective concentration courses

Students select two courses from the following list:

- FI 545 Portfolio Management
- FI 555* International Financial Management
- FI 560 Global Financial Markets and Institutions
- FI 565* Derivative Securities
- FI 570 Fixed Income Securities
- FI 575 Capital Budgeting
- FI 580 Financial Risk Management
- FI 585 Seminar: Contemporary Topics in Finance

*Designated research course

Information Systems and Operations Management Concentration

Students in the Information Systems and Operations Management concentration take four courses: three advanced graduate courses in Information Systems (IS) or Operations Management (OM), and one advanced (MBA 500 level) graduate course from any business school department. A student may substitute an IS or OM advanced graduate course with an alternative graduate course, such as one from the School of Engineering's M.S. in Management Technology program, with the approval of the IS&OM department chair.

Students select three courses from the following list:

- IS 501 International Information Systems
- IS 520 Project Management
- IS 585* Contemporary Topics in Information Systems and Operations Management
- IS 598 Independent Study in IS&OM
- OM 525* Process Improvement and Quality Management
- OM 535 Global Logistics and Supply Chain Management
- CO 528 Professional Rhetoric and Presentation

Students select **one course** (free elective) from any MBA 500 level course.

*Designated research course

Management Concentrations

Entrepreneurship Concentration

Required concentration courses

- MG 508* Strategic Management of Innovation: The Entrepreneurial Firm
- MG 530 Entrepreneurship
- MG 531 Social Entrepreneurship

Elective concentration courses

Students must take one course from the General Management Concentration

**Designated research course*

General Management Concentration

Required concentration course

- MG 504 Managing People for Competitive Advantage

Elective concentration courses

Students must take three electives: two General Management electives selected from the following list, or one from the following list and one from the list of Human Resources Management electives, and a third elective to be approved by an MBA advisor.

- MG 505* Human Resources Strategies
- MG 506 Organizational Culture
- MG 507 Negotiations and Dispute Resolution
- MG 508* Strategic Management of Technology and Innovation: The Entrepreneurial Firm
- MG 510 Management Communication, Influence, and Power
- MG 520 Diversity in the Workplace
- MG 530 Entrepreneurship
- MG 540* Cross-Cultural Management
- MG 550 International Business Law and Regulation
- MG 560 Career Planning and Development
- MG 580 Seminar: Contemporary Topics in Management and Human Resources

Global Management Concentration

Required concentration course

- MG 540* Cross-Cultural Management

Elective concentration courses

Students must take three electives from the following list; at least two must be MG courses:

- AC 520 International Accounting**
- FI 555 International Financial Management***
- FI 560 Global Financial Markets and Institutions****
- IB 580 Study Abroad
- IS 501 International Information Systems
- MG 507 Negotiation and Dispute Resolution
- MG 535 International Human Resources Management
- MG 550 International Business Law and Regulation*****
- MK 550 Global Marketing
- TX 542 International Taxation**

**Designated research course*

***Must have an undergraduate degree (B.S. or B.A.) with a major in accounting or the equivalent.*

****pre-requisite FI 530*

*****pre-requisite FI 540*

******pre-requisite MG 503*

Human Resources Management Concentration

Required concentration course

- MG 505* Human Resources Strategies

Elective concentration courses

Students must take three electives: two Human Resources Management electives from the following list, or one from the following list and one from the list of General Management electives, and a third elective to be approved by an MBA advisor.

- MG 525 Employee Performance, Management, and Reward

MBA

- MG 535* International Human Resources Management
- MG 545* Law and Human Resources Management
- MG 555 Labor Relations
- MG 595 Seminar: Contemporary Topics in Human Resources Management

**Designated research course*

Marketing Concentration

Required concentration courses

- MK 510 Customer Behavior
- MK 520* Marketing Research

Elective concentration courses

- Students select two courses from the following list:*
- MK 535 Building Brand Equity
 - MK 540 Advertising Management
 - MK 550 Global Marketing
 - MK 560 Business-to-Business Marketing in the Internet Economy
 - MK 570 Digital Marketing
 - MK 585 Seminar: Contemporary Topics in Marketing

**Designated research course*

Taxation Concentration

To be eligible for admission to this area of concentration, students must have an undergraduate degree (B.S. or B.A.) 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 taxation (three credits). Deficiencies will be handled on a case by case basis.

Required concentration course

- TX 550* Tax Planning

Elective concentration courses

- Students select three from the following list**:*
- TX 500* Tax Research
 - TX 501 Tax Accounting
 - TX 502 Taxation of Property Transactions
 - TX 510 Entity Taxation
 - TX 512 Advanced Topics in Entity Taxation
 - TX 520 Estate and Gift Taxation
 - TX 530 Partnership Taxation
 - TX 540 State and Local Taxation
 - TX 542 International Taxation
 - TX 548 Tax Practice and Procedure
 - TX 585 Seminar: Contemporary Topics in Taxation
 - TX 598 Independent Study in Taxation


**Designated research courses*

***In consultation with the Coordinator of Graduate Accounting Programs, students pursuing a concentration in taxation may substitute one 500-level accounting course as an elective.*

Overall Program Requirements

Core courses	18 credits
Breadth courses	18 credits
Concentration courses	12 credits
Free Elective	3 credits
Capstone course	3 credits
Total requirements	54 credits

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

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The Master of Science in Accounting Program

With designated tracks in Assurance, Taxation and Accounting Information Systems, the M.S. in Accounting is designed to prepare students for careers in the field of accounting. Students learn to analyze complex accounting issues from an ethical perspective and use professional literature (e.g., accounting and auditing standards and interpretations) in resolving them. The degree is offered in a full-time cohort program, which includes 10 three-credit courses (seven required and three electives). It is designed to address the educational requirements for 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 taxation (three credits). Deficiencies will be handled on a case-by-case basis.

The M.S. in Accounting Curriculum

Foundation courses (15 credits)

- AC 530 Accounting for Governments, Hospitals, and Universities
- AC 570 Issues in Accounting Ethics
- AC 580 Financial Statement Analysis
- TX 510 Entity Taxation

Choose one:

- AC 550 Accounting Information Systems and Technology
- AC 560 Audit Issues in a Global Environment
- TX 550* Tax Planning

International course (3 credits)

Choose one:

- AC 560 Audit Issues in a Global Environment
- TX 542 International Taxation

*Students who choose AC 560 as a Foundation course and as an International course MUST take an additional elective course from the list of electives below.

Designated research course (3 credits)

Choose one:

- AC 590* Research on Contemporary Issues in Accounting
- TX 500* Tax Research

Elective courses (9 credits)

- AC 520 International Accounting
- AC 540 Topics in Managerial Accounting
- AC 550 Accounting Information Systems and Technology
- AC 555 Issues in Internal Audit
- AC 560 Audit Issues in a Global Environment
- AC 585 Seminar: Special Topics in Accounting
- AC 590* Research on Contemporary Issues in Accounting
- TX 500* Tax Research

Accounting

- TX 501 Tax Accounting
- TX 502 Taxation of Property Transactions
- TX 512 Advanced Topics in Entity Taxation
- TX 520 Estate and Gift Taxation
- TX 530 Partnership Taxation
- TX 540 State and Local Taxation
- TX 542 International Taxation
- TX 548 Tax Practice and Procedure
- TX 550 Tax Planning*
- TX 585 Seminar: Contemporary Topics in Taxation
- IS 520 Project Management
- OM 525* Process Improvement and Quality Management
- MG 510 Management Communication, Influence and Power
- MG 512 The Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code
- CO 528 Professional Rhetoric and Presentation

Elective Courses may also include any other 500-level business course with permission of the Coordinator of Graduate Accounting Programs.

**Designated research course.*

MBA/M.S. in Accounting Overlap

The MBA with a concentration in Accounting (MBA-AC), is a generalist degree that covers all relevant topical areas for a business professional, gives students the opportunity to specialize, but not major, in Accounting. Immediately after completion of the MBA-AC, students sometimes wish to further their graduate study in Accounting. Interested students then may apply for admission to the M.S. in Accounting and, once accepted, can earn the degree by completing an additional 6 courses drawn from the M.S. in Accounting Curriculum. Courses are selected in advisement with the Coordinator of Graduate Accounting Programs. Students are encouraged to seek individualized advisement well before completing the MBA-AC.

The Master of Science in Finance Program

The [M.S. in Finance](#) provides unique opportunities for individuals who want to enhance their career opportunities in the areas of investments, corporate finance, or banking. The main program consists of 10 three-credit courses (seven required and three electives) and is especially useful for those who want to pursue advanced certification, such as the CFA, CFM, CFP, etc. Applicants should hold an undergraduate or an MBA degree and have an adequate background in the areas of microeconomics, macroeconomics, financial accounting, and statistics. Applicants lacking proper training in these areas will need to take preparatory courses in addition to the main course work.

The M.S. in Finance Curriculum

Required courses (21 credits)

- FI 530 Corporate Finance
- FI 540 Investment Analysis
- FI 545 Portfolio Management
- FI 560 Global Financial Markets and Institutions
- FI 565 Derivative Securities
- FI 580 Financial Risk Management
- FI 595* Research Methods in Finance


Elective courses (9 credits)

- FI 500 Shareholder Value
- FI 555 International Financial Management
- FI 570 Fixed Income Securities
- FI 575 Capital Budgeting
- FI 585 Seminar: Contemporary Topics in Finance
- FI 597 Independent Research Seminar in Finance

**Designated research course*

MBA/M.S. in Finance Overlap

The MBA with a concentration in Finance (MBA-FI) is a generalist degree that covers all relevant topical areas for a business professional, gives students the opportunity to specialize, but not major, in Finance. Immediately after completion of the MBA-FI, students sometimes wish to further their graduate study in Finance. Interested students then may apply for admission to the M.S. in Finance and, once accepted, can earn the degree by completing an additional 6 courses drawn from the M.S. in Finance Curriculum. Courses are selected in advisement with the Coordinator of Graduate Finance Programs. Students are encouraged to seek individualized advisement well before completing the MBA-FI.

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The Certificate Programs for Advanced Study

The certificate programs for advanced study (C.A.S.) in accounting*, accounting information systems**, entrepreneurship, finance, general management, human resources management, information systems and operations management, marketing, and taxation* provide opportunities for qualified professionals to enhance their competency and update their skills in an area of specialization.

The 15-credit program is designed to provide a complete integration between the theory and practice of contemporary business. The C.A.S. programs are suitable for working professionals who have already earned a graduate degree, but whose responsibilities are currently or are expected to be in a particular specialty and desire greater depth of academic preparation in that subject area, or for individuals outside of the area who desire to understand multifunctional thinking in order to compete effectively in the marketplace.


The program requires completion of the subject area's required concentration course(s) plus additional elective courses, for a total of 15 credits in the area of specialization. All programs of study are planned with the help of the Director of Graduate Programs and consider the interests and goals of the participant.

Candidates for the certificate are to complete all requirements within three years of beginning their course work. 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 M.S. programs. Certificates are awarded to candidates who complete their programs with at least a 3.00 overall grade point average.

* To be eligible to pursue a C.A.S. in this area, 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 taxation (three credits). Deficiencies will be handled on a case-by-case basis.

** To be eligible to pursue a C.A.S. in this area, students must have successfully completed the following courses at the undergraduate level: introductory accounting (six credits), intermediate accounting (six credits), and auditing (three credits). Deficiencies will be handled on a case-by-case basis.

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Graduate Course Descriptions

AC 400 Introduction to Accounting

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.

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AC 500 Accounting Information for Decision-Making

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. (Prerequisite: AC 400 or equivalent).

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AC 520 International Accounting

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 530 Accounting for Governments, Hospitals, and Universities

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 540 Topics in Managerial Accounting

This course examines contemporary topics in management accounting. Students are expected to become familiar with key articles in the professional literature and discuss their implications in a seminar format. They are expected to compare and contrast contemporary approaches with traditional methods, and evaluate the impact on the process of managerial reporting and decision-making. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 550 Accounting Information Systems and Technology

This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles, identify weaknesses, and recommend internal control improvements. They may design and build a module of an accounting information system using appropriate database technology. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 555 Issues in Internal Audit

This course covers internal audit from a broad perspective. Course topics cover three main areas, internal audit: (1) basics, (2) risks, and (3) metrics. During the course, students will develop critical thinking skills (particularly employing professional skepticism) and learn to effectively communicate their professional opinions. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 560 Audit Issues in a Global Environment

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 570 Issues in Accounting Ethics

This course investigates ethical problems in contemporary accounting practice. The goal is to increase students' ethical perception so they are better able to identify, consider, and ultimately act on the ethical issues they may face in their professional accounting career, regardless of specialty area (e.g., audit, tax, and corporate accounting). The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 580 Financial Statement Analysis

The course is designed to increase and extend the knowledge of the student in financial statement information and topics introduced in undergraduate courses in intermediate and advanced financial accounting through lecture, problem solving and case analysis. A critical examination of both objective and subjective aspects of financial reporting will be undertaken with both quantitative as well as qualitative assessments of financial information emphasized. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 585 Seminar: Special Topics in Accounting

This course presents recent practioner and academic literature in various areas of accounting, including guest speakers where appropriate. Topics change semester to semester, depending upon faculty and student interests. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Accounting Information Systems, CAS-Accounting or by permission from the Department Chair or his or her designee).

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AC 590* Research on Contemporary Issues in Accounting

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

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AC 598 Independent Study in Accounting

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. (Prerequisite: Permission from Department Chair or his or her designee).

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FI 400 Principles of Finance

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. (This course must be taken after AC 400 and QA 400).

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FI 500 Shareholder Value

This course examines business decision-making with the aim of creating and managing value for shareholders. Accordingly, students learn how to lead and manage a business in a competitive environment. This involves the formulation of corporate objectives and strategies, operational planning, and integration of various business functions leading to greater shareholder value. Topics include investment and strategic financial decision-making. A business simulation facilitates the learning process. (Prerequisite: FI 400 or equivalent).

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FI 530 Corporate Finance

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.

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FI 540* Investment Analysis

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

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FI 545 Portfolio Management

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. (Prerequisite: FI 540).

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FI 555* International Financial Management

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. (Prerequisite: FI 530).

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FI 560 Global Financial Markets and Institutions

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. (Prerequisite: FI 540).

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FI 565* Derivative Securities

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. (Prerequisite: FI 540).

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FI 570 Fixed Income Securities

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. (Prerequisite: FI 540).

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FI 575 Capital Budgeting

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. (Prerequisite: FI 530).

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FI 580 Financial Risk Management

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. (Prerequisite: FI 540).

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FI 585 Seminar: Contemporary Topics in Finance

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. (Prerequisites: FI 530 and FI 540).

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FI 595* Research Methods in Finance

This course, open to M.S. 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. (Prerequisite: FI 540).

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FI 597 Independent Research Seminar in Finance

This course, which is open to M.S. 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. (Prerequisite: FI 595).

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IB 580 Study Abroad

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

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IS 500 Information Systems and Database Management

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

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IS 501 International Information Systems

This course examines information technology environments around the world, and attendant challenges to business strategy and information systems design. The course identifies geographic and institutional variables that create borders in the global Internet economy: material infrastructures, socio-economic elements, and political-legal systems. The course emphasizes national and regional strategies, emergent technologies, hybrid systems, and equity issues. (Prerequisite: IS 500 or permission of instructor).

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IS 520 Project Management

Course Descriptions

This course explores the process and practice of project management. Topics to be covered include project lifecycle and organizations, teambuilding and productivity, task scheduling and resource allocation, and progress tracking and control. Cases will be used to consider the implications for change management, consulting, IT implementation, and other related disciplines. Small team projects and experiential exercises will also be used to provide an active learning environment. This course is designed to count toward professional project management certification. (Prerequisites: IS 500 or OM 400 or permission of the instructor).

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IS 585* Contemporary Topics in Information Systems and Operations Management

This course draws from current literature and practice on information systems and/or operations management. The topics change from semester to semester, depending on student and faculty interest and may include: project management, e-business, management science with spreadsheets, e-procurement, executive information systems, ethics, and other socio-economic factors in the use of information technology. (Prerequisite: IS 500 or permission of instructor).

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IS 598 Independent Study in Information Systems and Operations Management

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. (Prerequisite: permission of the ISOM Department Chair).

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MG 400 Organizational Behavior

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.

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MG 500 Leadership

This course focuses intensively on the art and science of leadership in organizations by examining the critical links between leader skills, strategy, and organizational change utilizing a human resources approach. The course strives to assist students from every concentration - including finance, marketing, information systems, accounting, and international business - to become leaders who can motivate and mobilize their people to focus on strategic goals. The material covered in this course will include traditional, contemporary, and strategic theories of leadership. Students will assess their leadership skills, and engage in a series of assignments designed to improve and establish confidence in their own abilities to lead. (Prerequisite: MG 400 or equivalent).

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MG 503 Legal and Ethical Environment of Business

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.

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MG 504 Managing People for Competitive Advantage

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 excercises, and lectures. (Prerequisite: MG 500).

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MG 505* Human Resources Strategies

In this course students study the linkages among human resource management (HRM), human capital, firm strategy and overall firm performance. The central goal of this course is to assist students to become better managers of people. Human capital is one of the critical assets of the firm and is comprised of the knowledge, skills and abilities (KSA) of its people. HRM deals with workplace practices that organizations use to manage human capital. Some key HRM practices of the firm are recruitment and selection, training, total compensation and benefits management, performance management, employee relations such as diversity management, work life balance, legal and ethical compliance, safety issues, etc. In this course the student will analyze how these practices can be aligned with the strategy of the firm so as to provide the firm with a competitive advantage leading

to greater firm performance. (Prerequisite: MG 500).

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MG 506 Organizational Culture

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

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MG 507 Negotiations and Dispute Resolution

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. (Prerequisite: MG 500).

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MG 508* Strategic Management of Technology & Innovation: The Entrepreneurial Firm

This course begins by presenting cutting-edge concepts and applications so that students understand the dynamics of innovation, the construction of 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 also 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, which in turn allow the firm to strategically and tactically compete in the global marketplace. Topics explored, in this regard, include technology brokering, lead users, disruptive technologies and the use of chaos, and complexity theory in the strategic planning process.

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MG 510 Management Communication, Influence, and Power

This course examines the critical factors involved in communication, influence, and power in organizations. It emphasizes that a business strategy, decision, or idea is effective only if it is communicated in a way that persuades an audience. The course is intended for managers who seek to become more effective communicators, whether it is with one person, a group, or a large audience. Fundamentals of persuasion and influence tactics provide the context for considering such topics as critical listening skills, assessing one's emotional intelligence, analyzing communication networks, gender differences in communication, and strategies for communicating during conflict. The course addresses how to formulate communication objectives and strategy; assess levels of credibility; power, audience diversity, and corporate culture; analyze message structure; and choose appropriate communication media. This is an involved, hands-on class. In-class exercises, oral and written presentations, and case discussions provide vivid illustrations of the concepts. (Prerequisite: MG 500).

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MG 512 The Law of Commercial Transactions: Advanced Studies in the Uniform Commercial Code

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

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MG 520 Diversity in the Workplace

Students explore the value of diversity in organizations. They develop an increased understanding of the ways in which differences in the workplace can enhance both personal development and organizational effectiveness. To accomplish this, students explore why diversity has become a central strategic issue, their own diversity framework, the relationship between diversity and management effectiveness, and strategies for valuing diversity. The class addresses specific dimensions of diversity and the knowledge and skills students must develop to work effectively with people who are different. (Prerequisite: MG 500).

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MG 525 Employee Performance Management and Rewards

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. (Prerequisite: MG 500).

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MG 530 Entrepreneurship

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.

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MG 531 Social Entrepreneurship

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.

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MG 535* International Human Resources Management

This course delves into the complexities of managing human resources in the global business arena. Business today is characterized by the relentless pace of globalization through the formation of international collaborations, mergers, joint ventures, and the opening of new markets. A major challenge posed by this landscape is the need to understand the similarities and differences in people management practices across cultures and countries. As firms enter global markets, hire foreign employees, or outsource work to foreign countries, human resources management practices such as recruitment, training, compensation, performance management, and employee relations become more complex. Legal and regulatory requirements of foreign countries, cultural differences, expatriate management, and workforce mobility become important considerations for global businesses. This course explores these complexities and analyzes in-depth the people-related issues in different countries. (Prerequisite: MG 500).

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MG 540* Cross-Cultural Management

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.

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MG 545* Law and Human Resources Management

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. (Prerequisite: MG 503).

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MG 550 International Business Law and Regulation

This course examines public and private international law and regulation, emphasizing issues relevant to doing business internationally. (Prerequisite: MG 503).

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MG 555 Labor Relations

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. (Prerequisite: MG 505).

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MG 560 Career Planning and Development

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. (Prerequisite: MG 500).

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MG 580 Contemporary Topics in Management and Human Resources

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

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MG 584 Capstone course: Global Competitive Strategy

All MBA students must take this capstone course at the end of their program of study. The course begins by considering the three components of a global strategy: development of the core strategy (building a sustainable competitive advantage), internationalizing the core strategy (international expansion of activities and adaptation of the core strategy), and globalizing the core strategy (integrating the strategy across countries). It then considers the global levers of strategy such as the selection of international markets in which to conduct business, the product/service mix offered in different countries, the location of value-adding activities, international marketing strategies, and competitive moves in individual countries as part of a global competitive strategy. The course explores the benefits of a global strategy by examining cost reductions, improved quality of products and programs, enhanced customer preference, and increased competitive leverage. (Prerequisites: Completion of core, breadth, and other concentration courses).

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MG 595 Contemporary Topics in Human Resources Management

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

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MK 400 Marketing Management

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

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MK 500 Customer Value

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. (Prerequisite: MK 400 or equivalent).

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MK 510 Customer Behavior

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. .

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MK 520* Marketing Research

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.

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MK 535 Building Brand Equity

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

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MK 540 Advertising Management

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.

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MK 550 Global Marketing

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

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MK 560 Business-to-Business Marketing in the Internet Economy

This course develops an applied understanding of the principles of business-to-business marketing, which focuses on organizational customers who buy for production purposes rather than individuals who buy for personal consumption. The techno-economic purchase motivations of organizational customers require appropriate adaptation of product, promotion, distribution, and pricing strategies. The course examines the strategic and operational implications of organizational buyer behavior and other special characteristics of business-to-business products and services that influence their marketing strategy. The course incorporates the vital and specific role of the Internet as an integral and indispensable instrument of every function and activity in business-to-business marketing operations in all subjects.

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MK 570 Digital Marketing

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

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MK 585 Seminar: Contemporary Topics in Marketing

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.

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OM 400 Operations and Supply Chain Management

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

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OM 525* Process Improvement and Quality Management

This course addresses topics and methods related to business process improvement and lean six-sigma quality management so that firms are able to improve their performance along key dimensions such as cost, quality, speed, and flexibility. Through the use of case studies, students learn to approach problems using methods that have proven effective for a variety of organizations. Topics include: financial justification of operational improvements, change management, six-sigma process improvement methods and tools, business process reengineering, and lean production concepts applied in both manufacturing and service organizations. This course will also reinforce skills involved in working in teams and communicating recommendations effectively. (Prerequisites: OM 400 and QA 400).

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OM 535 Global Logistics and Supply Chain Management

This course emphasizes global logistics as the management of time and place. It takes an integrated cross-functional management approach using strategic infrastructure and resource management to efficiently create customer value. Specifically, it examines the time-related global positioning of resources and the strategic management of the total supply-chain. Topics include procurement, manufacturing, distribution, and waste disposal, and discussion of associated transport, storage, and information technologies.

QA 400 Applied Business Statistics

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.

TX 500* Tax Research

This course introduces students to tax research source materials and provides students with the opportunity to conduct tax research. After the course, students should be able to identify tax issues inherent in various fact scenarios, locate and evaluate various sources of tax law, and effectively communicate conclusions and recommendations based on their research. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

TX 501 Tax Accounting

This course introduces students to federal tax accounting and contrasts its effects with those of financial accounting. After the course, students should be able to identify accounting transactions and methods that have differing tax and financial statement treatments, and to understand and plan for the consequences of those differences. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

TX 502 Taxation of Property Transactions

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

TX 510 Entity Taxation

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

TX 512 Advanced Topics in Entity Taxation

This course introduces students to advanced concepts of the federal income taxation of corporations and corporate-shareholder transactions. After the course, students should be able to identify tax issues stemming from various corporate transactions and activities, particularly those involving corporate divisive and acquisitive restructurings, as well as plan for the consequences of, and make recommendations for alternatives to the contemplated restructurings. (Prerequisite: TX 510 and Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

TX 520 Estate and Gift Taxation

This course introduces students to the concepts of, as well as the statutory rules surrounding, federal estate and gift taxation. After the course, students should be able to identify tax issues stemming from lifetime and at-death transfers of various types of property and property rights to various classes of beneficiaries or donees, as well as to plan for the consequences of, and make recommendations for alternative structuring of intended wealth transfers. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

TX 522 Income Taxation of Trusts and Estates

This course introduces students to the concepts of, as well as the statutory rules surrounding, the federal income taxation of trusts and estates. After the course, students should be able to identify income tax issues arising during administration, which affect the various parties to the estate or trust, as well as to plan for the consequences of, and make recommendations for alternative structuring of intended transactions. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 530 Partnership Taxation

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 532 Taxation of Flow-Through Entities and Closely Held Businesses

This course introduces students to the provisions of the Internal Revenue Code that affect closely held corporations. After the course, students should be able to identify tax issues stemming from the transactions and activities of closely held corporations, including those between the corporation and the shareholder, as well as plan for the consequences of, and make recommendations for alternative structuring of intended transactions and activities. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 540 State and Local Taxation

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 542 International Taxation

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 545 Tax Implications of Deferred Compensation

This course helps students develop a conceptual understanding of the various forms of deferred compensation available, the purposes and uses of each, and the federal income tax provisions applicable thereto. After the course, students should be able to identify the tax issues associated with the design and adoption of various forms of deferred compensation plans, as well as plan for alternative structuring of compensation. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 548 Tax Practice and Procedure

This course familiarizes students with the rules of practice before the Internal Revenue Service, as well as the procedures available for the resolution of income tax matters of disagreement. After the course, students should be able to identify the appropriate procedures applicable to specific transactions, elections and filings, as well as the appropriate and alternative means by which the resolution of disagreements between taxpayers and the IRS can be achieved. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 550* Tax Planning

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. (Prerequisite: Enrollment in MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).

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TX 585 Seminar: Contemporary Topics in Taxation

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. (Prerequisite: Enrollment on MS-Accounting, MBA-Taxation, CAS-Taxation or by permission from the Department Chair or his or her designee).


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TX 598* Independent Study in Taxation

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. (Prerequisite: Permission from Department Chair or his or her designee).

**Designated as research courses.*

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1979-2004
President Emeritus

Jeanne M. Novotny, Ph.D.
2002-2011
Dean, School of Nursing, Emerita

Phyllis E. Porter, MSN
1970-1989
Associate Professor of Nursing, Emerita
Dean, School of Nursing, Emerita

Antônio Simões, Ed.D.
1991-2006
Dean, Graduate School of Education and Allied Professions, Emeritus

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2014-15 ACADEMIC CALENDAR - GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2014

July 7	Registration begins for all Graduate Programs for Fall, 2014 (except for non-matriculated GSEAP students) Applications for Degree due for August 30th graduation
July 21	Registration begins for non-matriculated GSEAP students for Fall 2014
Aug. 1	Last day for students to sign up for Fall 2014 monthly payment plan
Aug. 11	Last day for online registration for Fall 2014
Aug. 29	Last day to apply for GSEAP non-matriculated status for Fall 2014
Sept. 1	Labor Day - University holiday
Sept. 2	Classes begin for all graduate programs
Sept. 9 - Sept. 15	Late Registration
Sept. 19	Deadline for make-up of Summer, 2014 "Incompletes" Last day to register for Comprehensive Exam Courses
Oct. 13	Columbus Day - University holiday
Nov. 3	Last day to withdraw from Fall course
Nov. 26 - Nov. 30	Thanksgiving Recess
Dec. 1	Classes resume for all schools Applications for Degree are due for January graduation Registration begins for all Graduate Programs for Spring, 2015 (except non-matriculated GSEAP students)
Dec. 10	Last day to complete Fall comprehensive exam - GSEAP
Dec. 15	Registration for GSEAP non-matriculated students for Spring, 2015
Dec. 19	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2015 monthly payment plan

Spring 2015

Jan. 2	Last day for online registration for Spring 2015
Jan. 19	Martin Luther King, Jr. Day - University Holiday
Jan. 20	Classes begin
Jan. 20	Last day to apply for GSEAP non-matriculated status for Spring 2015
Jan. 27 - Feb. 4	Late Registration
Jan. 31	Last day to register for Comprehensive Exam Courses

Feb. 11	Deadline for Make-up for Fall 2014 Incompletes for GSEAP
Feb. 16	President's Day - University holiday
Feb. 17	Monday classes meet (To make up for Monday holidays) Undergraduate day classes only including 3:30 p.m. classes)
Mar. 9 - Mar. 13	Spring Recess
Mar. 16	Classes resume Last day to withdraw from Spring course
April 1	Registration begins for all Graduate Programs for Summer 2015 (except GSEAP non-matriculated students) Applications for Degree are due for May graduation
Apr. 2 - Apr. 5	Easter Recess for graduate programs
April 6	Classes resume for graduate programs
April 15	Registration begins for non-matriculated GSEAP students for Summer 2015
April 23	Last day to complete Spring Comprehensive Exams
May 8	Last day of classes/exams for all graduate programs
May 16	Baccalaureate Mass
May 17	65th Commencement Graduate Ceremony - 3 p.m.

Summer 2015

May 18 - June 2	GSEAP Pre Session (Memorial Day Holiday, May 25)
June 3 - July 2	GSEAP Session I
June 3	Deadline for make-up of Spring 2015 "Incompletes"
July 7	Registration begins for all Graduate Programs for Fall 2015 (except GSEAP non-matriculated students) Application for Degree due for August 30th graduation
July 6 - July 31	GSEAP Session II
July 20	Registration begins for GSEAP non-matriculated students for Fall, 2015
Aug. 3 - Aug. 12	GSEAP Post Session

A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

Fairfield is consistently ranked as one of the top master's level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master's programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as "whole persons" - in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your graduate education at Fairfield University.

Sincerely,

Jeffrey P. von Arx, S.J.

President

Fairfield 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 individuals with unique abilities and potentials, and it respects the personal and academic freedom of all 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.

Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the nearly 500-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,400 undergraduate students, 1,200 graduate students, and more than 400 students enrolled for degree completion programs, as well as personal and professional enrichment courses and certificates.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 41 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Nursing, and Graduate School of Education and Allied Professions. Students benefit from

small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

Since 1993, 63 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University's commitment to the God –given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative, social, and spiritual – as together, the community seeks to realize a vision of common good that is rooted in genuine human solidarity.

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

Campus Resources & Services

Student Handbook

For information about the Office of Graduate Student Life, parking regulations and stickers, the StagCard, Quick RecPlex, and campus resources and student services, please see the Student Handbook at www.fairfield.edu/studenthandbook and the Graduate Student Reference Guide at www.fairfield.edu/gradstudentlife.

DiMenna-Nyselius Library

The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Windows-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, scanners, microform readers and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 376,000 e-books, 515 print journal and newspaper subscriptions, electronic access to 60,000 full-text journal and newspaper titles, and 15,000 audiovisual items. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using the research portal, Summon Discovery system. Library resources are accessible from any desktop on or off campus at <http://www.fairfield.edu/library/>. From this site, students use their NetID and password to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence and the Writing Center are both housed on the lower level. The IT Help Desk is on the main level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

Rudolph F. 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.

Early Learning Center

The Early Learning 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 emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year (when the campus is open) from 7:30 a.m.-5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and 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 www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Aloysius P. Kelley, S.J. Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Exploratory Advising, Disability Support Services, New Student Programs, as well as the Career Planning Center.

Computing Services

Fairfield University has high-speed fiber-optic cable connectivity, with transmission speeds of up to 1 gigabit-per-second. This technology connects our classrooms, residence halls, and offices, providing fast and reliable access to the online library catalogue, email, various databases, and other electronic resources.

Students, staff, and faculty have access to 12 computer labs located throughout campus. These labs are supported by knowledgeable lab assistants, and are open 14 hours a day for both walk-in and classroom use. Each computer lab offers hardware and software for Windows and Macintosh environments. Every dormitory room has access to wired/wireless internet, cable television, and a phone/voicemail connection. Students are issued individual NetID accounts, and are given access to our secure portal my.Fairfield. Here, students are able to check their e-mail, grades, register for courses, review their academic and financial records, and access campus-wide announcements.

Information Technology Services (ITS)

Located within the DiMenna-Nyselius Library, the ITS Help Desk is open Monday through Friday from 8:30 a.m. to 7:00 p.m. and can be reached by phone at (203) 254-4069 or by email at its@fairfield.edu. The ITS offices are located on the first and second floors of Dolan Commons. The ITS team manages all technology services on campus including academic computing, administrative computing, network services, project management, training, and support services.




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 the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series **Open Visions Forum**. The new **Bellarmino Museum of Art** is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit www.fairfield.edu/arts.

Other Requirements

NetID

A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and access to my.Fairfield.

-  Your NetID username is not case sensitive
-  It is generated from University records, and it is a combination of your first, middle, and last names or initials
-  Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard

Your NetID will remain active until you graduate. You will need to change your password every 90 days.

To activate (or "claim") your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: <http://netid.fairfield.edu>. For more detailed information, including step-by-step instructions, visit www.fairfield.edu/netid.

You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.

After claiming your NetID, visit <http://mail.student.fairfield.edu> to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.).

Your e-mail address follows this format: netid@student.fairfield.edu. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

my.Fairfield (<http://my.Fairfield.edu>)

All graduate students are issued individual accounts for my.Fairfield, a secure website 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.

Students may also register their cell phone number for entry into the StagAlert system, Fairfield University's emergency notification system. Click on the "Update Cell Phone Number" link under Student tab, Personal Information link, and follow the prompts.

Students can log in to my.Fairfield with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with my.Fairfield call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

ACCREDITATIONS

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

Additional accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

- B.S. Computer Engineering Program
- B.S. Electrical Engineering program
- B.S. Mechanical Engineering program
- B.S. Software Engineering Program

American Chemical Society

- (College of Arts and Sciences)
- B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education

- (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

- (School of Nursing)
- Undergraduate Nursing programs
- Master's Nursing programs
- Doctoral programs

National Council for the Accreditation of Teacher Educators/Council for the Accreditation of Educator Preparation (NCATE/CAEP)

- Elementary Education
- Secondary Education
- School Counseling

- School Library Media Specialist
- School Psychology
- Special Education
- TESOL/Bilingual Education programs

National Association of School Psychologists (NASP)

- (GSEAP)
- School Psychology

Program approvals include:

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 National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary and Secondary Education
- Special Education
- TESOL/Bilingual Education
- School Counseling
- School Library Media (Connecticut Department of Education approval)
- School Psychology

Connecticut State Board of Examiners for Nursing

- Undergraduate Nursing programs

Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International - The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE - American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minorities in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association

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 Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.



Fairfield University | Graduate Catalog

Fairfield University Overview	Graduate School of Education & Allied Professions	GSEAP Admission	Tuition, Fees, and Financial Aid
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[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - GSEAP](#) | [Graduate School of Education & Allied Professions](#)

GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

Approved by the Connecticut State Department of Education,
the Connecticut State Office of Higher Education,
and fully accredited by

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

A Message from the Dean

Welcome to the Graduate School of Education and Allied Professions (GSEAP) at Fairfield University. For over 50 years, Fairfield has offered high-quality graduate programs in education and human services. Whether your goal is advancement in your current field, a change in career, professional certification, or an advanced degree, we are well positioned to help you meet your goals. Our graduates make significant contributions in fields serving children, youth, adults, families, communities and organizations.

In keeping with the Jesuit tradition, our programs are committed to serving the community while challenging you intellectually. A caring and committed faculty offer a rigorous course of study, with a broad range of courses that integrate critical reflection, extensive field experience, and the most current research in the field. Our programs are fully accredited and are tailored for working professionals. Classes are scheduled in the evening for fall and spring semesters and in a variety of accelerated formats during the summer.

This catalog has been designed to serve as a reference guide to academic programs, requirements, and resources. It describes the programs that lead to a master of arts degree and a certificate of advanced study and requirements for a variety of professional credentials. Please see the GSEAP website for course schedules

The faculty and staff of the Graduate School of Education and Allied Professions join me in wishing you every success as you pursue your academic and professional goals at Fairfield University.

Bob Hannafin, Ph.D.
Dean

GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS OVERVIEW

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

GSEAP offers two levels of professional graduate degree programs: (1) the Master of Arts in applied psychology, bilingual education, clinical mental health counseling, school counseling, curriculum and instruction, educational technology, elementary education, marriage and family therapy, family studies, school psychology, secondary education,

special education, and TESOL and (2) the Certificate of Advanced Study (also known as the 6th year certificate) in bilingual education, clinical mental health counseling, school counseling, school psychology, special education, foundations in education, and TESOL.

Courses of study leading to a master of arts degree and/or to a certificate of advanced study include:

1. Teaching and Foundations
2. Elementary Education (M.A. only)
3. Bilingual Education (elementary and secondary)
4. TESOL (K-12)
5. Clinical Mental Health Counseling
6. School Counseling
7. Marriage and Family Therapy (M.A. only)
8. Applied Psychology (M.A. only): Human Services Psychology, Foundations of Advanced Psychology, and Industrial/Organizational Psychology
9. School Psychology
10. Secondary Education English, Social Studies/History, Mathematics, Biology, Chemistry, Physics, General Science, French, German, Latin, Spanish
11. Special Education
12. Educational Technology (M.A. only)
13. Family Studies (M.A. only)

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

1. Elementary Education
2. Secondary Education in English, Mathematics, Biology, Chemistry, Physics, General Science, French, German, Latin, Spanish, and Social Studies/History
3. Special Education
4. Bilingual Education (elementary and secondary)
5. TESOL (K-12)
6. School Counseling
7. School Library Media
8. School Psychology

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

1. Applied Behavior Analysis
2. Integration of Spirituality & Religion into Counseling
3. School-based Marriage & Family Therapy
4. Substance Abuse Counseling

Unit Mission and Conceptual Framework

The Graduate School of Education and Allied Professions 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. The departments within 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; commit to serving 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 Unit’s approach to professional education, and that is central to its conceptual framework, is rooted in four key tenets of the Jesuit tradition that are found in the Mission of the University. They are:

1. Freedom: Belief in the inherent worth and dignity of each person.
2. Scholarship: Intellectual curiosity, rigor, critical thinking, and moral analysis.
3. Justice: Commitment to greater good through service and advocacy as change agents and/or leaders within the chosen profession.
4. 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 that comprise the Unit, 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. Therefore, candidates of the Graduate School of Education and Allied Professions are required to adhere to the highest standards of ethical and professional conduct. All prospective and admitted candidates of the Graduate School of Education and Allied Professions shall demonstrate personal and professional dispositions that are:

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

Students who believe they are aggrieved by any such determination by the Dean may avail themselves of the academic grievance procedures available to all Fairfield University students.

The School

Since its first graduation in 1951, the Graduate School of Education and Allied Professions has awarded 9,337 master's degrees and 2,454 certificates of advanced study (as of January 2013). The current structure of the School consists of four departments that house 21 distinct programs of study. Eight of those programs are accredited by the Connecticut State Department of Education for the issuance of certificates to practice those professions. In addition to the accreditation of state certification programs, the departments of Marriage and Family Therapy and Counselor Education are nationally accredited by their professional organizations. The School has earned the reputation of being a model of excellence and innovation within its various professional communities. By engaging in continual internal program assessment, the School is able to create and maintain curricular offerings and clinical field experiences that keep the GSEAP on the leading edge of all of our disciplines.

Degree Requirements Overview

Master of Arts

1. Candidates must complete the number of credits specified by the department.
2. Candidates must complete the number of credits in their major field and approved electives as specified by the department.
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 Application for Degree (available in the dean's office) 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.

Certificate of Advanced Study

1. Candidates enrolled in a CAS 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 certificate of advanced study.
3. Candidates must submit an Application for Degree (available in the dean's office) by the scheduled deadline.



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Fairfield University Overview	Graduate School of Education & Allied Professions	GSEAP Admission	Tuition, Fees, and Financial Aid
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GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

Admission Criteria

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

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

Dates for admission vary by program. A complete listing of deadlines can be found at [fairfield.edu/gseapdeadlines](#).

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

Applicants must complete the formal online application for admission; provide a current resume and a personal statement; present two recommendations, on the appropriate forms, to support their professional potential; interview with a faculty panel; and meet other entry requirements as determined by the Connecticut State Board of Education. Applicants for the School Counseling, School Library Media, School Psychology, and all teacher preparation programs must fulfill the Essential Skills in Mathematics, Reading, and Writing requirements (PRAXIS I PPST pass or waiver).

Given that we seek to admit the best qualified candidates to our programs and that our candidates must maintain a GPA of 3.0 in their program of study, we generally expect applicants to come with a minimum undergraduate GPA of 3.0. Faculty realize that some otherwise qualified candidates may not possess this minimum GPA, so they carefully review applications to assess candidate qualifications for our programs.

Any applicant whose undergraduate GPA is lower than 2.67 must complete a GPA waiver request form as part of the admission process. This form allows candidates to explain any extenuating circumstances that may account for their undergraduate record. The decision to grant the formal GPA waiver will be made based on the 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) will also be considered.

Candidates whose GPA is below 2.4 must complete a GPA waiver request form and schedule an appointment to discuss their academic history with the associate dean prior to review of their application for admission. Most students with an undergraduate GPA below 2.4 will be required to take additional coursework to improve their academic record and demonstrate readiness for graduate-level study before their application for formal admission to the program will be considered.

Upon the granting of a GPA waiver, the approval form signed by the Department and the Dean's office will be placed in the student's file. Candidates who are granted a GPA waiver and are admitted must maintain a minimum GPA of 3.0 to be permitted to continue in the program. Candidates applying for admission to a certification program should note that Connecticut State certification program standards for formal admission to an approved initial educator certification program require candidates to possess a minimum undergraduate cumulative grade point average of B- (2.67 on a 4.0 scale), unless an approved GPA waiver form documents that a waiver was granted.

Required coursework for elementary, secondary, and TESOL education initial educator certification programs includes a minimum of 39 general education credits with coursework in five or six of the following areas, depending on the program and certification regulations: mathematics, English, natural sciences, social studies, foreign language, and fine arts, as well as a survey course in U.S. history. This general education coursework is normally completed as part of one's undergraduate program. Applicants with missing prerequisite coursework must complete it before student teaching. Admission with prerequisite course deficiencies varies by program. Generally, no more than six credits of subject area and/or prerequisite coursework may be deficient to be formally admitted into a certification program. Students seeking certification in Secondary Education must have a B (3.0) average in the relevant content area courses.

Credit for ACTFL Scores: World Language candidates who do not have 30 credits hours of language study, as documented on a university transcript, can earn transfer equivalency credits for their scores on the ACTFL Oral Profeciency Interview (OPI) and the Written Proficiency Test WPT. Credit will vary depending on the score on each test. Candidates must complete the transfer request form, submit their official ACTFL, OPI and WPT test scores to the Director of TESOL, World Languages, and Bilingual Education,

and submit a processing fee of \$325.00. A maximum of 24 transfer equivalency hours can be earned.

Enrollment as a non-matriculated candidate also requires prior completion of a bachelor's degree from a regionally accredited college or university. Candidates in this status may take a total of six credits in certification programs or nine credits in non-certification programs before matriculation/full admission is required. Non-matriculated students are not eligible for any tuition aid or financial support. Under these conditions up to nine graduate credits earned as a non-matriculated candidate may be applied toward the M.A. or C.A.S. once a student is matriculated. However, successful completion of initial coursework as a non-matriculated candidate does not guarantee formal admission.

Admission Procedure

A. Applicants for a degree or cross-endorsement program:

Students seeking admission must complete and submit the following online:

1. A completed online application. Apply online at fairfield.edu/gseap
2. A non-refundable \$60 application fee
3. Official undergraduate and graduate transcripts to be sent to the Office of Graduate and Continuing Studies Admission. Transcripts from all colleges/universities attended, including any study abroad or summer programs.
4. A personal statement describing intent for studying in the program.
5. A professional resume.
6. Two recommendation letters accompanied by the University online recommendation forms, from current employers, supervisors, or professors
7. For programs leading to certification: Provide documentation of passing scores on the Praxis I or of a Praxis I waiver. If students provide their social security number to Educational Testing Services (ETS) ets.org/praxis when registering for the PRAXIS I exam, the reported score will automatically be uploaded to their Fairfield application file. Fairfield's code is 3390.
8. For programs leading to certification: Prior to registering for any courses provide evidence of having been fingerprinted.

Please note: In order to be reviewed, applications must be complete on or before the program deadline. **For an application to be considered complete, all documents noted above must be received by the Office of Graduate and Continuing Studies Admission by the program deadline.** Program deadlines do vary. A complete listing of deadlines can be found at fairfield.edu/gseapdeadlines.

Additionally, applicants must:

9. Participate in an admissions interview
10. Consult a faculty advisor about course selection

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

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

B. Applicants for advanced training certificate programs:

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

1. A completed formal application. Apply online at fairfield.edu/atcapp.
2. A non-refundable \$60 application fee
3. Official undergraduate and graduate transcripts showing degrees earned sent to the Office of Graduate and Continuing Studies Admission.
4. A brief personal statement describing why you want to pursue the advanced training for which you are applying
5. A professional resume
6. For the Advanced Training Certificate in School-based Marriage & Family Therapy: Provide documentation of passing scores on the Praxis I or of a Praxis I waiver
7. Prior to registering for any courses in the following programs provide evidence of having been fingerprinted:
 - Advanced Training Certificate in Applied Behavior Analysis
 - Advanced Training Certificate in Early Childhood Education
 - Advanced Training Certificate in School-based Marriage & Family Therapy

C. Non-Matriculated Applicants

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

1. Call the GSEAP Dean's office at (203) 254-4250 to schedule an appointment or to be directed to the advisor for the program that interests you.
2. Obtain a copy (official or unofficial) of your undergraduate transcript that shows the undergraduate degree you have earned. You will need to bring this transcript with you to the University to be reviewed. (Those who wish to begin an advanced training certificate program of study as a non-matriculated student need to produce official or unofficial copies of both their undergraduate and graduate transcripts showing their degrees. NOTE: Additional requirements for international students are described below under International Applicants.)
3. Complete the online admission application and pay the \$60.00 application fee (access at fairfield.edu/gradonline).

- 4. After you have met with the appropriate advisor and your non-matriculated status has been approved and processed by the Dean's office, you may register on or after the date when non-matriculated students may begin registering. Non-matriculated students register in person at the Registrar's Office (Kelley Administrative Center).
- 5. No recommendations are needed at this time. They are needed when you apply for full matriculation.
- 6. Courses taken will count toward degree or certification requirements if you later become a matriculated student, as long as you earn grades of B or better in them. However, successful completion of coursework does not guarantee formal admission.

D. Continuing Education (CEU) Credits

The Graduate School of Education & Allied Professions is an Approved Continuing Education Unit Provider with the Connecticut State Department of Education (CSDE). Within the school, the Counselor Education Department is authorized by the National Board of Community Counselors to offer continuing education for licensed professional counselors and licensed marriage and family therapists. The Marriage & 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

In compliance with Connecticut state law effective July 1, 2010, applicants whose programs of study will require participation in school-based field experiences (i.e., observations, practica, student teaching, internships, etc.) must undergo State and National criminal history background checks before beginning their program of study. The regional educational service centers (RESCs) that are authorized to conduct fingerprinting services and provide the background check results to the Connecticut State Department of Education and local school districts are listed at fairfield.edu/documents/admission/ga_fingerprinting.pdf. University students who have a history of a federal or state conviction may be barred from participating in school-based field work and may be exited from their degree program, depending on the nature of the conviction. Confirmation of fingerprinting at a RESC must be received by the Dean's office (Canisius 102) prior to course registration.

The background check is valid for 3 years if the student remains an active student. It is the student's responsibility to maintain documentation of current fingerprinting on file with the dean's office. Students whose background check has expired will not be permitted to register for courses. Note, too, that school districts and other clinical sites may have more stringent requirements and may mandate a new background check prior to students beginning a placement.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online at fairfield.edu/immunization. Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: (203) 254-4000 ext. 2241 or e-mail Health@fairfield.edu.

International Applicants


International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit certified English translations and course-by-course evaluations, done by an approved evaluator (found on our website at fairfield.edu/eval), of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 84 on the internet based test with a minimum score of 21 in reading and 23 in writing is required for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 7.5 is required for admission to the graduate school. Scores must be sent directly from IELTS.org. (Fairfield's ETS code is 3390) TOEFL/IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted to the Office of Graduate & Continuing Studies Admission by the admission deadline for the program to which they are applying.

Students with Disabilities

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

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: Director of Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

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GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for the academic year:

Application for matriculation (not refundable)	\$60
Registration per semester	\$30
Graduate Student Activity Fee per semester	\$35
Tuition per credit	\$675
Audit fee (per three-credit course)	\$1012.50
Computer lab fee	\$45
Student teaching, practicum, and internship fees (each)	\$25
Materials fee	\$15 - \$50
Commencement fee (required of all degree recipients)	\$150
Transcript fee	\$4
Promissory note fee	\$25
Returned check fee	\$30

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

Full payment of tuition and fees, and authorization for billing a company must accompany registration for Summer sessions and Intersessions. For the Fall and Spring semesters, it must be received by the initial due date. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/bursar. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on 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 prevent future deferred payments and affect future registrations.

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, which requires a \$25 processing fee, 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 prevent future deferred payments and affect future registration.

Refund of Tuition

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

14-15 Meeting Courses	
Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100 percent
6 days or less before first scheduled class	80 percent
Before second scheduled class	60 percent
Before third scheduled class	40 percent
Before fourth scheduled class	20 percent
After fourth scheduled class	0 percent

10-12 Meeting Courses	
Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100 percent
6 days or less before first scheduled class	80 percent
Before second scheduled class	60 percent
Before third scheduled class	40 percent
Before fourth scheduled class	20 percent
After fourth scheduled class	0 percent

6-8 Meeting Courses	
Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100 percent
6 days or less before first scheduled class	80 percent
Before second scheduled class	40 percent
Before third scheduled class	20 percent
After third scheduled class	0 percent

4-5 Meeting Courses

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

Refunds take two to three weeks to process.

Financial Aid

Assistantships

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

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

Applications are available in the dean's office. There are also assistantships available in other University departments. A comprehensive list of assistantships is available online at www.fairfield.edu/gradasst.

Alumni Scholarships

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

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

Federal Direct Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidize by the federal government during graduate student enrollment.

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.

How to Apply



Step One:

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

Step Two:

-  Complete the required Entrance Counseling and Master Promissory Note (MPN) at www.studentloans.gov.

Step Three:

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

Loan Disbursement

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

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For more information, please visit www.fairfield.edu/gradloans.

Tax Deductions

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

Veterans

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

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found at <http://www.fairfield.edu/aboutfairfield/universityprofile/consumerinformation/gainfulemploymentdisclosures/>

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GSEAP ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

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.

Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the candidate's previous academic record and whether or not the prerequisites set forth for the specific program have been met. Should a candidate wish to change his or her track or concentration, this request must be made in writing on the request for change of major form, which is available in the dean's office, and must be approved by the department chair or program director, and the dean. In changing from a non-certification track or program to one that leads to Connecticut certification, the Praxis I 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.

Durational Shortage Area Permit (DSAP) Study

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

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

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

Candidates holding State teaching certification: Candidates who already are certified to teach by the State of Connecticut and who are seeking a DSAP in an area of cross-endorsement do not require endorsement by GSEAP but may appeal directly to the State of Connecticut Board of Education after securing the DSAP placement with a district.

Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP (American Association of University Professors) and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and discuss facts and ideas concerning all branches and fields of learning. Academic freedom is limited only by generally accepted standards of

responsible scholarship and by respect for the Catholic commitment of the institution as expressed in its mission statement, which provides that Fairfield University "welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community."

Freedom of Expression

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

Student Rights

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

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

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

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

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

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

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

Student Responsibilities

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












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

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

Academic Honesty

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

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

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

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended and 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."

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

Course Acronyms

- CN** Counselor Education
- ED** Education
- EDL** Education Literacies
- ER** Early Childhood Studies
- FT** Marriage & Family Therapy
- MD** Educational Technology
- PY** Psychology
- SE** Special Education

SL TESOL/Bilingual Education

Option for Graduate Level Courses

Fairfield University undergraduates, with permission, may take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. The student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree. An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence. Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress

Academic Load

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

Academic Standards

Candidates are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate must maintain a 3.00 grade point average. Because of the clinical nature of graduate programs, department faculty members also require demonstration of personal and dispositional qualities that are conducive to the selected professional role. 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 candidate who wishes to audit a graduate course may do so only in consultation with the course instructor. No academic credit is awarded and a grade notation of audit (AU) is recorded on the official transcript under the appropriate semester. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor and the assistant dean.

Independent Study

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

Continuation/Academic Probation/Dismissal

To remain in good academic standing, a candidate must maintain a 3.0 cumulative grade point average. A candidate whose cumulative grade point average falls below 3.0 in any semester is automatically placed on academic probation for the following semester. Formal notification is not required. Candidates are responsible for monitoring their grades and GPA closely. Candidates on academic probation must meet with their advisors to make program adjustments to their course load. If, at the end of the probationary semester, the candidate's overall average is again below 3.0, he or she may be dismissed from the University. Also, candidates who earn more than one grade below 2.67 or B- may be dismissed from the University, whether or not their GPA is below 3.0.

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

Time to Complete Degree

Candidates are to complete all requirements for a degree and file an application for graduation within a period of six years from the date of enrollment in the first course taken for credit toward the degree. Candidates should follow the degree requirements described in the general catalog in effect on the date on which they are formally admitted to their

degree program. If education is interrupted, a candidate must apply for readmission. See the "Readmission" section. Over and above the minimum requirements stated in the catalog, the dean may require additional evidence of fitness for the degree.

Applications for and Awarding of Degrees

All candidates must file an application for the master's degree and the certificate of advanced study in the dean's office by the published deadline and must successfully complete all requirements for the degree prior to participating in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). Candidates 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. Graduate candidates must successfully complete all requirements for the degree prior to participating in commencement.

Disruption of Academic Progress

Course Withdrawal

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

Readmission

All inactive students who wish to resume their studies must apply for readmission. Students who have been inactive for three or more terms must submit a written update to the dean's office for consideration of reinstatement by the dean and department. Depending on the individual circumstances it may be necessary for the student to complete a new full application for admission. Students who wish to apply for readmission should contact the dean's office to find out what they need to submit for review and how they should proceed. Degree requirements for readmitted students will be those in place at the time of the student's readmission. Also, courses that were taken more than five years before the date of readmission and courses for which the student earned a grade below B may need to be re-taken. Candidates who receive a master's degree from Fairfield University and who want to begin programs leading to a certificate of advanced study are required to file a new application of admission and be approved for admission. All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

Comprehensive Examination

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

- Pass with Distinction
- Pass
- Fail

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

Connecticut State 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

(www.state.ct.us/sde/dtl/cert/toccert.htm); 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. Candidates seeking initial certification after a five-year period from the date of graduation will be required to meet current state certification criteria including any course, testing, or other requirements.

Course Grading System

Grades; Academic Average

The work of each candidate 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	Withdrew without penalty

Incomplete

An Incomplete is issued when, due to an emergency situation such as a documented illness, a student arranges with the course instructor to complete some of the course requirements after the term ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any requests to extend the 30-day time period for completing an Incomplete require approval by the appropriate Dean. Due to contractual and insurance limitations, an Incomplete will not be granted for practicum courses.

Transfer of Credit and Course Waiver

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

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

Maximum Credits Allowed Before Formal Admission

The total number of credits earned before formal admission to a program (i.e., the total number of transfer credits plus any credits earned as a non-matriculated student) may not exceed 6 (six) credits for applicants to certification programs or 9 (nine) credits for applicants to non-certification programs.

Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (my.Fairfield) at the end of each semester.

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 candidates 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.

Chi Sigma Iota

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

Phi Delta Kappa

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

Psi Chi

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

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

Step one: 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.

Step two: 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.

Step three: 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

Step one: 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 Senior Vice President for Academic Affairs (SVPAA). 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.

Step two: The SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA 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 SVPAA 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 SVPAA 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.

Step three: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.

Step four:For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA 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 SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five:For procedural appeals and academic dishonesty appeals, the SVPAA 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 SVPAA 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 SVPAA 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:

(i) 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.

(ii) 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 SVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

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

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact the Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; (800)842-0229; www.ctohe.org/studentcomplaints.shtml. Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact NEASC at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, 855-886-3272. <http://cihe.neasc.org/>

Transcripts


Graduate transcript requests should be made writing or online at www.fairfield.edu/registrar to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

Student Records

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

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

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

 **Fairfield University** | Graduate Catalog

Counselor Education	Educational Studies and Teacher Preparation	Marriage and Family Therapy
Psychological and Educational Consultation	Special Education	Educational Technology

[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - GSEAP](#) | [Course Descriptions and Academic Programs](#)

Graduate Programs

- [!\[\]\(ce77bba2916ff045bdb9f4584b191293_img.jpg\) Counselor Education](#)
- [!\[\]\(b31d4eff00ee94d2cc889725763ab186_img.jpg\) Educational Studies and Teacher Preparation](#)
- [!\[\]\(7cca60917fc4166291d2b648cb6bea1b_img.jpg\) Marriage and Family Therapy](#)
- [!\[\]\(d87bb2c832300cfc0eca445594614032_img.jpg\) Psychological and Educational Consultation](#)
- [!\[\]\(df123c3dbb04676ceb3727572e366e1e_img.jpg\) Special Education](#)
- [!\[\]\(f4265e9ca165fdd8ac310e11253e60aa_img.jpg\) Educational Technology](#)

Fairfield University | Graduate Catalog

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Counselor Education

Faculty

Diana Hulse (Chair)
Virginia A. Kelly
Tracey Robert
Bogusia Skudrzyk

Overview

The [Counselor Education](#) Department offers the master of arts degree in Clinical Mental Health Counseling and School Counseling. The Counselor Education Department also offers a Certificate of Advanced Study (C.A.S.) in Clinical Mental Health Counseling and School Counseling.

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

The M.A. in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary accreditation. The 48-hour M.A. in Community Counseling is accredited by CACREP. This program has recently transitioned to a 60-hour M.A. in Clinical Mental Health Counseling. The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation in March of 2017, as per CACREP guidelines. In addition, the M.A. degree fulfills some of the requirements for licensure as a licensed professional counselor within the state of Connecticut.

In view of the responsibilities and role of the counselor in school and clinical settings, candidates whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor may be terminated from the program. Candidates are expected to abide by the policies and procedures described in the student handbook and to behave in accordance with the American Counseling Association code of ethics. In addition, the disposition statement is applicable to these programs as it is to all programs in the Graduate School of Education and Allied Professions.

Admission to the Department

Application deadlines are listed online at <http://www.fairfield.edu/gseapdeadlines>

In addition to the basic admission application, applicants are required to complete an application supplement. Applicants are notified regarding attending a mandatory admissions day program after a paper review of their credentials. Acceptance into the department includes attending a mandatory new student orientation. Passing or waiving Praxis I testing is required before formal admission to the School Counseling program. Qualified school counseling candidates may take a maximum of six credits before formal admission; qualified clinical mental health counseling candidates may take a maximum of nine credits before formal admission.

Requirements for the M.A.

Counselor Education

Counselor education candidates in the School Counseling M.A. program must complete a minimum of 48 credits. Candidates in the Clinical Mental Health Counseling M.A. program must complete a minimum of 60 credits. Candidates in both programs are expected to maintain an overall grade point average of 3.00. The M.A. program of study in School Counseling allows candidates to complete the state certification requirements.

Requirements for the C.A.S.

The C.A.S. programs in Clinical Mental Health Counseling and School Counseling require a minimum of 30 post-masters' graduate-level credit hours, including clinical courses, and completion of requirements as outlined on an individual plan of study.

School Counselor Certification

Candidates who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing a full-time, yearlong academic internship in a public school setting prior to completion of the M.A.

Preparation for Connecticut State Licensure and National Counselor Certification

Candidates who graduate from the clinical mental health master's degree program will have completed the requirements to sit for the National Counselor Exam and the 60 credit hours required to become a licensed professional counselor within the State of Connecticut. Candidates who graduate from the school counseling master's degree program will have completed the requirements to sit for the National Counselor Exam and 48-54 of the 60 credit hours required to become a licensed professional counselor within the State of Connecticut.

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

Programs of Study - M.A.

Clinical Mental Health Counseling*

(minimum of 60 credits)

Social and Cultural Foundations (three credits)

CN 433 Multicultural Issues in Counseling

Human Development (six credits)

CN 447 Lifespan Human Development

PY 437 Psychopathology and Classification II

Professional Orientation (three credits)

CN 468 Professional Issues in Counseling

Helping Relationship (six credits)

CN 500 Theories of Counseling and Psychotherapy

CN 553 Counseling Relationships and Skills **

Group Work (three credits)

CN 455 Group Work: Theory and Practice

Lifestyle and Career Development (three credits)

CN 457 Career Development: Theories and Practice

Appraisal (three credits)

CN 467 Assessment in Counseling

Research and Evaluation (three credits)

CN 566 Research Methodology

Clinical Instruction (nine credits) **

CN 558 Counseling Practicum (three credits) **

Counselor Education

CN 590C Internship: Clinical Mental Health Counseling (six credits) **

Specialized Curriculum (eighteen credits)

- CN 432 Clinical Mental Health Counseling: Management, Delivery, and Evaluation
- CN 465 Introduction to Substance Abuse and Addictions
- CN 515 Trauma and Crisis Intervention
- CN 585 Introduction to Clinical Supervision
- FT 550 Introduction to Marriage and Family Therapy
- PY 480 Consulting Theory and Practice

Elective courses (three credits)

Comprehensive Exam

CN 99-01 Comprehensive Exam in Clinical Mental Health Counseling, which may be taken during the last semester of study or one semester prior.
Note: Registration is required to sit for the exam.

* CACREP accredited under the name Community Counseling until next accreditation review.

** Grades of B (3.0) or better are required in all clinical coursework.

School Counseling

(minimum of 48 credits)

Social and Cultural Foundations (three credits)

- CN 433 Multicultural Issues in Counseling

Human Development (six credits)

- CN 447 Lifespan Human Development
- PY 436 Psychopathology and Classification I

Professional Orientation (three credits)

- CN 468 Professional Issues in Counseling

Helping Relationship (six credits)

- CN 500 Theories of Counseling and Psychotherapy
- CN 553 Counseling Relationships and Skills *

Group Work (three credits)

- CN 455 Group Work: Theory and Practice

Lifestyle and Career Development (three credits)

- CN 457 Career Development: Theory and Practice

Appraisal (three credits)

- CN 467 Assessment in Counseling

Research and Evaluation (three credits)

- CN 566 Research Methodology

Clinical Instruction (nine to 15 credits) *

- CN 558 Counseling Practicum *
- CN 590S Internship: School Counseling *

Specialized Curriculum (nine credits)

- CN 531 School Counseling: Procedures, Organization, and Evaluation
- ED 429 Philosophical Foundations of Education **
- SE 405 Exceptional Learners in the Mainstream **

Comprehensive Exam

CN 99-02 Comprehensive Exam in School Counseling, which may be taken during the last semester of study or one semester prior. Note: Registration is required to sit for the exam.

* Grades of B or better are required in all clinical coursework.

** Not required for M.A., but required for school counseling certification when the candidate lacks a valid Connecticut Educator Certificate.

Advanced Training Certificates

Prior master’s or higher degree in a relevant field required.

Advanced Training Certificate in Substance Abuse Counseling
(18 credits)

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

- CN 455 Group Work: Theory & Practice
- CN 465 Introduction to Substance Abuse & Addictions
- CN 466 Substance Abuse Interventions
- CN 555 Substance Abuse Counseling: Skills & Strategies
- CN 557 Co-occurring Disorders in Substance Abuse & Addictions Counseling
- CN 565 Substance Abuse & the Family

Advanced Training Certificate in the Integration of Spirituality & Religion in Counseling
(18 credits)

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

- CN 410 Grief & Loss Counseling
- CN 446 Spirituality & Counseling
- CN 515 Trauma & Crisis Intervention
- CN 520 Spiritual Interventions:Tools for Competent Practice
- CN 525 Spirituality & Wellness
- CN 533 Advanced Multicultural Counseling Strategies & Skills

Course Descriptions

CN 400 Special Topics in Counseling

This one-credit weekend course offers candidates a concentrated examination of one counseling issue. Topics vary and are publicized on the Fairfield University website, through the counselor education student distribution list, and in course booklets. One to three credits.

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CN 403 Seminar in Special Topics

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. Three credits.

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CN 410 Grief and Loss Counseling

An introductory course in the exploration of conceptual models and clinical interventions related to grief and loss. The focus of this course is on developing sensitivity, knowledge, and practical skills working with grief, bereavement, and end of life issues in counseling and cross-cultural approaches. It is designed to inform students how loss is a pervasive, natural process of life and with skilled understanding and intervention can provide healing, meaning, and transformation to self and others. The impact of religious and spiritual belief systems on bereavement, grief, and loss will be covered. Family interventions and conceptualizing grief and loss from a systems perspective will be discussed. Three credits.

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CN 432 Clinical Mental Health Counseling: Management, Delivery, and Evaluation

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

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CN 433 Multicultural Issues in Counseling

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. Cross- referenced as FT 433. Three credits.

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CN 446 Spirituality and Counseling

An introductory course in the exploration of develop-mental 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. Three credits.

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CN 447 Lifespan Human Development

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. Cross-referenced as FT 447. Three credits.

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CN 454 Introduction to Counseling Children and Adolescents

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. (Prerequisites: CN 447, CN 500 or permission of the instructor, CN 553.) Three credits.

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CN 455 Group Work: Theory and Practice

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. (Prerequisites: matriculation in a counselor education or applied psychology program and either CN 500 and CN 553 for counselor education candidates or PY 435 and PY 471 for applied psychology candidates; or permission of the instructor.) Three credits.

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CN 457 Career Development: Theories and Practice

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. Three credits.

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CN 465 Introduction to Substance Abuse and Addictions

Candidates explore basic information about the history and current use and abuse of various drugs and alcohol. Topics include addiction, 12-step programs, physiological effects, FAS, COAs, and family systems, as well as culturally relevant prevention, intervention, and treatment strategies for individuals and families. Cross-referenced as FT 465. Three credits.

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CN 466 Substance Abuse Interventions

This course uses didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. Topics include the role of motivational counseling and techniques developed by the Johnson Institute. (Prerequisite: CN 465 or a basic understanding of the addictions field.) Three credits.

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CN 467 Assessment in Counseling

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. (Prerequisite: CN 553) Three credits.

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CN 468 Professional Issues in Counseling

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

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CN 500 Theories of Counseling and Psychotherapy

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. Three credits.

CN 515 Trauma and Crisis Intervention

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. Three credits.

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CN 520 Spiritual Interventions: Tools for Competent Practice

Spiritual interventions tap into the affective domain and provide counselors and clients with the opportunity to explore their creativity, self-expression, and drive to be fully human. This course will allow counselors to learn the therapeutic benefits and process of using spiritual interventions in counseling that inform the process of healing and transformation. Interventions will include mindfulness meditation, creating mandalas, and guided imagery. Counselors will learn competencies for effective use of integrating spirituality into the counseling process, conceptualizing from a systems perspective and explore several spiritual interventions to enhance self-awareness and improve their ability to be present and attend to their clients. (Prerequisites: CN 446, CN 553) Three credits.

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CN 525 Spirituality and Wellness

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. Three credits.

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CN 531 School Counseling: Procedures, Organization, and Evaluation

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

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CN 533 Advanced Multicultural Counseling Strategies and Skills

This course provides in-depth opportunities for students to deepen and expand their multicultural competencies and counseling skills for working with diverse belief systems and populations. Exploration of diverse spiritual, religious, ethnic, and systemic belief systems will allow students to develop cross-cultural competencies and understanding of the impact of the cultural context on the therapeutic process. Topics included will be pedagogy of the oppressed, religious violence and trauma, refugee and immigration concerns. (Prerequisite: CN 433 or equivalent and CN 553) Three credits.

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CN 553 Counseling Relationships and Skills

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. Three credits.

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CN 554 Group Facilitation

Candidates explore the dynamics of interpersonal relationships in a laboratory setting as participants and leaders in a group. The course focuses on identifying the structure and leadership of counseling groups and analyzing the dynamics that render them therapeutic. (Prerequisites: CN 455, CN 553) Three credits.

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CN 555 Substance Abuse Counseling: Skills and Strategies

This course focuses on learning, practice and developing counseling skills and strategies as it relates to substance abuse counseling. An overview of assessment, treatment planning, relapse prevention and recovery will be explored. The course addresses theories that are fundamental to addiction counseling with emphasis on the relationship between theory and the practice of effective skills. Candidates will reflect on their roles as counselors and define the qualities, knowledge and essential skills to becoming a competent, ethical, culturally aware counselor in training specific to the treatment of substance abuse. (Prerequisite: CN 465) Three credits.

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CN 557 Co-Occurring Disorders in Substance Abuse and Addictions Counseling

This course will introduce students to major concepts in the treatment of co-occurring substance use disorders and mental health disorders. Students will develop an awareness of the unique challenges that face clients who are struggling with multiple diagnoses. Students will practice conducting assessments, recovery plans, counseling skills and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning opportunities. (Prerequisite: CN 465) Three credits.

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CN 558 Counseling Practicum

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 video or audio taping 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. (Prerequisites: Matriculation in Counselor Education, CN 433, completion of core requirements, and practicum review) Three credits (Not offered in the summer).

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CN 565 Substance Abuse and the Family

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. Cross-referenced as FT 566. (Prerequisites: CN 465) Three credits.

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CN 566 Research Methodology

This course covers statistical procedures and research design for the consumer of human services research, with an emphasis on program evaluation, understanding the inferential potential of statistical procedures, and evaluating published research. Candidates focus on research in their respective disciplines (school counseling, family therapy, etc.) Three credits.

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CN 585 Introduction to Clinical Supervision

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. (Prerequisite 558 or permission of instructor) Three credits.

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CN 590C Internship: Clinical Mental Health Counseling

In community 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. (Prerequisite: CN 558) Three to six credits (a total of six credits is required)(Not offered in the summer).

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CN 590S Internship: School Counseling

In elementary, middle, and/or secondary school setting placements, candidate interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Candidates make their internship arrangements with the assistance of the clinical coordinator. Six to 12 credits (Prerequisite: CN 558) (Not offered in the summer).

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CN 595 Independent Study in Counseling

Candidates undertake individual projects in consultation with a faculty member, based on proposals submitted one semester in advance. Three to six credits.

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CN 99-01 Comprehensive Exam in Clinical Mental Health Counseling

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple choice exam with 136 questions that requires candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

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CN 99-02 Comprehensive Exam in School Counseling

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple choice exam with 136 questions that requires candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

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Fairfield University | Graduate Catalog

Counselor Education	Educational Studies and Teacher Preparation	Marriage and Family Therapy	Psychological and Educational Consultation
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Educational Studies and Teacher Preparation

Faculty

Emily Smith (Chair)
Wendy Kohli (Director, 5-year Programs)
Patricia Calderwood
Anne Campbell (Director, TESOL, World Languages, and Bilingual Education)
Ryan Colwell (Director, Childhood Education)
Bryan Crandall (Director, Connecticut Writing Project)
Susan Franzosa
Stephanie Burrell Storms (Director, Secondary Education)
Barbara Welles-Nyström

Overview

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

As members of an inclusive community of learners, we (faculty, experienced and aspiring classroom teachers, and community members and leaders) work together to create and sustain exemplary learning environments that empower preK-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.

Application deadlines are listed online at www.fairfield.edu/gseapdeadlines

Programs of Study in the Department of Educational Studies and Teacher Preparation

At the Master's level, the department offers four distinctive, research-based degree tracks, geared to the level of professional expertise and experience of the applicant. The department also offers Certificates of Advanced Study (C.A.S.) in TESOL, Bilingual Education, and Foundations of Education.

Master's in Teaching and Foundations (TEFO) for Advanced Candidates

The M.A. 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.

Master's in Secondary Education with Initial 7-12 Certification

The M.A. in Secondary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial 7-12 licensure in one of five subject areas: English, Math, Science (Biology, Chemistry, Physics, or General Science), Social Studies/History, and World Language (French, German, Latin, or Spanish). Through a combination of foundational and subject-specific coursework, field experiences, and a culminating Master's project, candidates earn both their initial certification and Master's degree. Candidates can earn their Master's and certification in Secondary Education through the post-baccalaureate Master's degree program or through the Five-Year Integrated Bachelor's-Master's degree program.

Master's in Elementary Education with Initial Elementary Education Certification

The M.A. in Elementary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Elementary Education (grades 1-6) within an advocacy based, culturally responsive framework. Candidates can earn their Master's and certification in Elementary Education through the post-baccalaureate Master's degree program or through the Five-Year Integrated Bachelor's-Master's degree program.

Certificate of Advanced Study in Foundations in Education

The Certificate of Advanced Study (CAS) degree 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 and Literacy, Language, and Culture.

Master's in TESOL with Initial Certification, a Master's for Advanced Candidates in TESOL or Bilingual Education with a Cross-Endorsement, and a Master's without Certification in TESOL or Bilingual Education

The M.A. in TESOL and Bilingual Education offers experienced and prospective teachers, educational professionals and community educators an opportunity to deepen and expand their knowledge of Teaching English to Speakers of Other Languages (TESOL) and bilingual teaching and learning. Applicants interested in the bilingual education cross-endorsement must be certified elementary or secondary teachers and demonstrate proficiency in English and at least one other language in accordance with current Connecticut State Department of Education regulations. Fairfield University is the only university in Connecticut NCATE and TESOL accredited to offer the MA with initial certification in TESOL at the graduate level. Candidates interested in initial certification can earn their Master's and certification in TESOL Education through the post-baccalaureate Master's degree program.

Certificate of Advanced Studies in TESOL or Bilingual Education

This advanced program offers educators with Master's degrees in Bilingual or TESOL Education and educators with extensive experience teaching bilingual students the opportunity for further professional study in Bilingual and TESOL 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 GSEAP dean's office, the Office of Graduate and Continuing Studies Admission, the University website (www.fairfield.edu), 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 at www.state.ct.us/sde

In view of the teacher's role in the school and community, candidates whose relevant academic productivity is marginal or inadequate, who do not embody a socially responsible and professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for matriculation, continuation in the teacher preparation program, student teaching placement, or state certification. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Some Additional Information about Teaching Certification

Prerequisites for Initial Certification:

- a. Matriculation in the Secondary M.A. program, the Elementary Education M.A. program, or the TESOL and Bilingual Education M.A. program following review of all application materials, academic credentials, and an interview with faculty.
- b. Minimum academic credentials for certification include:
 - 1. An earned bachelor's degree that includes an appropriate major for the certification sought (additional course requirements are required for some licensure subjects. Consult state regulations and program faculty for details.)
 - 2. Additional courses as required for the content area.
 - 3. Additional general education coursework as specified in CT state regulations and program requirements.
 - 4. A survey course in U.S. history covering at least 50 years.
 - 5. A minimum undergraduate GPA of 2.67. A minimum 3.0 GPA in the major or certification subject area.
 - 6. Passing score or waiver from the PRAXIS I exam.
 - 7. Completion of all required program courses.
 - 8. 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 with minimum scores of Advanced Low and the WPT with a minimum score of Intermediate High before progressing to student teaching. It is recommended

- that candidates take the tests early in their program in case additional world language coursework is required).
9. 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.

Credit for ACTFL Scores

World Language candidates who do not have 24 credit hours of language study, as documented on a university transcript, can earn transfer equivalency credits for their scores on the ACTFL Oral Proficiency Interview (OPI) and the Written Proficiency Test WPT. Credit will vary depending on the candidates's score on each test. Candidates must complete the transfer request form, submit their official ACTFL OPI and WPT test scores to the Director of TESOL, World Languages, and Bilingual Education, and submit a processing fee of \$325.00 A maximum of 24 transfer equivalency hours can be earned.

Certification Requirements for Bilingual Education

The Elementary and Secondary Bilingual Cross-Endorsements are for teachers who already have or are completing their Initial Educator certification requirements. To receive a Bilingual Cross-Endorsement with initial elementary or secondary teacher certification, the candidate must have completed the institutional requirements for initial educator certification in elementary education or a middle school/secondary academic subject (other than a World Language) and complete an additional 18 hours of Bilingual Education coursework.

Language and Testing Requirements for Bilingual Education

Praxis I Pre-Professionals Skills Test is required for all Initial Educator Certificates. In addition, Bilingual Education Cross-Endorsement candidates must demonstrate proficiency in English and at least one other world language in accordance with current Connecticut State Department of Education regulations. The candidate must pass the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) in English, as well as the OPI and Written Proficiency Test (WPT) in the bilingual program's language of instruction. A score of Intermediate High or higher is required by the State to demonstrate proficiency.

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.

TESOL 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 the first semester of the DSAP assignment.

Program Requirements

Requirements for the M.A. in Teaching and Foundations

1. Complete a minimum of 36 graduate credits.
2. Complete 18 credits of foundational core requirements: 3 credits in each of the following foundational areas, with approval of faculty advisor.
 - a. Philosophical Foundations
 - b. Social Foundations
 - c. Multicultural Foundations
 - d. Curriculum Foundations
 - e. Technology Foundations
 - f. Learning and Development Foundations
3. Complete a 12 credit concentration/cluster of 4 courses with approval of faculty advisor. Clusters include:
 - a. Curriculum Studies
 - b. Literacy, Language and Culture
 - c. Integrating Technologies
 - d. Individualized Concentration/Clusters
4. Complete a six-credit Integrative Inquiry/Advocacy Sequence:

- a. ED 552 Participatory Research and Advocacy in School and Community Settings
- b. ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

Requirements for M.A. in Secondary Education with Initial 7-12 Certification

- 1. Complete all core and discipline-specific course work, including:
- 2. Complete 24 credits in the required Core Curriculum:
 - a. ED 429 Philosophical Foundations of Education
 - b. ED 441 Teaching and Learning within Multicultural Contexts of Education
 - c. ED 442 Educational Psychology
 - d. SE 405 Exceptional Learners in the Mainstream
 - e. MD 400 Introduction to Educational Technology
 - f. ED 530 Assessment & Differentiated Instruction
 - g. ED 499 Introduction to Educational Research
 - h. ED 512 Contemporary Schooling in Society
- 3. Complete 18-24 credits in Discipline-Specific coursework (see below)
- 4. Complete Master's project:
Product of Learning (ED 599), Capstone Seminar (ED 511), or Thesis (ED 498 Thesis Seminar)
- 5. Grade of B (3.0) or better in student teaching.

Required Discipline-Specific Coursework

English (24 credits)

- EN 405 Literature for Young Adults
- EN 411 Teaching Writing in the 3-12 Classroom
- EN 417 Teaching and Learning Grammar
- ED 459 Developmental Reading in the Secondary School
- ED 466 English Methods
- ED 581 Directed Observation & Supervised Student Teaching
- ED 589 English Seminar

Mathematics (21 credits)

Two graduate-level math courses in Statistics and Geometry (if taken previously; alternate courses can be taken with advisor approval). Courses taken through Fairfield's M.A. program in Math, with advisor approval.

- ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
- ED 464 Math Methods
- ED 581 Directed Observation & Supervised Student Teaching
- ED 591 Mathematics Seminar

Science (18 credits)

- ED 462 Science Methods
- ED 572 Guided Research in Science
- ED 573 Instructional Issues in Teaching Science
- ED 581 Directed Observation & Supervised Student Teaching
- ED 592 Science Seminar

World Language (21 credits)

- ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
- ED 463 World Language Methods
- SL 467 Language Acquisition
- SL 439 Methods of Foreign Language Teaching for Elementary School
- ED 581 Directed Observation & Supervised Student Teaching
- ED 593 World Language Seminar History/Social Studies

History/Social Studies (18 credits)

- ED 510 Teaching Cultural & Political Geography
- ED 515 Teaching Economic & Physical Geography
- ED 468 Social Studies/History Methods
- ED 581 Directed Observation & Supervised Student Teaching
- ED 594 Social Studies/History Seminar

**Course Requirements for The Five-Year Integrated Bachelor's-Master's degree
Program in Secondary Education with Initial 7-12 Certification**

**Mathematics Education Track
(51 Credits: 21 undergraduate, 30 graduate)**

Undergraduate Courses

- ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
- ED 241 Educational Psychology
- ED 329 Philosophy of Education: An Introduction
- ED 350 Special Learners in the Mainstream Classroom
- MD 400 Introduction to Educational Technology

- Diversity course from educational studies minor menu
- Cognate course from educational studies minor menu

Graduate Courses

- ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
- ED 464 Math Methods
- ED 499 Introduction to Educational Research
- ED 530 Assessment & Differentiated Instruction
- ED 581 Directed Observation and Supervised Student Teaching
- ED 591 Math Seminar
- Two graduate-level math courses from the graduate math department (must be geometry and statistics if not taken previously), approved by advisor.
- ED 599 Professional Writing Seminar: Product of Learning (3 credits)

English Education Track
(51 Credits: 21 undergraduate, 30 graduate)

Undergraduate Courses

- ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
- ED 241 Educational Psychology
- ED 329 Philosophy of Education: An Introduction
- ED 350 Special Learners in the Mainstream Classroom
- EN 311 Teaching Writing in the 3-12 Classroom (cognate course)
- EN 317 or EN 417 Teaching and Learning Grammar
- ED 459 Developmental Reading in the Secondary School
- Diversity course from educational studies minor menu

Graduate Courses

- EN 405 Literature for Young Adults
- ED 441 Teaching and Learning within Multicultural Contexts
- ED 466 English Methods
- ED 499 Introduction to Educational Research
- ED 530 Assessment & Differentiated Instruction
- ED 581 Directed Observation and Supervised Student Teaching
- ED 589 English Seminar
- MD 400 Introduction to Educational Technology

- One of the following:**
- ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
- OR**
- ED 599 Professional Writing Seminar: Product of Learning (3 credits)

World Language Education Track
(51 Credits, 21 Undergraduate, 30 Graduate)

Undergraduate Courses

- ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
- ED 241 Educational Psychology
- ED 329 Philosophy of Education: An Introduction
- ED 350 Special Learners in the Mainstream Classroom
- SL 467 Language Acquisition

- Diversity course from educational studies minor menu
- Cognate course from educational studies minor menu

Graduate Courses

- MD 400 Introduction to Educational Technology
- ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
- ED 463 World Language Methods
- SL 439 Methods of Foreign Language Teaching for Elementary School
- ED 499 Introduction to Educational Research

Educational Studies and Teacher Preparation

- ED 530 Assessment & Differentiated Instruction
- ED 581 Directed Observation and Supervised Student Teaching
- ED 593 World Language Seminar

One of the following:

- ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
- OR
- ED 599 Professional Writing Seminar: Product of Learning (3 credits)

Science Education Track
(51 Credits: 21 undergraduate, 30 graduate)

Undergraduate Courses

- ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
- ED 241 Educational Psychology
- ED 329 Philosophy of Education: An Introduction
- ED 350 Special Learners in the Mainstream Classroom
- MD 400 Introduction to Educational Technology

- Diversity course from educational studies minor menu
- Cognate course from educational studies minor menu

Graduate Courses

- ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
- ED 462 Science Methods
- ED 499 Introduction to Educational Research
- ED 530 Assessment & Differentiated Instruction
- ED 572 Guided Research in Science
- ED 573 Instructional Issues in Teaching Science
- ED 581 Directed Observation and Supervised Student Teaching
- ED 592 Science Seminar

One of the following:

- ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
- OR
- ED 599 Professional Writing Seminar: Product of Learning (3 credits)

Social Studies Education Track
(51 Credits: 21 undergraduate, 30 graduate)

Undergraduate Courses

- ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
- ED 241 Educational Psychology
- ED 329 Philosophy of Education: An Introduction
- ED 350 Special Learners in the Mainstream Classroom
- MD 400 Introduction to Educational Technology

- Diversity course from educational studies minor menu
- Cognate course from educational studies minor menu

Graduate Courses

- ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
- ED 468 Social Studies Methods
- ED 499 Introduction to Educational Research
- ED 510 Teaching Cultural and Political Geography
- OR
- ED 515 Teaching Economic and Physical Geography
- ED 530 Assessment & Differentiated Instruction
- One course from menu of approved graduate-level social studies courses
- ED 581 Directed Observation and Supervised Student Teaching
- ED 594 Social Studies Seminar

One of the following:

- ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
- OR
- ED 599 Professional Writing Seminar: Product of Learning (3 credits)

Degree requirements for M.A. in Elementary Education leading to Initial Elementary Education (1-6) Certification

1. Complete a minimum of 51 credits.*

2. Complete Core Courses (12 credits):

ED 429 Philosophical Foundations of Education

ED 522 Learning and the Child's Experience

MD 400 Introduction to Educational Technology

SE 405 Exceptional Learners in the Mainstream

3. Complete Elementary Education Coursework (33 credits)

ED 405 Contexts of Education in the Primary Grades

ED 431 Extending Literacy in the Elementary School: Grades 3 - 6

ED 437 Developing Literacy in the Elementary School: Primary Grades

ED 447 Learning Mathematics in the Elementary Classroom

ED 497 Teaching Science in the Elementary Classroom

ED 512 Contemporary Schooling in Society

ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry & Action

ED 559 Empowering Struggling Readers and Writers in the Elementary Grades

ED 583 Student Teaching: Immersion in a Community of Practice

ED 584 Reflective Practice Seminar: Elementary Education

OR

ED 585/586 Supervised Teaching Parts 1 & 2

AND

ED 584 Reflective Practice Seminar: Elementary Education

4. Complete Integrated Inquiry/Advocacy Sequence (6 credits)

ED 499 Introduction to Educational Research

ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

* Based on elementary education faculty evaluations, teacher candidates may also be required to take ED 441 Teaching and Learning within Multicultural Contexts of Education and/or ED 442 Educational Psychology.
- Grade of B (3.0) or better in student teaching.
- Course Requirements For The 5-Year Integrated Bachelor's-Master's With Elementary Certification Program
(57 Credits: 27 undergraduate, 30 graduate credits)
- Undergraduate Courses
- ED 200 Explorations in Education: Introduction to Teaching, Learning And Schooling

ED 241 Educational Psychology

ED 329 Philosophy of Education: An Introduction

ED 350 Special Learners in the Mainstream Classroom

ED 431 Extending Literacy in the Elementary School: Grades 3-6

ED 437 Developing Literacy in the Elementary School: Primary Grades

MD 300 Introduction to Educational Technology

Diversity course from educational studies minor menu

Cognate course from educational studies minor menu
- Graduate Courses
- ED 405 Contexts of Education in the Primary Grades

ED 447 Learning Mathematics in the Elementary Classroom

ED 497 Supporting Science and Health-based Inquiry and Action by Elementary Students

ED 499 Introduction to Educational Research

ED 531 Extending Literacy in the Elementary School: Grades 3-6

ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action

ED 559 Empowering Struggling Readers And Writers In The Elementary Grades

ED 583 Student Teaching; Immersion in a Community of Practice

ED 584 Reflective Practice Seminar: Elementary Education

ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
- Grade of B (3.0) or better in student teaching.
- Degree Requirements for the C.A.S. in Foundations in Education
- Complete a minimum of 30 graduate credits.
1. Complete the following foundational core requirements: (12 credits)

a. ED 493 The Educational Imagination
- <http://catalog.fairfield.edu/fairfield/grad14/graduatecatalog-gseap/coursedescriptionsandacademicprograms/educationalstudiesandteacherpreparation/>[12/11/2014 5:10:48 PM]

- b. ED 540 Ethics and Advocacy in Educational Contexts
 - c. ED 534 Theories of Learning
 - d. ED 565 Principles of Curriculum Development and Evaluation
2. Complete a 12-credit concentration in one of the following areas:
- a. Curriculum Studies
 - b. Literacy, Language and Culture
 - c. Individualized Concentration/cluster with approval of program advisor
3. Complete a 6-credit integrated inquiry/advocacy sequence
- a. ED 552 Participatory Research and Advocacy in School and Community Settings
 - b. ED 590 Reflective Research Practicum in Teaching

Requirements for the M.A. and C.A.S. Programs in TESOL & Bilingual Education

(Requirements for the M.A. with initial certification in a World Language are listed under Secondary Education)

TESOL & Bilingual Education Programs

Requirements for the M.A. and C.A.S. Degrees

The TESOL and Bilingual Education programs are designed for teachers and prospective teachers in the areas of teaching English to speakers of other languages (TESOL) and bilingual education. Applicants interested in concentrating in bilingual education must demonstrate proficiency in English and at least one other language in accordance with current Connecticut State Department of Education regulations. When deemed appropriate, certain courses will be taught on two levels: 1) Initial - candidates seeking the M.A. degree with initial educator certification and 2) Advanced - candidates who are already certified seeking an M.A. degree with cross-endorsement or seeking the M.A. degree only. This adjustment will be indicated in the semester course syllabus. Required courses are outlined below. Some courses may be substituted at the discretion of the program coordinator.

NEW Connecticut State TESOL Certification and Cross-endorsement Requirement

Effective September 1, 2013, Connecticut will require all TESOL initial certification and cross-endorsement candidates to pass the new PRAXIS Test *Teaching English to Speakers of Other Languages TEST #0361* with a score of 146 or higher. Initial certification candidates will be required to pass this test before they can do student teaching.

**Requirements for the M.A. with Initial Educator Certificate (TESOL)
(66 credits maximum)**

- 1. Complete 39 credits General Education Requirements
- 2. Complete Praxis I Pre-Professional Skills Test (or waiver)
- 3. Complete the following required education courses (12 credits):
 - a. ED 429 Philosophical Foundations of Education
 - b. ED 442 Educational Psychology
 - c. MD 400 Introduction to Educational Technology
 - d. SE 405 Exceptional Learners in the Mainstream
- 4. Complete ten (10) required TESOL/Bilingual courses (5 required and 5 elective for a total of 30 credits)
 - a. SL 423 Principles of Bilingualism **OR** SL 467 Second Language Acquisition
 - b. SL 436 Methods and Materials for Second Language Teaching
 - c. SL 441 Teaching and Learning Within Multicultural Contexts of Education
 - d. SL 451 Infusing Content Language Instruction into TESOL/Bilingual Programs
 - e. SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs
 - f. *Elective Courses* (5) to be determined with advisor and include one course in English Language Syntax and Composition
- 5. Complete three courses in areas of bilingualism (9 credits may include undergraduate courses).
- 6. Complete SL 581 Directed Observation and Supervised Student Teaching TESOL (6 credits) with 7-8 weeks in an elementary and 7-8 weeks in a secondary TESOL education placement.
- 7. Complete SL 582 Student Teaching and DSAP 1 Seminar (three credits)

Grade of B (3.0) or better in student teaching.

Additional M.A. Degree Requirements (6 credits)

- 1. ED 499 Introduction to Educational Research
- 2. ED 512 Contemporary Schooling in Society
- 3. Complete SL 99-01 Comprehensive Examination (non-credit course) or a Master's Thesis (3 credits)

Note: Based on transcript evaluation, some prior coursework may apply toward the TESOL/Bilingual Education certification requirements.

The Integrated Bachelor's/Master's with TESOL Certification Program is not currently accepting applicants.

**Requirements for the M.A. with Elementary or Secondary Bilingual Cross-Endorsement
(33 credits)**

(Competence in a second language such as Spanish or Portuguese is required.)

1. Complete the following required education courses (12 credits):
 - a. ED 429 Philosophical Foundations of Education
 - b. ED 552 Participatory Research and Advocacy in School and Community SettingsOR
ED 499 Intro to Educational Research
 - c. ED 512 Contemporary Schooling in Society
 - d. MD 400 Introduction to Educational Technology
 2. Complete the following required TESOL/Bilingual courses (18 credits):
 - a. SL 423 Principles of Bilingualism
 - b. A state approved bilingual education methods class to be determined with advisor
 - c. SL 436 Methods and Materials for Second Language Teaching
 - d. One state approved culture course
 - e. SL 527 Testing and Assessment in ESL/Bilingual Programs
 - f. One course in the area of Strategies for Modifying English Content Area Instruction (3 credits)
 3. One elective (3 credits)
4. Pass the American Council of Foreign Language Teachers (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test with a minimum score of "Intermediate High" in the world language of instruction
5. Complete one of the following options:
1.
 - a. Pass SL 99-01 Comprehensive Examination
 - b. Complete a Master's Thesis
 - c. Complete ED 599: Professional Writing Seminar: Product of Learning (1 credit)
 - d. Complete a capstone course ED 511: Capstone Seminar.

Requirements for the M.A. in TESOL (M.A. degree only or M.A. with Cross-Endorsement)

- 1a. M.A. Only: Complete a minimum of 33 credits
 - 1b. M.A. with Cross-Endorsement: Complete a minimum of 36 to 42 credits (M.A. with cross-endorsement)
2. Complete the following required education courses (12 credits):
- a. ED 429 Philosophical Foundations of Education
 - b. ED 552 Participatory Research and Advocacy in School and Community Settings OR ED 499 Introduction to Educational Research
 - c. MD 400 Introduction to Educational Technology (or an advanced technology course, depending on background in technology)
 - d. ED 512 Contemporary Schooling in Society
3. Complete the following required TESOL courses (12 credits):
- a. SL 423 Principles of Bilingualism
 - b. SL 436 Methods and Materials for Second Language Teaching
 - c. SL 475 Sociolinguistics
 - d. SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs
- 4a. M.A. only: Complete nine credits selected from program offerings with permission of advisor.
- 4b. M.A. with Cross-Endorsement: Complete 12 to 21 credits selected from program with permission of advisor.
5. Complete one of the following options:
- a. Pass the Comprehensive Examination (SL 99-01)
 - b. Complete a Master's thesis
 - c. Complete a capstone course ED 511: Capstone Seminar.

Requirements for the C.A.S. in TESOL or Bilingual Education

1. Complete a minimum of 30 credits.
2. Complete 12 credits from the following required courses:
 - a. ED 540 Ethics and Advocacy in Educational Contexts
 - b. ED 534 Theories of Learning
 - c. ED 565 Principles of Curriculum Development and Evaluation
 - d. SL 590 C.A.S. Practicum in Teaching
3. Complete 18 credits in area of concentration and/or approved program electives.

Requirements for Cross-Endorsements Only

TESOL: 30 hours of approved TESOL coursework including study in each of the following: English syntax and composition, language theory, culture and intergroup relations,

linguistic and academic assessment, and curriculum and methods of teaching ESL.

Bilingual Elementary and Secondary Cross Endorsements: 18 hours of approved coursework including study 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.

Course Descriptions for Teaching and Foundations, Elementary and Secondary Education Undergraduate Level Courses

Course Descriptions

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling

In this course, students/candidates discover how education is accomplished in schools through the social construction of teaching and learning. Through participant observation, service learning, reflections, assigned readings, class discussions and collaboration, candidates contribute positively to student learning in local schools and communities with diverse (socioeconomic, linguistic, race/ethnicity) populations, understand the complexities of schooling from multiple insider perspectives, and engage in the process of discerning whether to pursue a career in education. Successful completion of this course is one of the prerequisites for admission to the teacher education program, and is open to all interested students. Approximately 25 hours of service in a local school is required. Three credits.

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ED 241 Educational Psychology

This course considers a particular application of the more important psychological principles to educational theory and practice, embracing a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. The course, which includes a 15-hour field experience in an approved, ethnically diverse public school setting, also examines individual differences, transfer of training, interest, attention, and motivation insofar as they influence the teaching process. Three credits.

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ED 329 Philosophy of Education: An Introduction

This course applies the basic concepts of philosophy to education in general and to contemporary education theory in particular to acquaint educators with philosophical terminology, to improve the clarity of their thinking, and to encourage personal commitment to their own life philosophies. It also provides the opportunity to ask fundamental questions about the aims and purposes of education and schooling in a multicultural democratic society; the ethical dimensions of the teaching/learning relationship; the effects of poverty and injustice on the lives of young people, their families and communities; and the role of the imagination in transforming the world. A range of philosophical perspectives will be explored including Jesuit Education/Ignatian Pedagogy, Deweyan Progressive education, and Freirian Critical Pedagogy. This course includes an optional service learning experience in an approved, ethnically diverse school setting. Three credits.

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ED 350 Special Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and those who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study. Three credits.

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ED 369 Developmental Reading in the Secondary School

Topics include methods and materials for improving reading and study skills at the secondary level and the application of developmental reading skills in all curriculum areas. Three credits.

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ED 401 K-12 Teaching Internship Seminar for Initial Certification Candidates

In these sequenced seminars, 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 faculty will spend time with the teaching interns in their schools. Candidates must enroll in the seminar every semester of their teaching internships; the seminar activities increase in sophistication as the teaching internships progress. Prerequisite: Matriculated status in an initial educator certification MA or CAS program in the Graduate School of Education and Allied Professions. Equivalent to one credit (may not be used to fulfill degree requirements.)

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ED 402 Teaching Internship Seminar for Certified Teachers

In these sequenced seminars, designed for certified teachers working as teaching interns while pursuing a graduate degree, candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and build their professional portfolios as educators for social justice and social responsibility. Seminar faculty will spend

time with the teaching interns in their schools. Candidates must enroll in the seminar every semester of their teaching internships; the seminar activities increase in sophistication as the teaching internships progress. Prerequisites: CT teacher certification or eligibility and matriculated status in an advanced educator MA or CAS program in the Graduate School of Education and Allied Professions. Equivalent to one credit (may not be used to fulfill degree requirements).

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ED 403 Special Topics in Education

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 Curriculum and Instruction 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. Three credits.

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ED 405 Contexts of Education in the Primary Grades

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

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ED 413 Differentiating Learning in Early Childhood Settings

The course gives specific ideas and methods for developing learning in all content areas based on the physical, cognitive and social emotional development of the young child. Content areas include practical math activities, appropriate children's literature, health, social studies, experimental science and creative arts, drama, and movement techniques, with a reading readiness and skill approach. The integrated curriculum focus will include exploration of spatial arrangement, classroom organization and adaptations for children with special needs. Course requirements include field experiences in culturally diverse early childhood centers or pre-k through primary grade school settings approved by the instructor, for a minimum of 15 hours. Three credits.

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ED 414 Assessment and Observation in Early Childhood Education

In this course, candidates identify and analyze child behavior for the purposes of assessment with a focus on observational skills, and gain practical experience in selecting, evaluating, administering, and interpreting a variety of assessment devices and instruments. They practice effective communication with families with children who have special needs, are at risk, or are developing typically. Laboratory fee and field experience of 20 hours are required. (Prerequisite: ER 402 or permission of instructor) Three credits.

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ED 429 Philosophical Foundations of Education

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. Three credits.

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ED 430 Storytelling in the Classroom

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 the school media specialist and the regular classroom teacher (K-8) to assist them in employing the art of storytelling in teaching. The course aims at developing candidates' understanding of folklore, fairytale, myth, and legend; discovering stories from different genres and cultures; learning to select and share stories; learning to incorporate storytelling into the curriculum; and developing strategies to help children learn to write and tell their own stories. Cross-referenced as MD 430. Three credits.

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ED 431 Extending Literacy in the Elementary School: Grades 3-6

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 addresses 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. (Prerequisite: ED 437 or permission of instructor) Three credits.

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ED 437 Developing Literacy in the Elementary School: Primary Grades

This course explores developmental literacy, with an emphasis on the 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 techno-logically 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. Three credits.

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ED 441 Teaching and Learning within Multicultural Contexts of Education

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where candidates explore their commitment to the well-being and learning of all candidates; 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 systemic processes of discrimination that marginalize and silence various groups of students. Cross-referenced as SL 441. Three credits.

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ED 442 Educational Psychology

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 need Dean's approval.) Three credits.

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ED 443 Integrating Instructional Technologies into Elementary School Education

This course focuses on the applications of a variety of instructional technologies, including the Internet, spreadsheets, databases, graphics programs, multi-media programs, and audio and video programs to structure effective learning environments for elementary education students. Emphasis is placed on reviewing available teacher resources including lesson plans, collaborative projects, and cultural diversity projects. (Prerequisite: MD 400 or permission of instructor) Cross-referenced as MD 433/CS 443. Lab fee: \$45. Three credits.

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ED 447 Learning Mathematics in the Elementary Classroom

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. Three credits.

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ED 452 Integrating Technology in Content Areas: Language Arts and Social Studies

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. Cross-referenced as MD 452. Lab fee: \$45. Three credits.

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ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12

In this course, designed for experienced and new middle and high school educators, candidates explore and use cutting edge theory and best practices in literacies to support powerful student learning across curricular areas. Candidates learn a repertoire of research-based strategies and tools to help diverse learners to make meaning from a variety of texts in their subject area, including non-print and media texts. As reflective educators who advocate for equity and justice in education, candidates will infuse critical and strategic literacies into content area curriculum and document their effect on student learning. Candidates not currently teaching will be expected to work with a teacher in a high needs school for about 25 hours in order to complete this aspect of the course. Three credits.

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ED 459 Developmental Reading in the Secondary School

This course emphasizes enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies, and assessment. Three credits.

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ED 462 Science Methods

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. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Science Education) Three credits.

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ED 463 World Language Methods

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. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of World Language Education). Three credits.

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ED 464 Mathematics Methods

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. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Mathematics Education) Three credits.

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ED 466 English Methods

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. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of English Education) Three credits.

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ED 468 Social Studies/History Methods

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. (Prerequisites: 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) Three credits.

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ED 472 Information Literacy through Inquiry

Inquiry-based learning is a curricular framework that develops candidates' information literacy skills by encouraging rigorous investigation, information retrieval, collaboration, and reflection, paired with transformative learning technologies. Participants learn to locate, evaluate, and use a variety of electronic, print, multimedia, and interpersonal resources, and create a teaching unit using an online learning environment developed by internationally recognized leaders in inquiry-based education. Cross-referenced as MD 472. Three credits.

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ED 493 The Educational Imagination: Exploring Multicultural Identities and Curriculum in a Cross-cultural Context

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

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ED 497 Teaching Science in the Elementary Classroom

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the elementary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through readings, active participation in class activities, lesson/unit plan design and microteaching, class discussions, and individual reflections. Guided by current research and practice in science education, candidates in this course design science curricula for the elementary grades that develop content knowledge, science inquiry skills, critical thinking, problem solving, social responsibility, and technological competence. This course includes a required 20-hour field component. Three credits.

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ED 498 Thesis Seminar

This elective seminar is for candidates wishing to pursue advanced study or conduct original research in an area relevant to their M.A. degree. The thesis is expected to make a scholarly or practical contribution to the candidate's field. Credit for this course is contingent upon the 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. (Prerequisites: 15-30 credits toward the M.A. degree including either ED 499 or ED 552, and permission of advisor). Three credits.

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ED 499 Introduction to Educational Research

In this course, candidates develop critical perspectives on research about education. Guided by current theory and practice in educational research, candidates reflect on ethical considerations of the researcher as well as the methodological tools that are used in educational research. Candidates are introduced to a wide range of qualitative and quantitative methods, which they use in analyzing data and reviewing current educational research articles. Through discussions, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and teaching practices. During the course, candidates connect an area of interest with research methods as they develop research paper proposals. (Prerequisite: At least six credits toward a master's degree) Three credits.

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ED 501 Practicum for Literacy Teacher Consultants

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. (Prerequisite: ED 561.) Two credits.

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ED 510 Cultural & Political Geography

Cultural and political geography can be at once overlaid and in conflict. Geographer Bernard Nietschmann's analysis of indigenous 'nation peoples' conflicts with past and current political states describes many of today's extant political conflicts. Within virtually every political state, 'multi-national' (i.e. multicultural) groups struggle for identity, independence, autonomy, territory, and rights. This course provides a framework for understanding the dual centrifugal and centripetal forces acting on political states, the fragility of the notion of 'nation-states,' sovereignty, boundary, alliances, cartels, and organizations of states as functions of human cultural and political geography. Appropriate technologies and activities for 7-12 students are demonstrated. Three credits.

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ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

Drawing on contemporary educational theory and best practices, and inspired by the Jesuit educational goal of "forming men and women for others," this capstone seminar is the culminating, integrative experience for approved candidates in the Master's in Teaching and Foundations program for certified teachers and for the Master's in Elementary Education, and the Master's in Secondary Education. As participants in a community of learners, candidates demonstrate their capacities as reflective scholar-practitioners who synthesize program learnings to produce an Integrative Master's Project. This capstone seminar explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families. (Prerequisite: All other degree requirements) Three credits.

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ED 512 Contemporary Schooling in Society

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. Three credits.

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ED 515 Economic & Physical Geography

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. Three credits.

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ED 517 Developing Collaborative Learning Methods

This workshop allows the participant to develop collaborative learning exercises within his or her curriculum. The workshop, which is predominately hands-on, ultimately aims to integrate collaborative exercises into the syllabi for the upcoming school year. Three credits.

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ED 521 Comparative Philosophies of Education

This course offers a comparison of philosophical systems influential in education. Three credits.

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ED 522 Learning and the Child's Experience

Drawing from classic and current cross-disciplinary theory and practice, candidates in this course gain a comprehensive, culturally sensitive knowledge of how children and young adolescents in the elementary grades learn, think, and interact as social beings. Candidates consider the development of individual children within the larger context of educational institutions. Beginning with an introduction of Piaget's and Vygotsky's frameworks for the understanding of development, candidates further explore constructivism and socio-historical cultural views of learning as they consider the relevance of theory for teaching practices. (Prerequisites: At least one of the following: ED 405, ED 437, ED 447, or ED 497) Three credits.

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ED 523 Global and Socio-cultural Perspectives on Learning and Development

Designed for advanced candidates in curriculum and teaching, candidates in this course explore theoretical views on learning and development in local and global contexts and connect these views to specific teaching practices and student learning. Guided by current research and practice in cognitive development, candidates gain a comprehensive, culturally sensitive knowledge of how children and young adolescents, think, and interact as social beings. Candidates consider the development of individual children within the larger context of educational institutions and communities. Beginning with an introduction of Piaget's and Vygotsky's frameworks for the understanding of development, candidates further explore socio-historical cultural views of learning as they consider the relevance of theory for everyday teaching practices and professional development. (Prerequisite: Advanced course for those already certified or for M.A. degree-only candidates.) Three credits.

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ED 529 Critical Literacies Beyond the Classroom Walls

Designed for K-12 teachers and community leaders, this course explores socio-cultural and developmental models of how varied literacies are constructed, understood and used in and outside schools in the United States. Through the design of extra-curricular and in-school projects and activities for students, families and community members, candidates in this course will recognize, value and employ culturally sensitive understandings of literacies and their powerful role in our society. (Prerequisites: Teaching certification or permission of the instructor.) Three credits.

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ED 530 Assessment and Differentiated Instruction

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

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ED 534 Theories of Learning

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. Cross-referenced as PY 534. Three credits.

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ED 540 Ethics and Advocacy in Educational Contexts

This course examines key ethical theories and their application in authentic educational settings. Case studies of real and potential ethical dilemmas are analyzed from a social justice advocacy perspective, highlighting the individual, professional and social dimensions of ethical reasoning, decision-making and action. Three credits.

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ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action

Guided by current research and practice in pedagogy, human development, and multicultural education, candidates in this course design socially responsible, inquiry and action-oriented, interdisciplinary curriculum units that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Fieldwork in local 3-6 classrooms required.(Prerequisites: At least two of the following: ED 437, ED 447, ED 497, or ED 531) Three credits.

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ED 546 Integrating the Arts and Technology into the K-8 Curriculum

This course demonstrates that music and the arts are an integral part of the school curriculum and that they can be utilized to promote awareness, acceptance, and respect for diverse cultures. Properly conceived, the arts constitute a great integrating force if viewed as a component of every discipline. New art forms and techniques of electronic artistic expressions have emerged with the advent of the new information age. Teachers and school media specialists must develop their awareness of conventional forms of art as well as electronic formats, their abundant resources, and their potential infusion within the K-8 school curriculum. Cross-referenced as MD 546. Three credits.

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ED 547 Leadership in Supporting Mathematics Learning in School and Community Settings

In accordance with the professional standards for teaching mathematics, this course provides certified elementary educators and candidates for cross-endorsement in elementary education opportunities to plan, design and carry out theoretically informed, developmentally appropriate and culturally responsive mathematics education for elementary students with varied learning needs. Candidates have the opportunity to take a leadership role in team planning, the design of responsible test preparation, and in school and community-based opportunities for students to explore mathematical concepts, skills, and strategies. Requirements include extensive teaching and team planning for mathematics learning in an elementary school and/or community setting. Three credits.

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ED 552 Participatory Research and Advocacy in School and Community Settings

This course is designed for certified teachers, community leaders and professionals from allied fields. Through engagement in authentic participatory projects in schools or community settings, and through engagement with the literature on participatory research and advocacy, candidates in this course gain knowledge and competence in designing and implementing socially responsible research and advocacy projects with and for students, clients and community members. (Prerequisites: Matriculation and six completed credits in the M.A. program in Teaching and Foundations) Three credits.

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ED 555 Authentic and Formal Assessments in Literacies Development

In this course, candidates will use literacies assessments suitable for diverse learners, including individual reading/writing/language assessments, and authentic and alternative

assessments in reading, writing and language development. (formerly ED 555 Techniques in Diagnosing Reading Problems) Lab fee. Three credits.

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ED 556 Creating Constructivist K-12 Classrooms: Connecting Theory and Practices

This course offers an interdisciplinary, project-based approach to constructivism for the classroom. Candidates explore issues of planning, implementing, and assessing constructivist-based instructional units and learn about classroom management and equity issues related to constructivist teaching and learning. The course provides an opportunity for participants to engage in hand-on activities that help candidates construct their own knowledge. Three credits.

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ED 558 Youth, Identity and Culture

This course explores contemporary adolescent identity and development. Drawing on current research, theory and practice, candidates explore the creative potential and challenges of adolescence. Three credits.

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ED 559 Empowering Struggling Readers and Writers in the Elementary Grades

In this course, elementary teacher candidates work to meet the literacy learning needs of struggling learners. Under the guidance of certified literacy specialists, candidates assess learning needs, and, in collaboration with classroom teachers and appropriate specialists, provide instructional interventions for individuals or small groups of struggling readers and writers. A minimum of 25 hours of fieldwork are required. (Prerequisites: ED 437 and ED 531, or a current teaching certification and permission of the instructor) Three credits.

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ED 561 Summer Institute in the Teaching of Writing

This institute is for experienced teachers, grades K-13, 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. Fellows will earn four (4) credits for the institute.

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ED 565 Principles of Curriculum Development and Evaluation

Candidates examine the principles, problems, theories, and critical issues in curriculum organization. The course emphasizes gaining practical knowledge about curriculum development and improvement, with a focus on the identification and systematic study of concerns and new directions in curriculum development and improvement based on current research and thought. Three credits.

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ED 571 Leading Science and Health Inquiry and Action in School and Community Settings: Grades K-6

Developed for certified elementary educators and those seeking cross-endorsement in elementary education, this course explores inquiry and action in science and health learning in the elementary grades in depth. Guided by current research and practice in science and health education, pedagogy, human development, and multicultural education, candidates in this course design and implement socially responsible, inquiry-oriented science and health curricula for the elementary grades that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. The course requires leadership, collaboration and teaching in a school or community based setting serving students in grades K-6. (Prerequisite: Advanced course for those already certified or M.A. degree-only candidates) Three credits.

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ED 572 Guided Research in Science

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. Three credits.

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ED 573 Instructional Issues in Teaching Science

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. Three credits.

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ED 575 Theory and Practice of Integrated Curriculum Design

In this course candidates explore theories of critical pedagogy design and teaching. They develop and implement differentiated, culturally sensitive inquiry and action-oriented

interdisciplinary curriculum units. Candidates learn to develop students' content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Current emphasis in this course is on integrating science, social studies and health curricula. (Prerequisite: Advanced course for those already certified or M.A. degree-only candidates) Three credits.

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ED 579 Directed Observations for Secondary DSAP Candidates: Part I

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. (Prerequisites: Approval of the department and the Dean.) Three credits.

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ED 580 Directed Observations for Secondary DSAP Candidates: Part II

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. (Prerequisites: Formal acceptance into the Teacher Preparation program, completion of certification course requirements and all subject area requirements, completion of ED 579) Three credits.

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ED 581 Directed Observation and Supervised Student Teaching: Secondary Education

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. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements.) Six credits

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ED 582 Secondary Student Teaching Seminar

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 secondary teacher candidates to enact best practices in secondary 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 secondary 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 teaching portfolio, are also addressed. Candidates receive information on the certification process. Three credits.

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ED 583 Elementary Student Teaching; Immersion in a Community of Practice

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. (Prerequisites: 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 M.A. program, permission of the elementary education program director, and an interview with the director of student teaching placements.) Six credits

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ED 584 Reflective Practice Seminar: Elementary Education

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. Three credits.

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ED 585 Supervised Teaching, Learning and Reflection in a Community of Practice: Part 1

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

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ED 586 Supervised Teaching, Learning and Reflection in a Community of Practice: Part 2

This course is the second of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. Part one must be taken during the preceding semester. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar's subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of University supervision, teacher candidates assume full teaching responsibilities including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management; while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families and community members. (Prerequisites: Completion of "Supervised Teaching: Part 1," performance-based assessment, including but not limited to successful completion of at least 30 prerequisite certification track credits and related course requirements while a matriculated candidate in the Elementary Education M.A. program, permission of the Elementary Education program director) Three credits.

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ED 587 Directed Observation and Supervised Student Teaching: Secondary Education Part I

This course is the first of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director required. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements) 3 credits.

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ED 588 Directed Observation and Supervised Student Teaching: Secondary Education Part II

This course is the second of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director Required. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements.) 3 credits

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ED 589 English Seminar

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. Three credits.

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ED 590 Reflective Research Practicum in Teaching

Participants solve a practical problem in classroom teaching by applying educational research to a specific school situation. Three credits.

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ED 591 Mathematics Seminar

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. Three credits.

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ED 592 Science Seminar

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. Three credits.

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ED 593 World Language Seminar

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. Three credits.

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ED 594 Social Studies/History Seminar

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. Three credits.

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ED 595 Independent Study in Curriculum and Teaching

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. Three credits.

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ED 599 Professional Writing Seminar: Product of Learning

During this variable-credit (1-3) seminar, candidates complete a self-designed Product of Learning. Under advisement of the program faculty, candidates produce a learning outcome that relates directly to their future work as an educator (i.e., design an elective course in their field, submit a manuscript for publication, deliver a presentation at a regional or national conference, etc. Math candidates must complete the problem-solving portfolio for their product. Consult with advisor for information) Candidates are expected to develop authentic educational products, with the expectation that candidate-generated products will become contributions to the candidate's specialty area (i.e., English Education, Social Studies Education, etc). The process for this product will be supported in a 10-hour writing seminar course that, with substantial independent work, would be supervised by faculty editorial and revision input toward the development of worthy professional products. Students will be encouraged to work alongside peers who are also completing the Product of Learning. (Prerequisite: Completion of student teaching.) One to three credits.

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EDL 501 Introduction to Literacies Studies

In this course, candidates develop a foundational understanding of literacies from anthropological, historical, linguistic, psychological, and educational perspectives. Three credits.

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EDL 510 Literacies and Diversity in Local and Global Contexts

In this course, candidates examine how literacies, language and culture-in-contact are developed, defined and used across local and global contexts, examine literacies-relevant issues related to migration across cultures and countries, and apply this knowledge in an examination of local school and community-based contexts that serve diverse populations. Three credits.

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EDL 557 Literacies Program Design and Supervision: P-12

In this course, candidates assist school administrators and classroom teachers in the design, implementation and evaluation of effective, culturally responsive reading, writing and language arts curricula for diverse learners. Depending on their teaching experience, candidates will shadow and assist a literacies coach working in a high-needs school at the elementary or secondary level, or work as a remedial reading/remedial language arts specialist in an elementary or secondary school. Weekly seminar meetings and 60 hours of fieldwork required. Three credits.

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EDL 581 Supervised Practice in Literacies in Inclusive K-12 Classrooms

In this course, candidates will consult with classroom teachers, literacy specialists, special educators and other specialists to design, implement and assess daily literacy block instruction, interventions and learning for diverse learners in an inclusive elementary or secondary school. Incorporation of appropriate curricular elements, including interventions, informal and formal assessments, a literate environment, and provision for the literacy learning needs of struggling, advanced and English Language Learners are required. A minimum of 75 field hours are required, plus weekly seminar meetings. (Prerequisite: EDL 557) Three credits.

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EDL 582 The Literacy Specialist and Coach: Practicum

In this course, candidates serve as literacies specialists and coaches for one or more teachers in an elementary or secondary school, design and lead one professional development session. A minimum of 50% of a candidate's teaching and mentoring duties are to be devoted to this work. Bi-weekly seminar meetings and full-time teaching. Prerequisites: EDL 557 and EDL 581) Three credits.

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EDL 590 Reflective Practice in Literacies: A Capstone Seminar

Drawing on contemporary literacies theory and best practices, and inspired by the Jesuit educational goal of "forming men and women for others," this capstone participatory research seminar will be the culminating, integrative experience for candidates in the CAS in Literacies Studies program. In this course, candidates will produce an integrative, participatory literacies advocacy project for and with local high need students, families, schools or communities with whom they work. Candidates are eligible to take this course once they have completed all other degree requirements. (Prerequisite: Permission of advisor) Three credits.

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EN 405 Literature for Young Adults

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. Three credits.

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EN 406 Infusing Multicultural Literature in Elementary and Middle Schools

In this course, candidates examine literature written for children and young adolescents that supports the principles of multicultural education and social responsibility. Through assigned and self-selected projects, participants design curricula and examine issues relevant to the intersections of literature and multicultural education and social responsibility. Three credits.

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EN 411 Teaching Writing in the 3-12 Classroom

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. Three credits.

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EN 417 Teaching and Learning Grammar

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. Three credits.

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ER 402 Infant and Child Development: Cultural Perspectives

This course examines the child's cognitive and psychosocial development from conception through the third grade in school. Children and families are considered within their immediate and extended contexts within the community and larger cultural milieu. Students will master general and specific developmental concepts and milestones relating the infant's prenatal and early development to subsequent development in the pre-school and elementary school years. Social and cultural issues that affect the development of children in today's diverse and ever-changing world will be examined. Course requirements include field experience in culturally diverse settings, approved by the instructor, for approximately 10 hours. Three credits.

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ER 497 Practicum in Early Childhood Education

The Practicum in Early Childhood Education provides candidates with opportunities for supervised internships in infant and toddler programs, pre-school and kindergarten classroom settings. Through participation in a wide range of responsibilities associated with being an early childhood educator, candidates develop and implement instructional methods and materials used in pre-kindergarten and kindergarten settings. Students enrolled in the Practicum will meet together in a weekly seminar, where they will deepen

their understanding of the ways in which the cultural, familial and educational context, and diverse educational needs of students, impact students' learning and their socio-emotional, cognitive, and physical progress. (Pre-requisites: ER 402, ED 437, ED 522, SL 522 and ED 413) Three credits.

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HI 400 United States History for Educators

This course provides candidates seeking Connecticut teaching certification with an understanding of U.S. history. Candidates who successfully complete this course gain a complex and culturally sensitive understanding of the rich social history of the individuals and groups who are the peoples of the United States of America. Candidates explore and use the central concepts and tools of inquiry of historians as they develop their knowledge. Guided by current theory and practice in culturally sensitive pedagogy, human development, and multicultural education, candidates, as socially responsible, critically informed educators, consider how to facilitate K-12 students' responsible and effective participation in a pluralistic democratic society. Three credits.

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SE 405 Exceptional Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and/or who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study. Three credits.

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SL 419 Special Learners in the Bilingual/ESL Classroom

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. Cross-referenced as SE 419. Three credits.

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SL 421 Linguistics for Language Teachers

This course provides language teachers with a basic introduction to the principles and methods of linguistic theory, with an emphasis on semantics, syntax, morphology, and phonology. Additional topics include pragmatics and written language. The investigation of first and second language acquisition gives language teachers an insight into the development of language for ELL students. Three credits.

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SL 422 Teaching Grammar in Second Language Settings

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. Three credits.

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SL 423 Principles of Bilingualism

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. Three credits.

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SL 426 Methods and Materials in Bilingual Programs

Designed for elementary and secondary bilingual teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to bilingual learners. Participants examine a variety of bilingual education program models, analyze frequently used methods and materials, and discuss the adaptation and development of effective bilingual instructional materials and assessment instruments and the implementation of alternative methods. Three credits.

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SL 433 TESOL/Bilingual Advanced Practicum Elementary

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. (Prerequisite: SL 436 or SL 451) Three credits.

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SL 436 TESOL Methods and Materials Development

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. Three credits.

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SL 439 Methods of Foreign Language Teaching for Elementary School

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. Three credits.

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SL 441 Teaching and Learning within Multicultural Contexts of Education

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. Cross-referenced as ED 441. Three credits.

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SL 445 Comprehending and Communicating in a Second Language

Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying the acquisition of speaking and listening skills in a second language, as well as strategies for assessing student performance, evaluating and adapting materials, and enhancing communicative competence in the classroom. Three credits.

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SL 450 Second Language Methods for Secondary Teachers (6-12)

This course provides an overview of second language theory and methods, curriculum models, materials selection and development, and content-based ESL for teaching secondary English language learners. The role of literacy in second language acquisition and the appropriate integration of technology to enhance second language teaching and promote secondary students' learning will be examined. Culture, language, dialect variation, and diversity and their implications for the secondary school curriculum will also be addressed. (Prerequisites: SL 423 and SL 527, or permission of the instructor. SL 527 can be taken concurrently.) Three credits.

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SL 451 Infusing Content Language Instruction into TESOL/Bilingual Programs

Designed for ESL and bilingual teachers, this course explores teaching strategies that enable the English language learner to understand the discourse of content subjects. Topics include strategies to develop academic language, oral presentation skills, content specific syntax and grammar, and writing. Participants will examine textbooks and develop materials that infuse content-area language into the ESL program. Procedures for assessing student progress in content area language development will be discussed. (Prerequisites: SL 423 or SL 467, and SL 436) Three credits.

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SL 453 Differentiated Instruction for English Language Learners

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. Three credits.

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SL 461 Reading and Writing in a Second Language

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. Three credits.

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SL 467 Language Acquisition

This course introduces the core hypotheses of current theory on language acquisition. Participants learn to recognize fundamental patterns of social and cultural contexts that facilitate language acquisition, build upon the processes and stages of language acquisition and literacy to provide comprehensible input, facilitate communicative competence and evaluate teaching and learning strategies across ability levels and within discipline-specific content areas. Approved for the Elementary Foreign Language cross-endorsement. Three credits.

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SL 475 Sociolinguistics

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. Three credits.

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SL 477 Culture and Second Language Acquisition

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. Three credits.

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SL 489 TESOL/Bilingual Advanced Practicum Secondary

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. (Prerequisite: SL 436 or SL 451) Three credits.

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SL 498 Thesis Seminar

Candidates who have selected the thesis option for completion of the M.A. degree develop their research proposals, carry out the research, and complete their theses during this seminar. An approved thesis must be submitted to fulfill this degree requirement. Three credits.

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SL 504 The English Language Learner in the Regular Classroom

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. Three credits.

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SL 520 Foundations of Dual Language Instruction

This course provides a theoretical foundation and practical application of dual language instruction to teachers of first and second language learners, K-12. It presents linguistic, educational, cognitive, socio-cultural, and economic benefits of knowing two or more languages. It provides practical opportunities to implement the instructional process - oral language development, teaching literacy and content in two languages. The course also focuses on assessment procedures and resources. Three credits.

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SL 522 Emergent Literacy in Bilingual Early Childhood Education

This course is designed to prepared teachers of early childhood education (pre-k to 3) to work effectively with culturally diverse children who are learning English as an additional language in pre-school and school contexts. The course focus is on first and second language development in the young child with implications for emergent literacy teaching and learning. Culture and childrearing practices, their impact on schooling, and strategies to build successful partnerships with families and communities will also be discussed. (Prerequisites: ER 402 or ED 523) Three credits.

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SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education

This course, which is conducted as a seminar, provides an overview of the historical events and philosophical issues underlying bilingual/multicultural/ESL education and discusses contemporary socio-political controversies surrounding bilingual/multicultural and ESL instruction. 3 credits.

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SL 527 Testing and Assessment in TESOL and Bilingual Programs

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. (Prerequisites: SL 423 OR SL 467; and SL 436) Three credits.

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SL 528 Second Language Curriculum Development

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. Three credits.

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SL 581 TESOL Directed Observation and Supervised Student Teaching

This course for candidates who have been approved as qualified candidates for teaching in TESOL or bilingual education involves candidates in observation and teaching five days a week for one semester. In accordance with certification regulations, candidates spend half of the student-teaching period in an elementary setting and half in a secondary setting. The course emphasizes classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates participate in group seminars and individual conferences; the University supervisor(s) and the cooperating teacher(s) assist, observe, and evaluate each candidate. (Prerequisites: Formal acceptance into teacher preparation program and completion of all certification requirements) Six credits.

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SL 582 TESOL Student Teaching & DSAP I Seminar

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. Three credits.

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SL 588 Directed Observation for TESOL DSAP Candidates: Part I

This course is designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, his/her mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience. (Prerequisite: All prerequisites to student teaching; Approval of program director and dean.) Three credits.

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SL 589 Directed Observation for TESOL DSAP Candidates: Part II

These courses are designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, his/her mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience. Three credits each.

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SL 590 C.A.S. Advanced Practicum in TESOL/Bilingual Education

Candidates solve a practical problem in classroom teaching, applying educational research to a specific ESL/bilingual school situation. Three credits.

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SL 595 Independent Study


Candidates complete individual study with the written permission of the department chair, having submitted their proposals prior to registration. Three credits.

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SL 99 Comprehensive Exam in TESOL and Bilingual/Multicultural Education

Candidates are strongly encouraged to register for the comprehensive examination the semester prior to their anticipated semester of graduation.

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Marriage and Family Therapy

Faculty

Rona Preli (Chair)
Nicole O'Brien (Clinical Director)
Maryann H. LaBella (Koslow Center Administrator)
Erica E. Hartwell

Overview

The department offers two master's degree (M.A.) programs: one in [Marriage and Family Therapy](#) and one in Family Studies. The master of arts (M.A.) degree in marriage and family therapy prepares candidates for careers as marriage and family therapists. The curriculum and clinical training at Fairfield University equips the candidate to work in a wide variety of professional settings with diverse populations who are experiencing a broad range of problems. The program is dedicated to providing a learning context that fundamentally values diversity and nondiscrimination. The core curriculum, the clinical training component of the program and the faculty and supervisors strive to address diversity, power, privilege, and social justice in all aspects of training and education. Toward that end, the faculty is committed to creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty, instructors, and supervisors.

The program is accredited through 2018 by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. Upon completion of the planned program of study, candidates may apply for pre-clinical fellow membership in AAMFT and are eligible to take licensing examination in the State of Connecticut. Upon completion of additional required clinical experience and supervision, according to Connecticut statutes, graduates may apply for Connecticut licensure in marriage and family therapy and Clinical Fellow membership in AAMFT.

The M.A. degree program in Family Studies is an advanced educational track in early childhood, human development, interpersonal relations, and family studies. Graduates of the program may enter a variety of human services vocations and/or pursue further advanced degrees in human and family development including early childhood, adolescence, marriage and geriatrics.

The Family Studies program focuses on basic human developmental and behavioral characteristics of the individual within the context of the family system. The curriculum includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems.

The curriculum is designed to prepare the candidate to pursue doctoral studies in related areas to become educators and researchers. The Family Studies program also provides an advanced educational track for the candidate who wishes to seek employment in the non-clinical areas of social service delivery, research, family policy and family law, parenting and family life education, health and well-being, prevention and program evaluation. The curriculum covers theory, research and practice with individuals and families across the life span. The curriculum strives to address diversity, power, privilege and social justice with the goal of creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty and instructors.

Marriage and Family Therapy Program 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.

Marriage and Family Therapy Program Philosophy Statement

The philosophy statement of the Marriage and Family Therapy program is an extension of the Mission Statement and incorporates the Conceptual Scholar-Practitioner Framework of the Graduate School of Education and Allied Professions and the Ignatian Jesuit values of the university. The Marriage and Family Therapy program instills in graduates the value of the inherent worth and dignity of all people and promotes the wellbeing of individuals, couples, families and communities, is committed to serving a diverse society; possesses strong conceptual and clinical knowledge and upholds the highest standards of professional conduct. The program supports the development of intellectual rigor, personal integrity, multidisciplinary collaboration, informed decision-making, self reflection and social responsibility.

Admission to the Program

Application deadlines are listed online at <http://www.fairfield.edu/gseapdeadlines>

All potential candidates will be required to participate in a mandatory on campus group interview as part of the admission process and will be notified in writing of their eligibility for the group interview.

Given the professional responsibility one assumes as a marriage and family therapist, candidates whose work continues to be of marginal academic quality despite remedial efforts or who demonstrate personal qualities that are not conducive to the role of the marriage and family therapist as cited in the Marriage and Family Therapy Program Student Handbook, or after an unsuccessful attempt to maintain or be placed in a practicum or internship site, may be terminated from the program. All candidates are required to adhere to the AAMFT Code of Ethics and the Marriage and Family Therapy Program policies and procedures. In addition, the disposition statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Requirements for the M.A. in Marriage and Family Therapy

The M.A. degree in marriage and family therapy requires completion of 57 credits. Candidates must maintain an overall grade point average of 3.0, complete a five-semester continuous and uninterrupted clinical training sequence, in which they provide a minimum of 500 direct contact hours of clinical treatment (250 of which must be relational hours) and receive 100 hours of supervision (50 of which must be individual supervision using direct observation of candidates' clinical work). Candidates must evidence required clinical, ethical, and conceptual competencies and pass a comprehensive examination at the end of the program.

The 57-credit master's degree program is typically completed within a 3.5 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 for the M.A. in Family Studies

The M.A. 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.

Program of Study for the M.A. in Marriage & Family Therapy

Theoretical Foundations (six credits)

- FT 550 Introduction to Marriage and Family Therapy
- FT 555 Foundations of Marital and Family Therapy

Clinical Practice (27 credits)

- FT 525 Divorce, Single-Parenting, and Remarriage
- FT 552 Intervention in Structural and Strategic Family Therapy
- FT 553 Family Therapy Pre-Practicum
- FT 561 Advanced Interventions in Family Therapy
- FT 567 Couples Therapy
- FT 569 Assessment Techniques in Marriage and Family Therapy
- FT 433 Multicultural Issues in Counseling
- FT 562 Human Sexuality and Sexual Dysfunction
- FT 465 Introduction to Substance Abuse and Addictions

Individual Development and Family Relations (three credits)

FT 447 Lifespan Human Development

Professional Identity and Ethics (three credits)

FT 565 Ethical, Legal, and Professional Issues in Family Therapy

Research (three credits)

FT 556 Research in Marriage and Family Therapy

Supervised Clinical Practice (12 credits; courses must be taken in sequence and without interruption)

FT 559 Practicum in Family Therapy I

FT 560 Practicum in Family Therapy II

FT 580 Internship in Family Therapy I

FT 581 Internship in Family Therapy II

Comprehensive Exam

FT 99 Comprehensive Exam in Marriage & Family Therapy

Additional learning can be chosen from any graduate course offering and include the following to complete the 57-credit requirement if waivers are accepted:

CN 466 Spirituality and Counseling



SE 441 Parents and Families of Individuals with Disabilities

FT 450 Techniques of Narrative & Solution-Focused Therapies

FT 568 Special Topics in Family Therapy

Program of Study for the M.A. in Family Studies

(Minimum of 33 credits from among the courses listed below. Required courses are FT 99-02 Comprehensive Examination in Family Studies, PY 433 Behavioral Statistics, PY 571 Research in Psychology, and PY 475 Program Evaluation).

-  FT 447 Lifespan Human Development
-  FT 550 Introduction to Marriage and Family Therapy
-  FT 555 Foundations of Marital and Family Therapy
-  FT 552 Intervention in Structural and Strategic Family Therapy
-  FT 525 Divorce, Single-parenting and Remarriage
-  FT 561 Advanced Interventions in Family Therapy
-  FT 433 Multicultural Issues in Counseling
-  FT 562 Human Sexuality and Sexual Dysfunction
-  FT 465 Introduction to Substance Abuse and Addictions
-  FT 430 Contemporary Families: Culture, Religion, Childbearing and Community
-  FT 565 Ethical, Legal and Professional Issues in Family Therapy
-  FT 556 Research in Marriage and Family Therapy
-  FT 568 Special Topics in Family Therapy
-  PY 433 Behavioral Statistics (required)
-  PY 571 Research in Psychology (required)
-  PY 475 Program Evaluation (required)
-  SE 441 Parents and Families of Children with Disabilities
-  FT 99-02 Comprehensive Examination in Family Studies (required)

Certificate in School-Based Marriage and Family Therapy

The School-Based Marriage and Family Therapy (SB-MFT) certificate program prepares candidates to fulfill the requirements for certification with the State Board of Education to work in the public school system. The program is available to current MFT master's students and to licensed graduates of COAMFTE-accredited programs.

State Certification as a School Marriage and Family Therapist

In 2007, Connecticut passed the first school certification law for MFTs in the country. Connecticut State Board of Education Regulations require applicants to meet specialized training and experience requirements for school MFT certification. Applicants must be licensed by the Department of Public Health, meet Praxis I 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:

- (a) Holds a bachelor's degree from an approved institution;
- (b) 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);
- (c) Has successfully met Praxis I requirements;
- (d) 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;
- (e) Has completed graduate coursework in the following areas:
 - (1) Child and adolescent development;
 - (2) Learning theories;
 - (3) School-based systems theory;
 - (4) 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; and
 - (5) 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;
- (f) 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.

Fairfield University School-Based Marriage and Family Therapy Certificate Requirements

The seven (7) 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:

- ED 442 Educational Psychology
- ED/PY 534 Theories of Learning
- FT 447 Lifespan Human Development
- FT 555 Foundations of Marriage and Family Therapy
- SE 405 Exceptional Learners in the Mainstream
- FT 570 School-Based Practicum in Marriage and Family Therapy

AND either SE/SL 419 Special Learners in the Bilingual/ESL Classroom

OR SL 477 Culture and Second Language Acquisition

- ☒ FT 447 and FT 555 are core courses in the regular MFT master's degree program and are taken as part of the MA curriculum. These courses will count toward the certificate program as well.
- ☒ ED/PY 534, SL 477, SE 405, ED 442, SE/SL 419 and FT 570 may be taken by MFT master's degree candidates *only* after completing a brief paper application for the SB-MFT certificate, providing Praxis I passing scores or waiver, and providing evidence of having been fingerprinted.
- ☒ Completion of the SB-MFT admission application does not commit the student to completion of the certificate program. It does ensure that, if the certificate program is completed, notification will be posted on the student's transcript after graduation from the MFT master's degree program.
- ☒ FT 570 may be taken concurrently with or after completion of ED 442 and SE 405. Candidates must receive approval prior to enrollment in FT 570. Approval is obtained from the Department Chair after the Department Chair verifies with all instructors that the candidate demonstrates both interpersonal and academic suitability for work in the public school system. Any candidate who is denied permission to take FT 570 may not continue in the program or receive the certificate of completion. Candidates also will not receive endorsement from the program faculty or administrators for certification with the State of Connecticut. Interpersonal suitability refers to all dispositional characteristics that might interfere with the candidate's ability to function effectively in the capacity of a school-based marriage and family therapist. Academic suitability refers to the demonstration of sufficient aptitude conceptually and in coursework to function effectively as a school-based marriage and family therapist.
- ☒ Any candidate who does not receive approval to enroll in FT 570 will be **UNABLE** to use all courses completed at Fairfield University towards certification from the Department of Education.

Admission and Matriculation Requirements for the School-Based Marriage and Family Therapy Certificate

1. To apply for the School-Based Marriage and Family Therapy certificate, go to the Dean's Office of the Graduate School of Education and Allied Professions to complete the two-page paper portion of the application.
2. To complete the application, candidates must provide passing scores on the Praxis I test (or evidence of a waiver of the Praxis I). When you take the Praxis I 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 I examination can be obtained at www.ets.org. Information about Praxis waivers can be found at www.ct.gov/sde/certapps.
3. To complete the application, candidates also must be fingerprinted at one of the State-identified fingerprinting centers. Information about the fingerprinting requirement is

available online at http://www.fairfield.edu/media/fairfielduniversitywebsite/documents/admission/ga_fingerprinting.pdf.

An important note about Praxis requirements and fingerprinting: Do not leave these tasks to the last minute. It takes quite some time for the Praxis scores to be processed by ETS and/or a Praxis waiver to be obtained from the State, and for the fingerprinting to be processed and confirmation sent to the University. If the Praxis scores/waiver or fingerprinting are not on file with the Dean's Office, you will not be permitted to register for SB-MFT classes.

Kathryn P. Koslow Center for Marriage and Family Therapy at Fairfield University

The Marriage and Family Therapy program operates a clinical service 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 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 Center is committed to the ideals of embracing difference, examining social systems critically, and becoming directly involved with those who are underprivileged and underserved.

Partnership with Child & Family Guidance Center

Fairfield University's Marriage and Family Therapy Program has established a partnership with Child & Family Guidance Center, a collaboration that expands clinical service options for local families, offer excellent clinical training and research opportunities for Fairfield graduate students, and provide workshops for area clinicians.

Course Descriptions

FT 433 Multicultural Issues in Counseling

Students 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. Cross-referenced as CN 433. Three credits.

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FT 447 Lifespan Human Development

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. Cross-referenced as CN 447. Three credits.

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FT 450 Techniques of Narrative & Solution Focused Therapies

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. Three credits

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FT 465 Introduction to Substance Abuse and Addictions

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. Cross-referenced as CN 465. Three credits.

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FT 525 Divorce, Single-Parenting, and Remarriage

This course considers the implications of divorce, single parenting, remarriage, and step-parenting for families experiencing these transitions and for society at large. Specific topics include boundary issues during transition, legal aspects of divorce custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families, with an emphasis on recent research regarding divorce and its aftermath. Three credits.

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FT 550 Introduction to Marriage and Family Therapy

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. Three credits.

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FT 552 Intervention in Structural and Strategic Family Therapy

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. (Prerequisite: FT 550) Three credits.

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FT 553 Family Therapy Pre-Practicum

Taken after FT 552 and with the approval of the clinical director, this course provides simulated experiences in the practice of family therapy and focuses on developing skills in joining and forming a therapeutic relationship, designing and implementing interventions, and the use of self at the various stages of therapy. The course emphasizes the structural, strategic, and systemic family therapy models and addresses culturally sensitive practice, management, and treatment of cases of suicide, child abuse, domestic violence, and incest. Successful completion of this course and the requirements determines readiness for clinical practice. (Prerequisites: FT 550, FT 552; candidates must have a signed clinical training agreement on file before registration) Three credits.

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FT 555 Foundations of Marital and Family Therapy

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, cyberatics, communication theory, constructivism, and current developments in epistemology. Three credits.

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FT 556 Research in Marriage and Family Therapy

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. Three credits.

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FT 559 Practicum in Family Therapy I

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 super-vision. The practicum follows consecutively after FT 553. (Prerequisites: FT 550, FT 552, FT 553, FT, 565) Three credits.

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FT 560 Practicum in Family Therapy II

Continuation of FT 559. (Prerequisite: FT 559) Three credits.

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FT 561 Advanced Interventions in Family Therapy

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. (Prerequisites: FT 559) Three credits.

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FT 562 Human Sexuality and Sexual Dysfunction

This course examines issues related to sexuality in human life and treatment of sexual problems. Issues include sexual value systems, cultural context, sexual identity and orientation, gender issues and development of gender identity, forms of sexual conduct, sexuality across the life span, and sexual issues in couple relationships. Three credits.

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FT 565 Ethical, Legal, and Professional Issues in Family Therapy

This course examines issues specific to the clinical practice and profession of marriage and family therapy. Areas of study include ethical decision-making and the code of ethics; professional socialization and the role of professional organizations; licensure and certification; legal responsibilities and liabilities of clinical practice; research, family law, confidentiality issues, AAMFT Code of Ethics, interprofessional cooperation, and mental health care delivery systems. (Prerequisite: FT 550) Three credits.

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FT 566 Substance Abuse and the Family

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance abusing family systems. Relational clinical models including developmental, systemic, solution-focused and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of

socio-cultural and social policy that influence family behaviors and treatment. Cross-referenced as CN 565. (Prerequisite: FT 465). Three credits.

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FT 567 Couples Therapy

This course reviews a variety of approaches to understanding, conceptualizing, and treating couple relationships and conflicts with cultural sensitivity, addressing special problems such as interracial and same-gender relationships, extramarital affairs, alcoholism, and ethics in couples work. Three credits.

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FT 568 Special Topics in Family Therapy

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. One to three credits.

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FT 569 Assessment Techniques in Marriage and Family Therapy

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. Three credits.

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FT 570 School-Based Practicum in Marriage & Family Therapy

This course is a requirement in the Area of Specialization in School Marriage & 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 & Family Therapy. (Prerequisite: Permission of advisor and Dean's approval) Three credits.

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FT 580 Internship in Family Therapy I

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. (Prerequisites: FT 560) Three credits.

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FT 581 Internship in Family Therapy II

Continuation of FT 580. Candidates must complete all clinical and supervisory hours by the close of the grading period to be eligible for graduation. (Prerequisite: FT 580) Three credits.

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FT 595 Independent Study in Marriage and Family Therapy

Candidates undertake individual projects in consultation with a faculty member based on proposals submitted one semester in advance of course registration. Three to six credits.

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FT 99-01 Comprehensive Exam in Marriage and Family Therapy


Candidates are strongly encouraged to register for the comprehensive examination the semester prior to their anticipated semester of graduation.

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FT 99-02 Comprehensive Exam in Family Studies

Students are to register for the comprehensive exam at the beginning of the semester when they apply to graduate.

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Psychological and Educational Consultation

Faculty

Paula Gill Lopez (Department Chair and Director, School Psychology)
Evelyn Biliias Lolis
Gayle Bogel (Director, Educational Technology)
Belinha De Abreu
Deborah Edelman (Director, Special Education)
Faith-Anne Dohm
Paul Maloney (Director, Applied Psychology)
Alyson Martin
David Aloyzy Zera

Overview

The Department of Psychological and Educational Consultation offers concentrations in studies that prepare candidates for careers in a variety of human service and consultative areas. The department has, as its primary objective, a collaborative approach to contributing to the quality of life in our changing schools, organizations, and society. The department is dedicated to making significant contributions to the:

- ☒ Enhancement of self-awareness and self-understanding;
- ☒ Improvement of service delivery options to children, adolescents, and adults;
- ☒ Resolution of problems through effective consultation skills;
- ☒ Promotion of effective communication skills and working relationships;
- ☒ Increased effectiveness of interventions in schools, organizations, and community support agencies;
- ☒ Leadership in schools and community agencies in the areas of theory, assessment, and understanding of differences among children, youth, adults, and those with disabilities, with special emphasis on differentiating typical cultural characteristics from pathology;
- ☒ Development of effective strategies in curricular, behavioral, technological, therapeutic, and organizational interventions;
- ☒ Enhancement of human potential, facilitation of healthy development, and primary prevention of problems in school, at home, in organizations, and in the community;
- ☒ Development and implementation of a wide and effective range of instructional and telecommunication technologies.

Psychology

Candidates may choose from one of several sequences of study. They may pursue certification preparation in school psychology; elect a program in psychology that finds application in the promotion of organizational effectiveness and work productivity; select courses that enrich competencies required in human services and community work; or strengthen their knowledge of psychology in preparation for further graduate study. All of the programs provide for the development of a basic foundation of knowledge in psychology and related fields, as well as emphasize the application of knowledge in assessment, problem-solving and understanding others.

To supplement course work, the faculty has established working relationships within settings where psychological skills are applied. These settings include schools, child and family mental health and rehabilitation services, corporate training and development settings, and organizations in the private sector. These relationships provide for the

coordination of real life experiences with academic training and serve dual purposes. First, candidates have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by University faculty. Second, the addition of graduate candidates to established staff enhances the resources available in the community.

School Psychology

The School Psychology program at Fairfield University is a 63-credit program approved by the National Association of School Psychologists (NASP). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct and indirect intervention. The program is shaped by the belief that school psychologists are best prepared when they are instilled with a scientist/practitioner problem-solving orientation, encouraged to think reflectively, motivated to intervene at the primary prevention level, and inspired to be proactive agents of change. 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 M.A. and C.A.S. degree requirements. Upon completing the M.A., students must submit a formal application for entry into the C.A.S. program. Those wishing to enter the program initially at the C.A.S. level must hold a relevant master's degree, have a GPA of at least 3.0, and must complete a minimum of 30 credits at Fairfield University.

Admission to the School Psychology Program

Application deadlines are listed online at <http://www.fairfield.edu/gseapdeadlines>

After a successful initial paper review, applicants are invited to campus for a group interview. The interview is intended to clarify applicants' understanding of the program and the profession, and to assess applicants' potential for success in the program. After admission, each candidate is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework. Candidates must complete requirements for both the M.A. and C.A.S. degrees to be eligible for Connecticut State Certification as a school psychologist.

Requirements for the M.A.

All candidates admitted to the School Psychology program must satisfy the requirements for the M.A. degree as listed in the program of study. Those candidates admitted into the M.A. program who did not complete an undergraduate major in psychology may be required to take additional coursework as identified by their advisor.

Before candidates take the comprehensive examination they must complete, or be in the process of completing, 24 credits. These credits must include PY 430, PY 433, PY 435, PY 436, PY 438, and PY 446.

Requirements for the C.A.S.

A separate admission application for the C.A.S. must be submitted. Those wishing to be accepted for matriculation at the C.A.S. level must first complete all the M.A. course requirements in school psychology. Applicants with related M.A. degrees may be considered for admission into the C.A.S. program. However, all M.A. degree requirements in the School Psychology program must be completed.

Candidates must submit their e-Portfolio before the completion of PY 599 Internship in School Psychology II. Additionally, candidates must pass the Praxis II test in School Psychology.

Candidates who are accepted into the C.A.S. program with related degrees must fulfill all program course requirements. They must also develop and submit their e-Portfolios and complete three full day PREPaRE crisis management workshops presented by certified faculty trainers.

PREPaRE Workshops

All students are trained in the national evidenced-based crisis management program, PREPaRE, while in the CAS program during Practicum I and Internship 2.

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 C.A.S. degree is posted, the candidate must apply for an endorsement from the Graduate School of Education and Allied Professions for Connecticut's Initial Educator's Certificate in School Psychology from the Connecticut State Department of Education.

Completion of all M.A. and C.A.S. degree requirements for those entering at the M.A. level, or completion of a minimum of 30 credits at Fairfield University for those entering at the C.A.S. level is required for university endorsement for state certification as a school psychologist.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty reserve the right to discontinue the program of any candidate, at any time in the program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are not appropriate to the field. Practica and internship candidates are also expected to demonstrate the NASP Professional Work Characteristics (Section 4.5, Standards for the Credentialing of School Psychologists, 2000). A candidate may be denied recommendation of certification for not demonstrating

the NASP Professional Work Characteristics. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

School Psychology Program of Study

- M.A. in School Psychology (33 credits)
- PY 430 Issues in Professional Practice in School Psychology
- PY 433 Behavioral Statistics
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 438 Treatment Models for School-Age Youth
- PY 446 Developmental Psychology I: Theory and Application in Professional Practice
- PY 534 Theories of Learning
- PY 537 Psychoeducational Assessment I: Behavioral Approaches
- PY 99 Comprehensive Examination in School Psychology
- SE 405 Exceptional Learners in the Mainstream
- SE 429 Developmental and Remedial Reading and Language Arts
- CN 433 Multicultural Issues in Counseling

C.A.S. in School Psychology (30 credits)

- PY 449 Introduction to Clinical Child Neuropsychology
- PY 535 Collaborative Consultation
- PY 538 Psychoeducational Assessment II: Standardized Approaches
- PY 540 Psychoeducational Assessment III: Clinical Approaches
- PY 544 Psychoeducational Assessment IV: Integrated Assessment
- PY 548 Psychotherapeutic Techniques for School-Age Youth
- PY 576 Practicum I: Assessment and Group Process
- PY 577 Practicum II: Counseling and Group Process
- PY 598 Internship in School Psychology I
- PY 599 Internship in School Psychology II

Prior master’s or higher degree in a relevant field required.

Applied Behavior Analysis Advanced Training Certificate

Fairfield University’s Graduate School of Education and Allied Professions offers a three-course, nine-credit Advanced Training Certificate (ATC) program in Applied Behavior Analysis (ABA). It is open to those who hold a related master’s degree and are certified to work in public schools because they have the qualifications and background to implement best practice.

Fairfield’s program is broad in scope and provides training in all behavioral strategies, as well as in applied behavior analysis. The program provides the requisite knowledge base and skill set for school psychologists and qualified others, allowing them to design behavioral interventions to augment their professional services. The skills developed through this ATC will allow professionals to work collaboratively to provide comprehensive behavioral services through consultation and direct intervention.

The three courses required for this advanced training certificate are:

- PY 537 Psychoeducational Assessment I: Behavioral Approaches
- PY 541 Behavior Change Procedures
- PY 542 Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis

Applied Psychology

Different concentrations of study are available to candidates seeking a master’s degree in applied psychology. Some candidates are interested in developing the skills necessary for work as industrial-organizational psychology specialists in organizational settings. Others wish to strengthen their academic background in psychology before pursuing further

graduate studies at another institution or to prepare themselves to be entry-level research assistants in psychological research settings. Still others seek to increase their understanding of human behavior in order to enhance their current work in community settings.

Admission to the Applied Psychology Program

Application deadlines are listed online at www.fairfield.edu/gseapdeadlines

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

The Applied Psychology program offers four programs of study: industrial/organizational psychology (a traditional M.A. program and a 5-year integrated Bachelor's/Master's degree program), foundations of advanced psychology, and human services psychology. Requirements for the different programs include:

1. Industrial/Organizational Psychology - requires the completion of 39 credits of approved courses. Thirty-six of these credits must be in psychology.
2. 5-Year Integrated Bachelor's/Master's degree in Industrial/Organizational Psychology requires the completion of 9 credits at the undergraduate level and 30 credits at the graduate level.
3. Foundations of Advanced Psychology - requires completion of 33 credits of approved courses. Twenty-seven of these credits must be in psychology
4. Human Services Psychology - requires completion of 36 credits of required courses. Twenty-seven of these credits must be in psychology.

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

Comprehensive Examination

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

The comprehensive examination in psychology requires candidates to demonstrate understanding and mastery of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays.

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




Candidates in the Applied Psychology program are expected to act in accordance with the American Psychological Association's ethical principles. Candidates who behave unethically may be dismissed from the program. The ethical principles are available at www.apa.org/ethics. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

5-year Integrated Bachelor's/Master's Degree in Industrial/Organizational Psychology

This program has been designed for Fairfield University undergraduate students who are interested in a pathway other than an MBA to work in organizations and who want to develop the skills necessary to work as industrial/organizational specialists.

Graduates of the program assume positions in profit and non-profit organizations in human resources, training, consulting, research, organization development, recruiting and similar specialties. They have been employed in companies such as GE, Shell Oil, Gartner, Survey Sampling, Bank of Montreal, Deloitte Touche, Hewitt Associates, Toyota and Merrill Lynch; and by the Red Cross, the Justice Department, and a number of universities such as Loyola, UCONN, and Fairfield University. The skills, psychological principles and methodologies mastered in the program may be applied in a variety of organizational settings depending upon the student's interests and career choices.

To be eligible for admission students need to have an overall GPA of 3.0 in their undergraduate courses. They also must earn grades of at least B+ in three courses taken while they are undergraduates:

-  PY 201 Statistics for Life Sciences
-  PY 202 Research Methods
-  PY 420 Introduction to Industrial/Organizational Psychology taken in the Fall of the senior year (For psychology majors, PY 420 may be used as a psychology elective towards the undergraduate degree, if PY 132 has not been taken already).

Students should apply online by January 15th of their senior year.

Applied Psychology Program of Study

Industrial/Organizational Psychology (39 credits)

Core (required)

- PY 406 Organizational Development
- PY 420 Introduction to Industrial/Organizational Psychology
- PY 433 Behavioral Statistics *
- PY 435 Psychology of Personality *
- PY 471 Effective Interviewing
- PY 475 Program Evaluation
- PY 480 Consulting Theory and Practice
- PY 485 Performance Coaching
- PY 501 Fundamentals of Survey Design
- PY 545 Designing Development and Training Programs
- PY 571 Research in Psychology
- PY 578 Field Work in Applied Psychology
- MG 503 Ethical and Legal Environment of Business
- PY 98 Comprehensive Examination in Applied Psychology (non-credit course)

Five-year Integrated Bachelor's/Master's Degree in Industrial/Organizational Psychology (9 undergraduate credits plus 30 graduate credits)

Undergraduate credits

- PY 201 Statistics for the Life Sciences
- PY 202 Research Methods in Psychology
- PY 420 Issues in Professional Practice in School Psychology

Graduate credits

- PY 501 Fundamentals of Survey Design
- PY 475 Program Evaluation
- MD 503 Legal & Ethical Environment of Business
- PY 406 Organizational Development
- PY 435 Psychology of Personality
- PY 471 Effective Interviewing
- PY 545 Designing Training and Development Programs
- PY 480 Consulting Theory and Practice
- PY 485 Performance Coaching
- PY 578 Field Work in Applied Psychology
- PY 98 Comprehensive Exam in Applied Psychology (non-credit course)

Foundations of Advanced Psychology (33 credits)

- Core (required)
- PY 433 Behavioral Statistics *
- PY 435 Psychology of Personality *
- PY 436 Psychopathology and Classification I
- PY 437 Psychopathology and Classification II
- PY 446 Developmental Psychology I
- PY 475 Program Evaluation
- PY 501 Fundamentals of Survey Design
- PY 534 Theories of Learning
- PY 571 Research in Psychology
- PY 98 Comprehensive Examination in Applied Psychology (non-credit course)

Electives (six credits)
Electives must be approved by program director.

Human Services Psychology (36 credits)

Admissions to the Human Services Psychology course of study are suspended for the 2014/2015 year.

*Students who earn less than a B (3.0) in these courses will be required to retake the course to earn credit towards their degree.

Course Descriptions

PY 401 Special Topics in Psychology

This course explores various topics in psychology. 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. One to three credits.

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PY 403 Introduction to Play Therapy

This course provides candidates with instruction in client-centered play therapy. Course objectives include enhancing sensitivity to children's issues, developing an awareness of the world as viewed by children, increasing the ability to communicate effectively with children using play techniques, understanding children's behavior, communicating effectively with parents, and developing basic play therapy skills. Candidates also view demonstrations of actual play therapy sessions and gain experience applying play therapy strategies with children. (Prerequisite: This course is available to candidates enrolled in a certification program or those who are already certified.) Three credits.

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PY 406 Organizational Development

This course explores and analyzes the various methods and techniques for effective organizational development in contemporary organizations. The course focuses on models, case studies, and candidate examination of organizations with which they are affiliated. Candidates identify and study key success factors such as organizational culture, leadership, and history. (Prerequisites: PY 420, PY 435, and PY 545) Three credits.

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PY 420 Introduction to Industrial/Organizational Psychology

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. Three credits.

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PY 430 Issues in Professional Practice in School Psychology

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. Three credits.

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PY 433 Behavioral Statistics

Participants study descriptive and inferential statistics with an emphasis on methodological and technological applications in the behavioral sciences. Topics range from measures of central tendency to parametric and nonparametric tests of significance. Applied Psychology students must earn at least a B in the course for the course to count toward their degree.(Candidates with a prior course in statistics may try to test out of PY 433 before the first class. Contact the instructor well in advance of the first class to make arrangements. Candidates who successfully test out of this course will substitute another approved three-credit course appropriate to their program.) Three credits.

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PY 435 Psychology of Personality

This course takes a comprehensive approach to understanding theories of personality formation through an in-depth survey and critique of major and minor theories of personality. The course emphasizes developing a critical understanding of the similarities and differences among the theories and the contribution of each theory to conceptualizations of normal and abnormal behavior, with application to the understanding of current research in personality psychology. Cross-cultural issues are addressed. Applied Psychology students must earn at least a B in the course for the course to count toward their degree. Three credits.

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PY 436 Psychopathology and Classification I

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-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Three credits.

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PY 437 Psychopathology and Classification II

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-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Three credits.

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PY 438 Treatment Models for School-Age Youth

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. (Prerequisite: PY 435. Pre- or co-requisite: PY 436) Three credits.

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PY 446 Developmental Psychology I: Theory and Application in Professional Practice

Candidates study human development from birth through adolescence. Designed for graduate candidates pursuing careers as clinical practitioners, this course helps participants develop the basic skills necessary to understand their clients in the context of the various domains of human development. Candidates learn to identify deviations in development and craft corresponding intervention plans. The course also emphasizes cultural competence, providing candidates with an understanding of individuals and families within a cultural context. Three credits.

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PY 448 History & Systems in Psychology

The purpose of this course is to introduce candidates to various systems of thought in psychology and to an historical perspective on the development of the field. The course uses an approach that covers major historical figures, relevant themes, and schools of psychology. The course relies upon Internet-based resources, library work, readings, and class discussion to convey this body of knowledge. Three credits.

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PY 449 Introduction to Clinical Child Neuropsychology

This course introduces candidates to brain structure, development, and function as the child grows to adult-hood. 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. (Prerequisites: PY 538, PY 540) Three credits.

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PY 450 Theories of Child Psychotherapy

This course introduces the major models of individual and group child psychotherapies, emphasizing the theoretical bases, research support, and differential value of current treatment modalities. Topics include specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy, and family therapy; and the ethics, rights, and confidentiality of child evaluation and treatment. Demonstrations incorporate a variety of actual case materials. Three credits.

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PY 455 Group Work: Theory and Practice

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. (Prerequisite: Matriculation in the applied psychology program. Pre- or co-requisites: PY 435 and PY 471) Three credits.

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PY 471 Effective Interviewing

This course trains individuals whose work requires a high skill level in communication. The course emphasizes defining the goals of the interview and the best means for achieving these goals, attending to overt and covert language and non-language messages, and dealing with the emotional dimensions of the interview. Candidates learn and experiment with a variety of interviews in different contexts. Three credits.

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PY 475 Program Evaluation

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. (Prerequisites: PY 433, PY 571). Three credits.

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PY 480 Consulting Theory and Practice

This course is designed to assist candidates in developing an understanding of and skills in the practice of consultation in both internal and external roles. The core psychological principles and techniques apply equally well in business, non-profit, and educational settings. The course focuses upon the psychological concepts, models, and principles for effective consultation. A variety of contemporary models are examined. Candidates are expected to develop insight into their own consultation approaches and their strengths and needs. (Prerequisites: For applied psychology candidates - PY 420, PY 545, and PY 435; for counseling candidates - matriculation in the Clinical Mental Health Counseling program) Three credits.

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PY 485 Performance Coaching

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. Three credits.

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PY 501 Fundamentals of Survey Design

This course covers the important basics of measurement and the fundamentals of un-normed survey and questionnaire design. It also will provide training in entry-level survey/questionnaire skills for those who may be required to develop simple surveys/questionnaires in their work. (Prerequisite PY 433) Three credits

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PY 534 Theories of Learning

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. Cross-referenced as ED 534. Three credits.

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PY 535 Collaborative Consultation

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. (Prerequisites: PY 430, PY 548) Three credits.

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PY 536 Educational and Psychological Testing

This course examines, in depth, the basic concepts and principles of psychological and educational assessment, including issues related to the assessment of special and diverse populations. The course provides the conceptual foundation for subsequent courses that train candidates how to do assessments and emphasizes the ethical practice of assessment. Development of an understanding of what makes a test or assessment measure psychometrically sound is emphasized. Three credits.

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PY 537 Psychoeducational Assessment I: Behavioral Approaches

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. Three credits.

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PY 538 Psychoeducational Assessment II: Standardized Approaches

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 (a) review of psychometric constructs relevant to the measurement of intelligence and achievement, (b) 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. (Prerequisite: completion of all M.A. degree requirements; co-requisite: PY 540) Lab fee: \$45. Three credits.

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PY 540 Psychoeducational Assessment III: Clinical Approaches

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. (Prerequisite: completion of all M.A. degree requirements; co-requisite: PY 538) Lab fee: \$45. Three credits.

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PY 541 Behavior Change Procedures

This course will present behavior change procedures for use with individual and group clients. Antecedent, consequence, and alternative behavior interventions will be discussed. Procedures to learn include the use of: reinforcement and punishment (including differential reinforcement), modeling, shaping, chaining, etc. Specific topics will include discrimination training, contingency contracting, and group contingencies, among others. Basics of working with verbal behavior also will be introduced. This course is the second course in the three-course Applied Behavior Analysis Advanced Training Certificate program.(Prerequisite: PY 537) Three credits.

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PY 542 Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis

This course will present the concepts, principles, and tools of measurement used for assessment and intervention within applied behavior analysis. Topics covered will include defining target behaviors, choosing measurement strategies and procedures for various dimensions of behavior, single-case design, graphical presentation of data, and applications within a response-to-intervention framework. This course is the final course in the three course program: Advanced Training in Applied Behavior Analysis. (Prerequisites: PY 537 and PY 541) Three credits.

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PY 544 Psychoeducational Assessment IV: Integrated Assessment

For school psychology majors only, this is the fourth and final course in the advanced study of applied psychoeducational assessment. Designed for graduate candidates who are in the final stages of preparing for on-site professional assessment, this course focuses on continuing instruction in the administration and interpretation of various assessment techniques, emphasizing cognitive measures, academic assessment, academic achievement tests, and projective techniques, as well as psychological report-writing that integrates all assessment data into clear, accurate, written psychological reports. The course also stresses cultural and ethical competence in order to meet the need to synthesize and integrate assessment data into comprehensive, non-biased psychological evaluations of children and youth. Candidates administer comprehensive psychoeducational batteries within a school or agency in preparation for their internship in school psychology. Formerly "Integrated Assessment." (Prerequisites: PY 538, PY 540) Three credits.

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PY 545 Designing and Developing Training Programs

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. (Prerequisites: PY 420 and matriculation in the IOPE program) Cross-referenced as MD 545. Three credits.

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PY 548 Psychotherapeutic Techniques for School-Age Youth

This course provides school psychology, school counselor, and social work candidates with a first exposure to psychotherapeutic techniques. Topics include the purposes and rationale for such techniques, selection of appropriate methodologies, ethical considerations, and practice skills. (Prerequisites: PY 430, PY 435, PY 438, PY 446) Three credits.

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PY 571 Research in Psychology

This course emphasizes developing a critical under-standing 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. (Prerequisite: PY 433) Three credits.

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PY 576 Practicum I: Assessment and Group Process

This course provides support and university supervision for candidates in their semester long school-based practicum. Taken concurrently with PY 544, this course primarily provides opportunities to gain practice and facility in testing and report writing. Additionally, the course provides students with an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates also learn how to develop lesson plans and conduct whole class lessons. (Prerequisite: Permission of instructor) Three credits.

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PY 577 Practicum II: Counseling and Group Process

This course provides support and university supervision for candidates in their eight-week long mental health practicum. The primary purpose of this course is to provide opportunities to gain practice and facility in individual and group counseling, behavior modification, and interviewing in a mental health setting. Candidates typically work with challenging cases, which enables them to act as better liaisons to acute care facilities when in the schools. Additionally, the course provides students an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates take this course the summer before internship. (Prerequisite: PY 576) Three credits.

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PY 578 Field Work in Applied Psychology

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. (Prerequisites: Completion of 21 credits in psychology including PY 433, PY 435, PY 420, PY 545, PY 406, PY 571; B or better cumulative GPA; submission and approval of proposal by course instructor; approval of program director) Three credits.

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PY 595 Independent Study in Psychology

Candidates conduct individual projects in consultation with a faculty member from the Department of Psychology and Special Education. (Prerequisite: Approval of faculty advisor) Three credits.

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PY 596 Master's Thesis in Psychology

Part-time candidates matriculated in school psychology may engage in a master's thesis project. The candidate's project must demonstrate an advanced, sophisticated knowledge of psychology and be considered a contribution to the field. Activities in the development of the thesis include an initial outline of the project, proposal (including a review of the related literature and proposed thesis), and final report. Candidates submit proposals in the semester preceding registration for this thesis course and may register only during the normal registration period preceding each semester. (Prerequisites: PY 433, PY 571, approval of the candidate's advisor, and agreement of a psychology faculty member to serve as thesis advisor) Three credits.

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PY 597 Seminar in Applied Psychology

The culminating experience for candidates preparing for roles in settings where graduate candidates synthesize their psychological knowledge and skill, this seminar examines the issues of role definition, professional responsibility, ethics, confidentiality, and professional communications. (Prerequisite: Completion of 21 credits in Applied Psychology) Three credits.

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PY 598 Internship in School Psychology I

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. (Prerequisite: All course work and approval of program coordinator) Three credits.

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PY 599 Internship in School Psychology II

This course provides weekly supervision and support at the University for candidates during the spring semester of the school psychology internship. (Prerequisite: PY 598) Three credits.

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PY 98 Comprehensive Examination in Applied Psychology


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. B or better cumulative GPA required to sit for the exam. (Pre- or co-requisite: PY 594 or PY 597). Previously listed as PY 99-01.

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PY 99 Comprehensive Examination in School Psychology

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. These credits must include PY 430, PY 433, PY 435, PY 436, PY 438, and PY 446.

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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 certificate of advanced study degree. 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 children and youth with disabilities in grades K through 12 (Comprehensive Special Education) or to a cross-endorsement in comprehensive special education when certification in classroom teaching has already been earned.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and adolescents served by special educators, the faculty reserve the right to discontinue the program of any candidate, at any time during his or her program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are deemed not appropriate to the field. Such a candidate may be denied recommendation for certification. In addition, the Disposition Statement presented in this catalog is applicable to the special education programs as it is to all programs offered by the Graduate School of Education and Allied Professions.

Admission to the Special Education Program

Application deadlines are listed online at <http://www.fairfield.edu/gseapdeadlines>

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.

Requirements for the M.A. and C.A.S.



The M.A. and C.A.S. programs in special education are individually planned according to each candidate's needs, interests, and background. The M.A. and the C.A.S. each require completion of a minimum of 30 credits.

Once a sequence of study is identified, the following are the requirements for the M.A. and C.A.S:

Program for Master of Arts for those holding an Initial Certificate (30 credits)

- ☒ CN 433 Multicultural Issues in Counseling (or an equivalent course)
- ☒ SE Electives (27 credits - determined in consultation with the candidate's advisor)
- ☒ SE 99 Comprehensive Examination (no credit)







Program for Certificate of Advanced Study for those holding a Master of Arts in Special Education (30 credits)

-  PY 534 Theories of Learning
-  SE Electives (27 credits determined in consultation with the candidate's advisor)

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 and, therefore, a basis from which to derive a prescriptive curriculum for the student with disabilities.

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 children with disabilities**
Developmental growth from infancy to adulthood is a baseline against which children with disabilities are viewed. Various theories pertaining to areas of disability are also presented and explored.
-  **Diagnosis of children and youth with disabilities**
Graduate candidates possessing developmental information and theoretical foundations can view each child with a disability against this background and thereby assess developmental strengths and weaknesses, and identify disabling conditions.
-  **Program planning and education of children and youth with disabilities**
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 disabilities**
The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, attention, pace of cognitive processing, capacity for organization, and capability for developing appropriate relationships. Opportunity is provided within the special education program for future professional educators to be exposed to such variables. The future professional educator is expected to learn to observe children, to understand them, and to modify programs and plans to address the variables, as well as be able to shift gears, shift areas, and use several alternative approaches to achieve the same end goal.
-  **Practica or Student Teaching in Special Education**
The practica or student teaching experiences are designed to provide opportunities for the graduate candidate to engage in professional practice as a special education teacher under the supervision of University, school, and educational agency personnel. The experience offers the graduate candidate exposure in various settings to observe, evaluate, plan, instruct, and interact with pupils having special learning needs and challenging behaviors. Requirements are detailed in the Special Education Program Student Teaching Handbook. Placements are coordinated through the director of student teaching placements. An application for student teaching must be submitted to the director of student teaching placements in the semester prior to beginning the first practicum or beginning student teaching. Candidates work with a minimum of two different exceptionality categories and may have experiences at two different grade levels. A grade of B (3.0) in student teaching/practica is required.
-  **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.

Initial Educator Certification Sequence of Courses

The following list of courses is designed to reflect the current plan of study required for Connecticut certification as an initial educator in comprehensive special education (48 credits). To be considered for an initial certificate and/or to receive an institutional endorsement from the Connecticut Department of Education, a candidate must successfully complete all coursework in the planned program, pass all PRAXIS assessments 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 in 400-level courses). During the final semester of the M.A. degree program, candidates complete an abbreviated application to the C.A.S. program. Faculty then determine whether candidates are academically and dispositionally eligible to pursue the initial certificate and the C.A.S. The first 18 credits of the C.A.S. program may be taken in such a way to fulfill requirements for initial certification. Candidates who complete the requirements for initial certification prior to completing all requirements for the C.A.S. may request an endorsement for certification prior to fulfilling the balance of the C.A.S. degree requirements.

Programs of Study in Special Education

Special Education

- Program for Master of Arts** (30 credits)
- SL/ED 441 Teaching and Learning within Multicultural Contexts of Education (or equivalent course ED 477, CN 433)
 - SE 400 Augmentative, Alternative Communications and Assistive Technologies
 - SE 403 Psychoeducational Issues in Special Education
 - SE 411 Introduction to Individuals with Intellectual Disabilities
 - SE 413 Theories of and Introduction to Learning Disabilities
 - SE 417 Introduction to Children and Youth with Emotional Disturbances
 - SE 429 Developmental and Remedial Reading and Language Arts
 - SE 432 Management Techniques in Special Education
 - SE 436 Administration of Educational Tests
 - SE 441 Parents and Families of Individuals with Disabilities
 - SE 99 Comprehensive examination (no credits)

- Program for C.A.S. Degree with Initial Certification** (18 credits to complete initial certification sequence and an additional 12 credits to complete the C.A.S. degree)
- Registration for 500 level courses require advisor's permission.
- SE 534 Skill Development for Individualized Education Plans
 - SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities
 - SE 550 Collaboration and Consultation for the Special Educator
 - SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities
 - SE 593 Student Teaching in Special Education (6 credits)

[Candidates are eligible to request an endorsement for initial certification after successfully completing the above courses.]

- PY 534 Theories of Learning
- SE Electives (9 credits: may be from other departments – determined in consultation with candidate’s advisor)

Cross-Endorsement Certification in Special Education

Cross endorsement in special education is 30 credits and is in alignment with the state of CT guidelines. All courses in each of the following content areas specified under the current Connecticut state cross-endorsement regulations must be taken. Candidates will also take 2 elective courses in consultation with their advisor.

- Psycho-educational theory and development of handicapped children.**
- SE 411 Introduction to Individuals with Intellectual Disabilities
 - SE 413 Theories of and Introduction to Learning Disabilities
 - SE 417 Introduction to Children and Youth with Emotional Disturbances

- Diagnosis of handicapped children**
- SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities

- Program planning and evaluation of handicapped children**
- SE 534 Skill Development for Individual Education Plans

- Curriculum and methods of teaching handicapped children**
- SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities

- Two practica in special education**
- SE 591 Practica in Special Education
 - SE 592 Practica in Special Education

- Electives**
- SE 400 Augmentative, Alternative Communications and Assistive Technologies
 - SE 403 Psychoeducational Issues in Special Education
 - SE 429 Developmental and Remedial Reading and Language Arts
 - SE 432 Management Techniques in Special Education
 - SE 436 Administration of Educational Tests
 - SE 441 Parents and Families of Individuals with Disabilities
 - SE 500 Autism Spectrum Disorders: Theories and Interventions
 - SE 550 Collaboration and Consultation for the Special Educator

The MA degree with cross-endorsement requires the following courses in addition to those listed above: SL/ED 441 (or its equivalent), PY 534, SE 599, and SE 99.

Course Descriptions

SE 400 Augmentative, Alternative Communications and Assistive Technologies

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 hearing impairments, physical challenges, and mild learning impairments. In this course, emphasis is placed on evaluating the needs of students who are challenged 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. Three credits.

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SE 403 Psychoeducational Issues in Special Education

Designed to introduce special educators, school psychologists, and other related pupil service providers to a variety of complex issues and problems that affect children and adolescents with exceptional learning needs. This course emphasizes themes such as public laws, psychological planning and placement of children and youth, inclusive education, multicultural and family issues, ethics and professional standards, and stressors affecting professional performance. Three credits.

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SE 405 Exceptional Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and/or who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibility of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study. Three credits.

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SE 411 Introduction to Individuals with Intellectual Disabilities

Candidates develop an understanding and working knowledge of intellectual and developmental disabilities in this course, which emphasizes the definitional, medical, psychosocial, and educational issues that affect the lives of people who have been diagnosed as having intellectual and/or developmental disabilities. This course may require a fieldwork component as part of the evaluation process. Three credits.

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SE 413 Theories of and Introduction to Learning Disabilities

This course introduces candidates to the area of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (cognition, executive function, attention deficits, etc.) by examining their development and discussing the past and current issues about the definition. Candidates examine educational and social emotional sequelae and implications of processing impairments using actual case evaluations. This course may require a fieldwork component as part of the evaluation process. Three credits.

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SE 417 Introduction to Children and Youth with Social and Emotional Disturbances

This course addresses social and emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence. Three credits

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SE 419 Special Learners in the Bilingual/ESL Classroom

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. Cross-referenced as SL 419. (Marriage & Family Therapy students need Dean's approval.) Three credits.

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SE 429 Developmental and Remedial Reading and Language Arts

This course delineates a conceptual framework of reading and language arts as being not only related to decoding, syntax, and comprehension, but also its relationship to the associated constructs of executive functions, working memory, and attention. Candidates explore current research regarding reading, language development, and associated constructs; examine case studies; become familiar with specific reading methods and affiliated assessment instruments; practice administering various instruments; examine and use various reading programs currently available; become acquainted with assistive, interactive technological tools; and explore specific websites. Three credits.

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SE 432 Management Techniques in Special Education

Designed to offer training in techniques for improving the academic and social behavior of students with behavior problems, this course, which is open to those who work with

people to effect positive behavioral change, includes such topics as behavioral observation and analysis, task analysis, intervention strategies, and behavior change measurement and recording. Pre- or co-requisite: SE 417. Three credits.

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SE 436 Administration of Educational Tests

This course includes selection, administration, scoring, and interpretation of individually administered cognitive processing and academic achievement diagnostic instruments. Pre- or co-requisite: SE 413. Three credits.

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SE 441 Parents and Families of Individuals with Disabilities

This course introduces candidates to the dynamic family network of persons with disabilities, emphasizing the psychosocial stages of family structure and systemic interaction. Topics include family systems theories and their clinical applications; the grief process; family coping strategies; and significant professional issues for family therapists, counselors, special educators, psychologists, nurses, and other human service personnel. Three credits.

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SE 500 Autism Spectrum Disorders: Theories and Interventions

This course highlights current research on theories of etiology in 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 of the role of families. The course helps create a framework for implementing effective pedagogical interventions, profiling the strengths and challenges of various interventions. (Prerequisite: Matriculation in the Special Education C.A.S. program.) Three credits.

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SE 534 Skill Development for Individualized Educational Plans

This course is designed to develop the skills necessary for creating comprehensive diagnostic educational profiles 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. (Prerequisite SE 413; pre- or co-requisite SE 561 also matriculation in the Special Education C.A.S. program). Three credits.

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SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities

This course presents curriculum and methods for use with students having mild to moderate disabilities in learning. (Prerequisites: SE 411, SE 413, SE 417 and matriculation in the Special Education C.A.S. program.) Three credits.

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SE 540 C.A.S. Practicum

Candidates complete a project involving fieldwork and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: Permission of the instructor and matriculation in the Special Education C.A.S. program.) Three credits.

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SE 550 Collaboration and Consultation for the Special Educator

This course presents an overview of models that support the role of the consulting teacher as a facilitator and collaborator in the process of service delivery to children, youth, and young adults with special learning needs. Major topics include the application of consultation models to systems change, in-service education, and classroom consultation. (Prerequisite: Matriculation in the Special Education C.A.S. program.) Three credits.

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SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities

This course provides candidates with detailed information/data as it pertains to interpreting and understanding varied diagnostic procedures by using various models of interpretation and theoretical foundations. Also, the course provides a foundation for understanding the strengths and weaknesses of students undergoing diagnostic evaluations. (Pre- or co-requisite: SE 413 and matriculation in the Special Education C.A.S. program.) Three credits.

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SE 591-592 Practica in Special Education

Each of these three-credit courses consists of an experiential opportunity for candidates pursuing a cross-endorsement in special education. Each practicum is individually designed to meet the candidate's needs and fulfill the certification requirement of working with at least two different disabilities. Practicum requirements include seminar attendance in conjunction with the on-site experience and supervision. Candidates fulfilling the cross-endorsement in comprehensive special education confirm placements in conjunction with the candidate's University advisor and the Director of Student Teaching Placement. (Minimum prerequisites: permission of the candidate's University advisor and successful completion of SE 411, SE 413, SE 417, SE 534, SE 537, and SE 561. Candidates must notify their University advisor of their intent to start these courses in the semester prior to their anticipated practicum placement.) Three credits per course; six credits for both courses.

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SE 593 Student Teaching in Special Education

This six-credit course consists of a semester-long, fulltime placement in a public school or an approved setting working with a trained cooperating teacher who supervises the candidate pursuing an initial certificate in special education as he or she works with students identified with at least two different disabilities. Student teaching requirements include seminar attendance 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. (Minimum prerequisites: permission of the candidate's University advisor and successful completion of CN 433 or its equivalent, MD 400, SE 403, SE 411, SE 413, SE 417, SE 429, SE 432, SE 436, SE 441, SE 534, SE 537, SE 550, SE 561, and SE 99. Candidates must notify their academic advisor, University supervisor, and the Director of Student Teaching Placement of their intent to start this course in the semester prior to their anticipated student teaching experience. For initial certification candidates only.) Six credits.

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SE 595 Independent Study in Special Education

The course provides opportunities for advanced candidates to pursue their interests in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: Permission of the instructor) Three to six credits.

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SE 599 Seminar in Special Education

This advanced synthesizing seminar directs the candidate toward an in-depth study of special topics in the field, using a research-oriented approach. (Prerequisite: matriculation in the Special Education C.A.S. program.) Three credits.

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SE 99 Comprehensive Exam in Special Education

The comprehensive examination is taken after successful completion of at least 21 credits in the program in special education (including SE 411, SE 413 and SE 417) 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.) Psychoeducational 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 (Prerequisite: Permission of program director).

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Educational Technology

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

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

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

Admission

Application deadlines are listed online at www.fairfield.edu/gseapdeadlines

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

Admission to the School Media Specialist Certification program requires passing or obtaining a waiver for the Praxis I exam.

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

Requirements for the M.A. in Educational Technology

36 credits

- Foundations** (12 credits):
- MD 500 Technology and Transformational Culture in Education
 - MD 400 Introduction to Educational Technology

Educational Technology

ED 441/SL 441 Multicultural Contexts of Teaching/Learning
MD 503 Research/Evaluation in K-12 Consultation and Leadership
OR
MD 499 Research in Educational Technology

Core (12 credits)
MD 433 Critical Viewing of Mass Media
MD 460 Principles of Instructional Development
MD 470 Designing for Online Instruction
MD 545/PY 545 Designing and Developing Training Programs

Electives (12 credits):
Complete 12 credits in courses planned and approved by faculty advisor.

Comprehensive exam:
MD 99-01 Comprehensive Exam in Educational Technology
Taken in last two semesters/after 24 credits completed. Offered Fall and Spring.

Requirements for the M.A. in Educational Technology with preparation for Connecticut state cross-endorsement as a School Library Media Specialist (062)

This program is for currently certified teachers.

36 credits

Foundations (12 credits)
MD 500 Technology and Transformational Culture in Education
MD 400 Introduction to Educational Technology
ED 441/SL 441 Multicultural Contexts of Teaching/Learning
MD 503 Research/Evaluation in K-12 Consultation and Leadership

Core (15 credits)
MD 403A The School Library
MD 403B The School Library
MD 405 Management of School Library Media Resources
MD 406 Introduction to Reference
MD 409 The Literate Environment: PK -12 Literature/Reading

Electives (9 credits)
Complete 9 credits in courses planned and approved by faculty advisor.

Comprehensive exam:
MD 99-02 Comprehensive Exam in School Library Media (including Praxis 0311 or 5311)
Taken in the last two semesters/after 24 credits completed. Offered Fall and Spring.

Requirements for the M.A. in Educational Technology with preparation for initial endorsement as a School Media Specialist (062)

(for potential candidates not currently certified as teachers)

45 credits

Foundations (12 credits)
MD 500 Technology and Transformational Culture in Education
MD 400 Introduction to Educational Technology
ED 441/SL 441 Multicultural Contexts of Teaching/Learning
MD 503 Research/Evaluation in K-12 Consultation and Leadership

Core (15 credits):
MD 403A The School Library
MD 403B The School Library
MD 405 Management of School Library Resources

Educational Technology

- MD 406 Introduction to Reference
- MD 409 The Literate Environment: PK-12 Literature/Reading

- Pedagogy** (18 credits required)
- ED 429 Philosophical Foundations of Education
 - ED 442 Educational Psychology
 - SE 405 Exceptional Learners in the Mainstream
 - MD 565 Methods in the School Library
 - MD 581 Student Teaching (6 credits)

Comprehensive exam:
MD 99-02 Comprehensive Exam in School Library Media (including Praxis 0311 or 5311)
Taken in the last two semesters/after 24 credits completed. Offered Fall and Spring.

Course Descriptions

MD 300 Introduction to Educational Technology

This course covers the principles and applications of technology literacy in education. Topics include designing effective teaching strategies and environments conducive to learning, and the application of media and computer technologies in teaching. Students may anticipate small fees for online access to specific applications at instructor discretion, in addition to books, materials and a university lab fee of \$45. Three credits.

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MD 400 Introduction to Educational Technology

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. Students may anticipate small fees for online access to specific applications at instructor discretion, in addition to books and materials and a university lab fee of \$45. Three credits.

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MD 401 Special Topics in Educational Technology

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. One to three credits.

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MD 403A and MD 403B The School Library

This two semester course 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. Six credits. (MD 403A is a prerequisite for MD 403B)

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MD 405 Management of School Library Resources for Teaching and Learning

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. Lab fee: \$45. Three credits.

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MD 406 Introduction to Reference

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. Three credits.

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MD 409 The Literate Environment: P-12 Literature and Reading

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. Three credits.

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MD 413 Technology Methods for Middle School

This interdepartmental course introduces students to the philosophy and organization of middle level education in the digital age. Students learn and apply instructional strategies and planning methods to integrate technology appropriate for middle-level learners from diverse academic and social backgrounds. During the required 25-hour field work experience, students are partnered with a classroom teacher to design and implement a technology-enhanced instructional module. (Prerequisites: formal acceptance into secondary education or educational technology program, or advisor approval) Lab fee: \$45. Three credits.

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MD 414 Geospatial Technologies in the Classroom

In this course, we will explore geospatial technologies both outdoors and in the computer lab using GPS and GIS, and apply "community games" such as geocaching and protocols for conducting "real world" research with students. Participants will develop skills and applications of geospatial technologies for curricular integration. Lab fee: \$45. Three credits.

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MD 429 Teaching & Training with Online Environment

This course will focus on ways in which teachers, trainers, and technology support professionals can use a variety of online tools to engage learners of all types. Students will explore ways to effectively employ webinars, podcasts, screen captures, and videos to support online and blended learning environments, as well as how to consider relevant technological issues such as bandwidth, file types, policies, and mobile device access. Three credits.

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MD 430 Storytelling in the Classroom

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 the school media specialist and the regular classroom teacher (K-8) to assist them in employing the art of storytelling in teaching. The course aims at developing candidates' understanding of folklore, fairytale, myth, and legend; discovering stories from different genres and cultures; learning to select and share stories; learning to incorporate storytelling into the curriculum; and developing strategies to help children learn to write and tell their own stories. Cross-referenced as ED 430. Three credits.

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MD 431 Video Production I

Using a single-camera videotape-recorder system, this course explores simple and creative production techniques and the use of television in education and training. Candidates also learn basic analog and digital video postproduction and have an opportunity to become familiar with multiple-camera systems using the University's color television studio. Lab fee: \$45. Three credits.

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MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet

Children without discriminating parents and teachers lack models for intelligent use of the television programming they view for long hours each day. Critical television viewing skills can, however, be taught. This course enhances candidates understanding of television and critical viewing skills, and presents methods and curricula for developing critical viewing skills in children and teenagers. The course also examines issues of children's safety on the Internet, applying information about critical viewing of motion pictures and television to this issue. Three credits.

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MD 442 Design and Development of Multimedia Programs

Participants will explore how multimedia can best be adapted to create an entire learning experience. Candidates of all levels of experience will develop a comfortable working knowledge of developing a training module using Flash and web design. Topics will be directed toward where new media technologies are taking the development of open-architected learning modules, as well as how they can best be developed toward intuitive "out of the box" thinking and learning. Lab fee: \$45. Three credits.

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MD 443 Integrating Instructional Technologies in Elementary School Education

This course focuses on the application of a variety of instructional technologies including the Internet, spreadsheets, databases, graphic programs, and multimedia programs to structure effective learning environments for elementary education students. The course also emphasizes reviewing available teachers' resources including lesson plans, collaborative projects, and cultural diversity projects. Cross-referenced as ED 443. Lab fee: \$45. Three credits.

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MD 452 Integrating Technology in Content Areas: Language Arts and Social Studies

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. Cross-referenced as ED 452. Lab fee: \$45. Three credits.

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MD 460 Principles of Instructional Development

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. (Prerequisite: MD 400) Three credits.

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MD 463 Methods for School Library Media

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. Three credits.

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MD 467 Networking for Educational Computing

This course examines the application of computers and computer networks in educational settings to enhance communication, share ideas, and retrieve and send information. It addresses the basics of a computer network, including computer network planning, trouble-shooting, and issues of security. The class also will explore the components of a computer and common trouble-shooting tips. Lab fee: \$45. Three credits.

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MD 469 Establishing Worldwide Learning Communities through Technology

Worldwide developments continue to heighten awareness of the importance of linkages among peoples in different nations. When we consider our world from such a perspective, the need for understanding and education becomes glaringly apparent. 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 issues and concerns for connecting communities of learning worldwide along with the related technological tools and techniques. To complement classroom instruction, candidates apply course concepts via select online assignments. Lab fee: \$45. Three credits.

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MD 470 Designing for Online Instruction

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. Three credits.

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MD 472 Information Literacy through Inquiry

Inquiry-based learning is a curricular framework that develops candidates' information literacy skills by encouraging rigorous investigation, information retrieval, collaboration, and reflection, paired with transformative learning technologies. Participants learn to locate, evaluate, and use a variety of electronic, print, multimedia, and interpersonal resources, and create a teaching unit using an online learning environment developed by internationally recognized leaders in inquiry-based education. Cross-referenced as ED 472. One to three credits.

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MD 475 Empowering Computers for Best Educational Practices

Society has positioned computers as an integral part of the educational process. This course considers the development of the computer as an agency for learning, the role of computers in today's educational settings, and the methods used to improve the functioning of computers in learning. Candidates study the documented computer technology practices and results useful in identifying strategic elements that can assist in creating best computing practices in a variety of educational environments. The course addresses the issue of the digital divide and identifies viable strategies for assisting schools that lack the necessary hardware, software, and staff development plans. Lab fee: \$45. Three credits.

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MD 490 Achieving an Interdisciplinary Approach to Teaching through Technology

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. Lab fee: \$45. Three credits.

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MD 499 Research in Educational Technology I

Open to all M.A. students. (Prerequisite: 24 credit hours in educational technology) Three credits.

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MD 500 Technology and Transformational Culture in Education

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. Three credits

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MD 503 Research and Evaluation in K-12 Consultation and Leadership

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. Three credits.

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MD 531 Video Production II

Students examine the picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, script-writing basics, and production of a training/instructional television program. (Prerequisite: MD 431) Lab fee: \$45. Three credits.

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MD 545 Designing and Developing Training Programs

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. Cross-referenced as PY 545. Three credits.

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MD 546 Integrating the Arts and Technology in K-12 Teaching and Learning

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. (Cross referenced as ED 546) Three credits

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MD 579 Directed Observation for Library Media Specialists DSAP (Durational Shortage Area) Candidates (Part One)

This is part one of a two-semester course designed for those library media specialist candidates working in the public schools under a DSAP. Participants engage in working as a library media specialist five days each week. Candidates receive assistance from their University supervisor who observe and evaluate each candidate. The instructor collaborates with the candidate to keep a line of communication open with those assigned to assess the candidate at the district level. Candidates must obtain permission to take this course from the Educational Technology Director at the beginning of the previous semester. Only candidates who have completed all coursework except for student teaching will be approved for this course. Three credits.

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MD 580 Directed Observation for Library Media Specialists DSAP (Durational Shortage Area) Candidates (Part Two)

This is part two of a two-semester course designed for those library media specialist candidates working in the public schools under a DSAP. Participants engage in working as a library media specialist five days each week. Candidates receive assistance from their University supervisor who observe and evaluate each candidate. The instructor collaborates with the candidate to keep a line of communication open with those assigned to assess the candidate at the district level. Candidates must obtain permission to take this course from the Educational Technology Director at the beginning of the previous semester. Only candidates who have completed all coursework except for student teaching will be approved for this course. Three credits.

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MD 581 Directed Observation and Supervised Student Teaching for School Library Media Specialists

Under the supervision of the school library media specialist, candidates gain experience in the full spectrum of library media, including design, implementation, delivery, and evaluation of media services. They participate in teaching and assisting teachers and students with technology applications and uses. Faculty members and the cooperating media librarian assist, observe, and evaluate each student teacher. Six credits.

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MD 590 Internship in School Media

This internship provides full-time candidates with firsthand experience in school media management. Credit by arrangement.

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MD 591 Internship in Television Production

Credit by arrangement.

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MD 592 Internship in Multimedia Production

Credit by arrangement.

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MD 595 Independent Study in Educational Technology

Candidates complete individual study in educational technology with a faculty member after submitting a proposal for independent study prior to registration. Three to six credits.

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MD 99-01 Comprehensive Exam in Educational Technology

Nearing degree completion candidates take a written comprehensive examination which aims at assessing their mastery of the content knowledge in Educational Technology. Candidates are eligible to take the comprehensive exam after successful completion of 24 credits. Registration takes place within the first three weeks of the fall and spring semesters.

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MD 99-02 Comprehensive Exam in School Library Media

Prior to student teaching and nearing certification/degree completion candidates take a written comprehensive examination which aims at assessing their mastery of the content knowledge in school library media, including the Praxis II Exam for school library media specialists. Candidates are eligible to take the comprehensive exam after successful completion of 24 credits. Registration takes place within the first three weeks of the fall and spring semesters.

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- Paula Gill Lopez, Ph.D.**
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Ph.D., University of Connecticut
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 Fairfield University Graduate Catalog				
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- Master of Science in Mechanical Engineering**
- Master of Science in Software Engineering**
- Master of Science in Electrical and Computer Engineering**

- Graduate Certificate Programs in**
-  Automated Manufacturing
 -  Database Management
 -  Information Security
 -  Network Technology
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2014-15 ACADEMIC CALENDAR - GRADUATE PROGRAMS

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2014	
July 7	Registration begins for all Graduate programs for Fall, 2014 Applications for degree are due for August 30th graduation
Aug. 1	Last day for students to sign up for Fall 2014 monthly payment plan
Aug. 11	Last day for online registration for Fall 2014 (Registration continues in person and by phone)
Sept. 1	Labor Day - University holiday
Sept. 2	Classes begin for all graduate programs
Sept. 19	Deadline for Summer, 2014 and Spring, 2014 make up of Incompletes
Oct. 13	Columbus Day - University holiday
Nov. 3	Last day to withdraw from Fall courses (except ASAP II courses)
Nov. 26 - Nov. 30	Thanksgiving Recess
Dec. 1	Classes resume for all schools Applications for degree are due for January 30th graduation Registration begins for all Graduate Studies Programs for Spring, 2015
Dec. 19	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2015 monthly payment plan

Winter 2015 Intersession	
Jan. 2 - Jan. 13	Winter Intersession - Dolan School of Business

Spring 2015	
Jan. 2	Last day for online registration for Spring 2015 (Registration continues in person and by phone)
Jan. 19	Martin Luther King, Jr. Day - University Holiday
Jan. 20	Classes begin for all schools
Feb. 16	President's Day - University holiday
March 20	Last day to withdraw from Spring courses (except in ASAP II courses)
March 9 - March 13	Spring Recess
March 16	Classes resume
April 1	Registration begins for all Graduate programs for Summer, 2015 Applications for degree are due for May graduation - all schools
April 2 - April 5	Easter Recess all Graduate programs

April 6	Classes resume
May 8	Last day of classes/exams for all graduate programs
May 16	Baccalaureate Mass
May 17	65th Commencement Graduate Ceremony - 3 p.m.

Summer 2015	
May 18 - May 29	Graduate Business Summer Session I; Memorial Day Holiday, May 25
May 18 - Aug. 7	Engineering Summer Session; Memorial Day Holiday, May 25
June 1 - June 25	Graduate Business Summer Session II
June 29 - Aug. 1	Graduate Business Summer Session III (July 4 Holiday)
July 6	Registration begins for all Graduate Programs for Fall, 2015 Applications for Degree are due for August 30th graduation (all schools)
Aug. 3 - Aug. 22	Graduate Business Summer Session IV

A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

Fairfield is consistently ranked as one of the top master’s level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master’s programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as "whole persons" - in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your graduate education at Fairfield University.

Sincerely,

Jeffrey P. von Arx, S.J.

President



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 individuals with unique abilities and potentials, and it respects the personal and academic freedom of all 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.

Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the nearly 500-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,400 undergraduate students, 1,200 graduate students, and more than 400 students enrolled for degree completion programs, as well as personal and professional enrichment courses and certificates.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 41 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Nursing, and Graduate School of Education and Allied Professions. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

Since 1993, 63 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University's commitment to the God –given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative,

social, and spiritual – as together, the community seeks to realize a vision of common good that is rooted in genuine human solidarity.

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

Campus Resources & Services

Student Handbook

For information about the Office of Graduate Student Life, parking regulations and stickers, the StagCard, Quick RecPlex, and campus resources and student services, please see the Student Handbook at www.fairfield.edu/studenthandbook and the Graduate Student Reference Guide at www.fairfield.edu/gradstudentlife.

DiMenna-Nyselius Library

The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Windows-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, scanners, microform readers and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 376,000 e-books, 515 print journal and newspaper subscriptions, electronic access to 60,000 full-text journal and newspaper titles, and 15,000 audiovisual items. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using the research portal, Summon Discovery system. Library resources are accessible from any desktop on or off campus at <http://www.fairfield.edu/library/>. From this site, students use their NetID and password to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence and the Writing Center are both housed on the lower level. The IT Help Desk is on the main level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

Rudolph F. 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.

Early Learning Center

The Early Learning 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 emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year (when the campus is open) from 7:30 a.m.-5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and 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 www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Aloysius P. Kelley, S.J. Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Exploratory Advising, Disability Support Services, New Student Programs, as well as the Career Planning Center.

Computing Services

Fairfield University has high-speed fiber-optic cable connectivity, with transmission speeds of up to 1 gigabit-per-second. This technology connects our classrooms, residence halls, and offices, providing fast and reliable access to the online library catalogue, email, various databases, and other electronic resources.

Students, staff, and faculty have access to 12 computer labs located throughout campus. These labs are supported by knowledgeable lab assistants, and are open 14 hours a day for both walk-in and classroom use. Each computer lab offers hardware and software for Windows and Macintosh environments. Every dormitory room has access to wired/wireless internet, cable television, and a phone/voicemail connection. Students are issued individual NetID accounts, and are given access to our secure portal my.Fairfield. Here, students are able to check their e-mail, grades, register for courses, review their academic and financial records, and access campus-wide announcements.

Information Technology Services (ITS)

Located within the DiMenna-Nyselius Library, the ITS Help Desk is open Monday through Friday from 8:30 a.m. to 7:00 p.m. and can be reached by phone at (203) 254-4069 or by email at its@fairfield.edu. The ITS offices are located on the first and second floors of Dolan Commons. The ITS team manages all technology services on campus including academic computing, administrative computing, network services, project management, training, and support services.




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 the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series **Open Visions Forum**. The new **Bellarmino Museum of Art** is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit www.fairfield.edu/arts.

Other Requirements

NetID

A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and access to my.Fairfield.

-  Your NetID username is not case sensitive
-  It is generated from University records, and it is a combination of your first, middle, and last names or initials
-  Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard

Your NetID will remain active until you graduate. You will need to change your password every 90 days.

To activate (or "claim") your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: <http://netid.fairfield.edu>. For more detailed information, including step-by-step instructions, visit www.fairfield.edu/netid.

You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.

After claiming your NetID, visit <http://mail.student.fairfield.edu> to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.).

Your e-mail address follows this format: netid@student.fairfield.edu. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

my.Fairfield (<http://my.Fairfield.edu>)

All graduate students are issued individual accounts for my.Fairfield, a secure website 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.

Students may also register their cell phone number for entry into the StagAlert system, Fairfield University's emergency notification system. Click on the "Update Cell Phone Number" link under Student tab, Personal Information link, and follow the prompts.

Students can log in to my.Fairfield with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with my.Fairfield call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

ACCREDITATIONS

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

Additional accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

- B.S. Computer Engineering Program
- B.S. Electrical Engineering program
- B.S. Mechanical Engineering program
- B.S. Software Engineering Program

American Chemical Society

- (College of Arts and Sciences)
- B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education

- (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

- (School of Nursing)
- Undergraduate Nursing programs
- Master's Nursing programs
- Doctoral programs

National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary Education
- Secondary Education
- School Counseling
- School Library Media Specialist
- School Psychology
- Special Education
- TESOL/Bilingual Education programs

National Association of School Psychologists (NASP)

- (GSEAP)
- School Psychology

Program approvals include:

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 National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary and Secondary Education
- Special Education
- TESOL/Bilingual Education
- School Counseling
- School Library Media
- School Psychology

Connecticut State Board of Examiners for Nursing

- Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International - The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE - American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minorities in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association

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 Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.

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SCHOOL OF ENGINEERING

Master of Science in Management of Technology
Master of Science in Mechanical Engineering
Master of Science in Software Engineering
Master of Science in Electrical and Computer Engineering

Graduate Certificate Programs in

Database Management

Information Security

Network Technology

Web Application Development

A Message from the Dean

The four graduate programs in the School of Engineering - master of science degrees in Management of Technology (MSMOT), in Software Engineering (MSSE), in Electrical and Computer Engineering (MSECE), and in Mechanical Engineering (MSME) 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 MSMOT program includes some courses from the MBA program in the Charles F. Dolan School of Business. In further response to workplace needs, the School has also instituted five-year dual degree BS/MS programs in Software Engineering, Mechanical Engineering, and Electrical or Computer Engineering. 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 Database Management, Information Security, Network Technologies or Web Application Development strategies.

Hence, the engineering programs are inherently dynamic and responsive to industry and business. Their capacity to change, and so remain current, originates with the faculty in the School of Engineering who are leading-edge professionals in their areas of expertise and in instruction and mentoring. It is also prompted by maintaining close contacts and open lines of communication with the industry and business sectors that are the main beneficiaries of the School's Master degree graduates.

Located in Fairfield County, Fairfield University is in the middle of a high-density concentration of hardware and software industries and businesses; nearly 40 Fortune 500 companies are headquartered within 50 miles of the campus. This environment provides opportunities for studies of real-world problems in courses and in the capstone professional project required by the graduate programs, and for advancement and employment of Fairfield graduates. Our various programs offer many opportunities for our students to pursue their special interests and grow professionally and personally.

I would like to extend a warm welcome to all who choose to undertake the exciting adventure of graduate education in the School of Engineering at Fairfield University.

Dr. Bruce W. Berdanier, PE, PS
Dean, School of Engineering

THE SCHOOL OF ENGINEERING OVERVIEW

The School of Engineering has laboratories, classrooms, administrative offices, and faculty offices in the Rudolph F. Bannow Science Center. The school's laboratories and

classrooms are served by the Fairfield University computer network.

The School continuously assesses evaluates and improves its academic programs and facilities. This process includes identifying the constituencies and stakeholders of the engineering programs, determining which learning goals and program objectives are compatible with the needs of those constituencies, crafting curriculum content, and developing resources to satisfy student learning and development in accord with those needs.

The School of Engineering maintains an appropriate balance of faculty in each discipline within the School, and strives to create an environment conducive to faculty development and consistent with achieving excellence in pedagogy and professional advancement. The School also maintains a close working relationship with industry through its Advisory Board and other conduits, to better understand the needs of the engineering workplace, and draws from its network of practitioners in the engineering disciplines for assistance in program development and assessment.

Vision


As an integral component of a comprehensive Jesuit university, the School of Engineering is committed to providing a student-oriented classroom and laboratory environment enhanced by research that enables graduates to become leaders in the quest to solve society’s greatest challenges in service to others.

Mission

The Fairfield University School of Engineering is dedicated to providing quality educational opportunities in engineering and computer science to a diverse student population. The School emphasizes whole-person development (*cura personalis*) through its commitment to a unique integration of expertise in innovative technical areas with a strong liberal arts core preparing graduates well for professional practice and graduate education.

To pursue its vision and to complete its mission, the Fairfield University School of Engineering is committed to these five goals:

- I. Expand Student Engagement
- II. Structure Appropriate Academic Programs and Processes
- III. Identify, Develop and Promote Sustainable Scholarship
- IV. Operate a Comprehensive Program of Assessment, Evaluation and Continuous Improvement
- V. Develop an Organized Program to Market the School

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SCHOOL OF ENGINEERING GRADUATE ADMISSION

Admission Policies, Criteria and Procedures

In carrying out its mission, the School of Engineering admits graduate students to master of science degree programs in management of technology, software engineering, electrical and computer engineering, and mechanical engineering. Candidates for admission to those programs must have earned the requisite bachelor's degree from a regional accredited college or university or the international equivalent, and have knowledge and skills in certain areas such as computer programming and statistics (and financial accounting, in the case of the management of technology program). Students with gaps in those areas are expected to complete bridge courses soon after they enter the program. Students create their plan of study early in their graduate career, under the supervision and guidance of program directors, so that they may meet their educational and professional goals in a time-effective and intellectually satisfying manner. Graduate courses are offered in evening classes and on weekends to serve the needs of part-time graduate students from the regional technology and business community, as well as the needs of full-time graduate students. Class sizes are small - 10 to 20 students on average - with an emphasis on close interaction between participants and faculty.

Management of Technology (MSMOT)

Admission will be granted to applicants with a bachelor of science degree in science or engineering, or the equivalent, or to applicants with extensive experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program. Applicants will have completed one course in introductory probability and statistics, one course in computer programming that uses a high-level language and includes applications, and one course in financial accounting, or demonstrate aptitude in these subjects. Applicants who have not completed these courses and who are unable to demonstrate aptitude in these subjects must register for one or more of the bridge courses (undergraduate level) offered in these subjects early in their graduate studies.

Software Engineering (MSSE)

Applicants must hold a bachelor's degree from a regionally accredited college or university (or the international equivalent) or demonstrate adequate experience as a professional software developer or programmer, whose academic and professional record-suggest the likelihood of success in a demanding graduate program. Applicants with an undergraduate degree in an area other than software engineering, computer science, or the equivalent, may need to take the following bridge courses to develop the required background for the program: SW131 Fundamentals of Programming for Engineers, SW 232 Advanced Programming and Data Structures, SW 355 Database Management Systems.

Electrical and Computer Engineering (MSECE)

Admission will be granted to applicants with a bachelor's degree in science or engineering or its equivalent, or to those with work experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program in the electrical or computer engineering disciplines. Furthermore, applicants should demonstrate aptitude in the subject matter of such bridge courses (undergraduate level) as EE 213, Electric Circuits, and EE 231, Electronic Circuits and Devices, or begin their studies by registering for one or more of the bridge courses.

Mechanical Engineering (MSME)

Admission will be granted to applicants with a bachelor's degree in science or engineering, or its equivalent, in the general area of mechanical engineering, or to those with work experience in a technology environment, whose academic and professional records suggest the likelihood of success in a demanding graduate program. Furthermore, applicants should demonstrate aptitude in the subject matter of engineering design, materials and thermodynamics, or begin their studies by registering for one or more bridge courses (undergraduate level) in these areas.

Application Materials

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

1. A completed online Application for Admission. Apply online at www.fairfield.edu/soeapp
2. A non-refundable \$60 application fee
3. An official copy of transcripts from all previously attended colleges or universities sent to the Office of Graduate and Continuing Studies Admission.
4. Two recommendation letters, one of which must be from a current supervisor or professor, accompanied by the University online recommendation forms.

Admission

- 5. A professional resume
- 6. A personal statement describing intent for studying in the program.

Applications are accepted on a rolling basis.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online at fairfield.edu/immunization. Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: (203) 254-4000 ext. 2241 or e-mail Health@fairfield.edu.

International Students


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

Students with Disabilities

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

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: Director of Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

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SCHOOL OF ENGINEERING TUITION, FEES AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for the academic year:

Application for matriculation (not refundable)	\$60
Registration per semester	\$30
Graduate Student Activity Fee per semester	\$35
MSMOT tuition per credit	\$750
MSSE tuition per credit	\$750
MSECE tuition per credit	\$750
MSME tuition per credit	\$750
Commencement fee (required of all degree recipients)	\$150
Transcript	\$4
Promissory note fee	\$25
Returned check fee	\$30

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

Full payment of tuition and fees, and authorization for billing a company must accompany registration for Summer sessions and Intersessions. For the Fall and Spring semesters, it must be received by the initial due date. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/bursar. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on 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 prevent future deferred payments and affect future registrations.

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, which requires a \$25 processing fee, 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 prevent future deferred payments and affect future registration.

Refund of Tuition

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

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

Refunds take two to three weeks to process.

Financial Aid

Assistantships

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

Scholarships

The School of Engineering provides modest scholarships to select graduate students on the basis of need and merit. Interested students should complete a Financial Aid application with the School of Engineering and submit it to the Dean's office with supporting materials.

Federal Direct Stafford Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidized by the federal government during graduate student enrollment.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduation or withdrawal before loan payments must begin.

How to Apply for a Direct Stafford Loan

Step One:

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

Step Two:

- ☒ Complete the required Entrance Counseling and Master Promissory Note (MPN) at www.studentloans.gov.

Step Three:

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

Loan Disbursement

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

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For further information view online at: www.fairfield.edu/gradloans.

Tax Deductions

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

Veterans

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

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found at http://www.fairfield.edu/about/about_gainful_employ.html.

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SOE ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

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.

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

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom and Responsibility

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

Freedom of Expression

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

Student Rights

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

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

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

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

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

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

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

Student Responsibilities

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

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

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

Academic Honesty

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

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

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

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

Honor Code

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

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

Option for Graduate Level Courses

Undergraduates with permission could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. Student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree.

An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence.

Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress

Academic Load

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

Academic Standards

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

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Independent Study

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

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Time to Complete Degree

Students are expected to complete all requirements for the M.A. and M.S. 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.

Applications for and Awarding of Degrees

All students must file an application for the master's degree in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). 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. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Disruption of Academic Progress

Academic Probation/Dismissal

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

Course Withdrawal

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

Readmission

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

Grading System

Grades; 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	Withdrew 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.

A change of an incomplete grade follows the established policy.

Incomplete

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

Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program.

Transfer of Credit

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

No more than six credits may be transferred. Transfer credit will be considered for graduate coursework earned with a grade of B or better. An official transcript of the work done

must be received before a decision will be made on approving the transfer.

Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (my.Fairfield) at the end of each semester.

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.

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

Step one: 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.

Step two: 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.

Step three: 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

Step one: 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 Senior Vice President for Academic Affairs (SVPAA). 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.

Step two: The SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA 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 SVPAA 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 SVPAA 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.

Step three: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.

Step four:For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA 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 SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five:For procedural appeals and academic dishonesty appeals, the SVPAA 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 SVPAA 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 SVPAA 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:

- (i) 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.
- (ii) 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 SVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

- 1. Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
- 2. Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.

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

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact the Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; (800)842-0229; www.ctohe.org/studentcomplaints.shtml Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact NEASC at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, 855-886-3272. <http://cihe.neasc.org/>

Transcripts


Graduate transcript requests should be made in writing or online at www.fairfield.edu/registrar to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.

Student Records

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

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

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





 Fairfield University | Graduate Catalog

MSMOT	MSME	MSSE	MSECE	Course Descriptions
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The School of Engineering

Graduate Programs 2014-15

-  [MSMOT](#)
-  [MSME](#)
-  [MSSE](#)
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School of Engineering Graduate Programs

2014-15

- Master of Science in Management of Technology**
- Master of Science in Mechanical Engineering**
- Master of Science in Software Engineering**
- Master of Science in Electrical and Computer Engineering**
- Graduate Certificate Programs in**
-  Automated Manufacturing


 Database Management

 Information Security

 Network Technology

 Web Application Development

Course Descriptions



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MSMOT

MSME

MSSE

MSECE

Course Descriptions

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Master of Science in

Management of Technology (MSMOT)





Introduction

The [MSMOT program](#) 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.

MSMOT Mission






To prepare managers and leaders with the skills and competencies that will enable them to

-  Understand, manage and lead organizations
-  Embrace technology innovation to remain competitive,
-  Translate technology into business terms to result in richer business decisions, and a higher likelihood of breakthrough business performance.
-  Assess, develop and apply solutions to the challenges confronting organizations in today's global economy.

Program Overview

This two-year graduate degree program is designed to enhance your technical experience with advanced management and leadership skills. The program addresses the needs of the technically trained employee who must use business principles across the entire gamut of engineering disciplines. The non-technically trained person will also benefit from this program as business management has become intertwined with technology. Learning the skills this program affords will help prepare you to manage the domestic and global resources and processes required in today's business environment.

MSMOT graduates become effective leaders in small and large companies, providing creative guidance to the development and/or adoption and marketing of technology products and services. Specific program objectives include the following:

-  To train the technically proficient by adding to their skills a deeper comprehension of business planning and economics, and an understanding of global markets, thereby empowering them to develop entrepreneurial skills. Technologists who are, or aspire to be employed as managers or supervisors and who currently engage in technology planning and development will be immersed in an educational program that integrates studies in technology management with modern management principles and practices.
-  To enhance the skills of technologists in the design and manufacturing disciplines, in the management and effective use of information resources, and in the developing strategies that are crucial to effective leadership in technological entrepreneurship.
-  To provide graduates in engineering, science and other disciplines with the opportunity to pursue a graduate program that expands their career paths and ultimately leads to leadership roles in technology-dependent businesses.
-  To provide technology-dependent business and industry enterprises in Connecticut with people skilled in the management of technology and capable of enhancing the strength and competitiveness of those businesses. The outcome will serve to enrich the entrepreneurial climate in the state.
-  To learn the skills relevant to today's competitive global environment where technology is increasingly a core competency of all organizations.

As a consequence of participating in this degree experience, the student will gain the following specific learning outcomes:

- ☒ Identify, prioritize, and solve technical and management related problems through analysis, synthesis, and evaluative processes.
- ☒ Understand how to plan, organize, lead, and control within an organizational setting.
- ☒ Interact with team members and/or work groups to achieve a common goal.
- ☒ Increase their individual knowledge and understanding of group and team interactions, and their impact upon business productivity, efficiency, and effectiveness.
- ☒ Recognize the skills and techniques needed for problem solving and decision making.
- ☒ Communicate effectively both orally and in writing.
- ☒ Understand basic accounting methods and their business applications.
- ☒ Use financial analysis within a business environment.
- ☒ Apply the strategic management process to an analysis of the business environment and make recommendations on preferred courses of action.
- ☒ Recognize ethical issues in the management of technology and in the decision making process in business and industry; and stimulate the student's sense of responsibility and help them deal with ambiguity.

Almost all of the MSMOT faculty have been engineers, managers and leaders in industry. Some have started their own companies. They know what it takes to succeed in the business world. They stand ready to help you move your career into overdrive with the new skills and competencies that you will gain.

Students

The MSMOT program is designed to accommodate students who wish to attend on a full-time or part-time basis. The program is directed toward the following student groups: (a) 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; (b) professionals who are charged with implementing technology initiatives in order to effectively compete in the 21st century with a lead over their competitors; (c) managers of technical and business activities responsible for creating strategic business plans and overseeing their execution; (d) 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; (e) engineers and scientists who aspire to careers in management and require the knowledge to systematically integrate technology into their company's activity; (f) engineers and scientists interested in academic careers combining science, engineering, and management; and (g) technologists who require broad management skills to provide leadership in business.

The program does not require GRE or other standardized testing. International students must take either the TOEFL or the IELTS exam.

The MSMOT Curriculum

The MSMOT program offers courses affording students the opportunity to establish the foundations of technology management, and then choose a set of electives that best reflects their interests. Of these courses, several are in the School of Business MBA program. A total of 12 courses, including the two-term capstone course, will earn a student the Master's degree. Entering students are required to have an adequate background in probability and statistics, computer programming using at least one higher order language, and financial accounting. Complete matriculation into MSMOT program, requires that the student have knowledge in the following areas:

- BR 1 - Probability and Statistics
- BR 2 - Computer Programming with a High-Level Language with Applications
- BR 3 - Financial Accounting

Students who have not completed courses in these areas may be admitted to the program provisionally and must complete these courses as early as possible in their program.

Degree Requirements

The degree requires the completion of a minimum of 12 three-credit courses (36 total credits) as indicated below. The designations (B) and (E) following a course name indicate courses offered through the School of Business or the School of Engineering, respectively. Students pursuing the MSMOT degree in the School of Engineering may take a maximum of five courses from the MBA curriculum in the Charles F. Dolan School of Business.

Required Courses - 24 credits

All MSMOT students are required to complete each of the following three-credit courses except where alternatives are approved by the program director.

- AC 500 Accounting for Decision-Making (B)
- DM 460 Project Management (E)
- GK 415 Information Systems (E)
- MG 508 Strategic Management of Technology and Innovation (B)
- MG 584 Global Competitive Strategy (B)
- OR**
- RD 500 Introduction to Systems Engineering (E)

MSMOT

- RD 460 Leadership in Technical Enterprise (E)
- CP 551 Capstone I Project Definition and Planning (E)
- CP 552 Capstone II Project Execution and Results (E)

Of particular note among the required courses is the sequence of CP 551 and CP 552 courses, which constitute the MSMOT capstone, a team-driven effort to define and design realizable solutions to real-world technical/business projects. The capstone courses are supervised by faculty mentors.

Elective Courses - 12 credits

In addition to the required courses, students must complete four elective courses. MSMOT students may elect to enroll in graduate courses in any discipline within the University that will assist them in meeting their career objectives. Students may, if they choose, take courses in concentration areas such as Management of Design and Manufacturing, Strategic Management of Resources, Management of Information Technology, Systems Engineering Concepts and Methods, and healthcare. Representative concentrations and course electives are shown below:

Management of Design and Manufacturing

- DM 405 Supply Chain Design (E)
- DM 407 Design of Manufacturing Systems and Processes (E)
- DM 420 Design for Economy and Reliability (E)
- DM 430 Management of Design for Automation (E)

Management of Resources

- MG 584 Global Competitive Strategy (B)
- RD 450 Management of Risk in Research and Development (E)
- RD 485 Management of Intellectual Property (E)

Management of Information Technology

- SW 400 Software Engineering Methods (E)
- SW 402 Database Concepts (E)
- SW 508 Data Warehouse Systems (E)
- SW 518 Data Mining and Business Intelligence (E)

Systems Engineering Concepts and Methods


- RD 500 Introduction to Systems Engineering (E)
- RD 525 Principles of Quality Management (E)

Other Elective Courses

MSMOT students may also select any of the courses listed below, or graduate courses offered through the School of Engineering (mechanical engineering, software engineering, and electrical and computer engineering) or in the School of Business. Consult the MOT program director to discuss your specific needs.

- MG 500 Managing People for Competitive Advantage (B)
- MG 503 Legal and Ethical Environments of Business (B)
- MK 400 Marketing Management (B)
- OM 400 Integrated Business Processes (B)
- SW 404 Network Concepts (E)
- SW 530 Introduction to Information Security (E)
- SW 531 Applications and Data Security (E)
- SW 406 Web Client-Side Development I (E)
- SW 408 Java for Programmers I (E)
- SW 512 Web Development II with ASP.NET (E)
- SW 409 JAVA for Programmers II (E)
- SW 410 Enterprise Java (E)
- SW 505 Advanced Database Concepts (E)

(E) signifies - courses offered by the School of Engineering
(B) signifies - courses offered by the Dolan School of Business
A maximum of five graduate courses may be applied to the MSMO degree from the Dolan School of Business

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MSMOT	MSME	MSSE	MSECE	Course Descriptions
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Master of Science in



Mechanical Engineering (MSME)

Introduction

The [MSME program](#) is designed as a course of study to provide graduate engineers with a deeper and broader understanding of the methods and skills in the area of mechanical engineering.

The program outcomes are achieved through knowledge and skills that students gain by virtue of expert curriculum design, instruction in an effective learning environment, and opportunities for inquiry and professional development.





Students will take courses in the following broad domains:

-  Thermal Systems: This domain includes instruction in renewable energy, energy conversion, computational fluid dynamics, turbomachinery, gas dynamics, heat and mass transfer.
-  Mechanical Systems: This domain includes courses in applications of theory of elasticity, advanced kinematics, advanced dynamics, composite materials and fracture mechanics.

Students will be able to identify, formulate, and solve advanced mechanical engineering problems. They will also be able to use the techniques, skills, and modern analytical and software tools necessary for the mechanical engineering practice. Sequences of electives, as well as a master's Project/Thesis, will assist in achieving the program's learning goals.

Program Overview

The aim of the MSME program is to achieve the following basic objectives:

-  Students will be educated in methods of advanced engineering analysis, including the mathematical and computational skills required for advanced problem solving. They will be trained to develop the skills and the ability to formulate solutions to problems, to think independently and creatively, to synthesize and integrate information/data, and to work and communicate effectively.
-  Students will be provided with in-depth knowledge that will allow them to apply innovative techniques to problems and utilize the tools they need to focus on new applications.
-  Students will avail themselves of a breadth of knowledge that fosters an awareness of and skills for interdisciplinary approaches to engineering problems.
-  Undergraduate students in mechanical, aerospace, civil, chemical, industrial, and manufacturing engineering have the opportunity to pursue, upon completion of their undergraduate studies, a graduate program that would allow them broader career paths and leadership roles in the mechanical engineering area. Students outside the above engineering fields 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

The MSME Curriculum

The MSME program offers two options for graduation: (a) a thesis option which requires 33 credits, including the two-term thesis, and (b) the non-thesis option which requires 36 credit hours.

Required Courses

In both options, the program entails five required courses as follows:

- MC 400 Feedback and Control Systems
- ME 451 Energy Conversion
- ME 425 Engineering Applications of Numerical Methods
- ME 470 Applications of Finite Element Analysis
- SW 407 Introduction to Programming

Thesis Option

Students may choose the thesis option provided they select an academic advisor and secure the approval of the program director.

In the event that a student in the thesis track wishes to switch to the non-thesis option, credits that might have been earned in the pursuit of a thesis will not count toward fulfilling the graduation requirement.

Core Concentration Courses

Students select seven elective courses from the list below, from which up to two courses may be taken from other graduate engineering courses related to their field of interest. The objective of the core concentration elective courses is to provide students with areas of in-depth study, which are at the core of their major interests and career objectives. The core concentration elective courses are as follows:

1. Thermal Systems: This domain considers the broad areas of energy and turbomachinery, fluid dynamics and heat transfer. It includes study of conduction, convection, radiation, compressible and heated flows, combustion, and laminar and turbulent flows. Applications in design and analysis, processes and devices, gas turbines and renewable energy are considered. The courses offered are:

- ME 428 Computational Fluid Dynamics
- ME 450 Gas Dynamics
- ME 452 Heat and Mass Transfer
- ME 453 Turbomachinery

2. Mechanical Systems: The courses in this domain cover the broad areas of mechanical systems. More specifically, the focus includes, but is not limited to, the dynamic behavior of mechanisms, machines, engineering materials and manufacturing. Research methods include a blend of techniques involving mathematics and computer simulation. The courses are:

- ME 411 Advanced Kinematics
- ME 412 Advanced Dynamics
- ME 427 Applications of Fracture Mechanics in Engineering Design
- ME 444 Mechanics of Composite Material
- ME 472 Applications of Theory of Elasticity
- DM 405 Supply Chain Design
- MF 430/440 Computer Aided Manufacturing (CAM) I/II
- MF 461/462 Automation and Robotics I/II
- MF 450 Advanced Programmable Logic Control Systems
- RD 525 Principles of Quality Management

Additional Courses

- ME 495 Independent Study
- ME 496 Special Projects
- ME 550 Thesis I
- ME 551 Thesis II

Master of Science in

Software Engineering (MSSE)

Introduction

The School of Engineering offers a [master's degree in software engineering](#) (MSSE) as well as graduate-level certificate programs in select areas of software engineering. The MSSE program is intended to serve the needs of software application developers, web programmers, network and information security administrators, database administrators, and other information technology professionals. Students who do not meet a minimum experience level, or who have other skill deficiencies, will be required to take one or more bridge courses to strengthen their capacity to meet the MSSE curriculum demands.

The certificate programs allow software professionals to upgrade their skills in selected areas. Certificate program students enroll under "special student" status and participate in courses offered through the MSSE program, earning a Certificate of Completion. The certificate credits could count toward the MSSE degree should students choose to pursue it. Four certificate programs are available: Web Applications Development, Database Management, Information Security, and Network Technologies.







Program Overview

Engineering education programs seek to impart technical, mathematical, and engineering design knowledge that can be applied to the creative development of products, or solutions to problems, that are useful to society. The MSSE program emphasizes software as the product to be built, recognizing that social progress and the national economy depend on knowledge industries as well as on traditional manufacturing, and aims to meet the challenge of progressively increasing demand for the skills and competencies of software engineers.

A special feature of the MSSE program at Fairfield is a team-driven software engineering capstone course during which students experience the various phases of the software engineering development lifecycle while working on significant software development projects chosen by the faculty. The criteria for the projects are that they are complex, allow the students to experience advanced software engineering topics, and are multi-semester long with students joining for two semesters each.

Learning Goals

Students in the MSSE program will be instructed to analyze, design, verify, validate, implement, apply, and maintain software systems. Specifically, the following methodologies and skills will be emphasized:

-  Requirements gathering methodologies
-  Object-oriented design and prototyping following agile and traditional software life cycles
-  Project management in software design and development
-  Software system implementation using various software development tools
-  Software testing and maintenance
-  Software documentation

In sum, students will acquire the skills and real-world knowledge to succeed in the software engineering field through an in-depth exposure to the software development methodologies and tools. A sequence of required courses and elective courses, and the final team-driven capstone project provide depth and breadth to the students' learning experiences.

In addition to required courses, those in specialization areas build strong in-depth technical knowledge and skills in the area of student's interest. Courses in other engineering and management fields are available as electives.

Students

The students who enroll in the MSSE program are:

- ☒ IT workers who, responding to the demands of their industry, need to acquire new skills and master new tools to effectively guide software development in their company,
- ☒ technologists who wish to fulfill their needs for personal and professional growth,
- ☒ engineers and scientists who aspire to a career change,
- ☒ undergraduate students in software engineering, computer engineering, or computer science who seek the opportunity to continue their studies for an advanced engineering degree at Fairfield University.

Students who wish to retrain to move from a different discipline into software engineering are welcome to enroll in the program. They may expect to do as many as 9 credits of work to catch up in the field. For example, students with no prior programming experience would be required to take programming language courses under advisement from the program director. Students may also be encouraged to take additional non-credit courses during their graduate work as needed. These additional prerequisites will be determined on an individual basis.

Software is ubiquitous in all modern technology, and software engineers with skills and knowledge of software design, development and management are a valuable resource, and very well-sought after.

The MSSE Curriculum

MSSE students will complete seven required courses, as described below. In addition, students should select one specialization area in which they have an interest, namely computer programming, web technologies, database architecture, computer networking, and health informatics. Each specialization area consists of three required courses. Students may also take two elective courses offered in any engineering graduate program.

Prerequisites and Foundation Competencies

The MSSE degree requires students to have competencies that will allow them to pursue graduate coursework. Knowledge and/or experience in data structures, applications programming, systems analysis and design, and mathematics is required. Gaps in knowledge and experience in these areas can be remedied by following bridge courses offered in the MSSE program:

- ☒ SW 131 Fundamentals of Programming for Engineers
- ☒ SW 232 Advanced Programming and Data Structures
- ☒ SW 402 Database Management Systems

Students may take *SW 407 Java for Programming course*, a fast-paced one semester bridge course combining SW 131 and SW 232. 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.

The MSSE Program Requirements

Completion of a minimum of 10 three-credit courses, plus the two-semester capstone or thesis course, for a total of 36 credits, comprise the graduation requirement for the MSSE program.

Required Courses - 21 credits

The program requires two capstone or thesis courses and five 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.

Five required core courses (15 credits) are:

- ☒ SW 400 Software Engineering Methods - an exploration of requirements gathering, system analysis, to a specific software project.
- ☒ SW 401 Software Design Methods - an exploration of software design, modeling language, design patterns, and prototyping of application to a specific software project.
- ☒ SW 409 Advanced Programming in Java or SW 506 Advanced Programming in C# - build proficiency at an advanced level in one programming language.
- ☒ SW 420 Software Testing and Maintenance - an exploration of software testing and maintenance of the software system.
- ☒ SW 421 Software Project Management - an exploration of software project activities from conception to completion based on best practices.

Two options for a two-semester long required course sequence as described below.

Capstone Option, SW 550, SW 551 (6 credits)

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 software development project. These projects are chosen to advance the student's knowledge in topics related to the specialization areas. Students consult with their advisors and instructors to determine which projects will contribute most to their education. Students may also suggest projects if they are of sufficient complexity and will advance their knowledge in an area of interest. A capstone topic should be approved by the instructor and accepted by the director of the program prior to starting the capstone sequence.

Thesis Option, SW 560, SW 561 (6 credits)

Students may choose the thesis option at the agreement of a faculty member and approval by the program director.

In the event that a student in one option (Capstone or Thesis) wishes to switch to the other option, the course that was taken in one option will not count toward fulfilling the graduation requirement. Capstone or thesis classes can be taken only after the completion of 18 credits at the minimum.

Specializations / Concentration Courses - 9 credits

A. Computer Programming

This specialization allows professionals to gain a greater understanding of object-oriented programming languages and object-oriented design of software systems. It includes Operating Systems, Algorithms, and Network Programming.

Courses in this area are:

- SW 427 Operating Systems and Programming
- SW 499 Algorithms
- ECE 460 Network Programming

B. Web Technology

This specialization allows professionals to gain a greater understanding of the leading technologies in building web application systems. Coursework focuses upon topics important to the web architect such as Web design, web development, sever management, and web application security. The tools used by the student are the most up to date tools available such as Dreamweaver, Visual Studio, .NET, JBoss, Eclipse, and WebSphere, etc.

Courses in this area are:

- SW 406 Web Client-Side Development I
- SW 512 Web Development II with ASP.NET
- SW 410 Enterprise Java
- SW 516 High Performance Database Web Applications
- SW 448 Server Management
- SW 531 Applications and Data Security

C. Database Architecture

This specialization allows professionals to gain a greater understanding of database architecture and design. It includes modeling, designing, implementation, testing of the complex database with associated software, and database maintenance. Coursework in database architecture focuses on database performance issues, database clusters, distributed databases, data warehousing, data mining, object relational mapping, and information security.

Courses in this area are:

- SW 505 Advanced Database Concepts
- SW 508 Data Warehouse Systems
- SW 518 Data Mining and Business Intelligence

D. Computer Networking

Students get hands-on experience with network system architecture, networking programming, routers and switches, and develop the skills to perform secure network capacity planning and performance monitoring. This course of study combines vendor independent concepts and analytical skills development with work utilizing state of the art equipment from Cisco and Microsoft and other important vendors in the networking industry.

Courses in this area are:

- SW 404 Network Concepts
- SW 596 Network Routing and Switching
- ECE 460 Network Programming
- SW 448 Server Management
- SW 599 Information Security Measures and Countermeasures

D. Health Informatics

This specialization provides students with the knowledge and skills to innovate and lead in Health Informatics area in the framework of research and development in academic institutions, research institutions, service organizations and a wide variety of science, technology or business domains. Students build the knowledge and tools to create the next generation of Health Informatics solutions to technological and societal problems.

Courses in this area are:

- SW 480 Health Information Systems

- SW 481 Human Computer Interface
- RD 500 An Introduction to Systems Engineering
- RD 525 Principles of Quality Management

Elective Courses - 6 credits

Electives may be chosen from courses listed under Software Engineering Graduate Certificate Programs, as well as SW 482: Special Topics, and SW 483: Independent Study, or any other Engineering Master level course, under advisement of department chair or academic advisor.

Software Engineering Graduate Certificate Programs

Applicants interested in earning a certificate of advanced study in Software Engineering (12 credits) and those interested in taking selected courses from the Software Engineering curriculum may be admitted on a non-matriculating basis to the School of Engineering as special-status students. Non-matriculated students must have a Bachelor degree from an accredited university and a minimum of three years experience as a professional software developer or programmer, and academic and professional records that suggest the likelihood of success in demanding graduate courses. Non-matriculated students are admitted to courses on a seating-available basis only. Matriculated students are given preference for course offerings, especially for required and core courses.

Web Applications Development Certificate

- SW 406 Web Client-Side Development I
- SW 506 Visual C# for Programmers II
- SW 512 Web Development II with ASP.NET
- SW 531 Applications and Data Security

OR

- SW 406 Web Client-Side Development I
- SW 409 Java for Programmers II
- SW 410 Enterprise Java
- SW 531 Applications and Data Security

Database Management Certificate

- SW 505 Advanced Database Concepts
- SW 508 Data Warehouse Systems
- SW 518 Data Mining and Business Intelligence
- SW 531 Applications and Data Security


Information Security Certificate

- SW 404 Network Concepts
- SW 530 Introduction to information Security
- SW 531 Applications and Data Security
- SW 599 Information Security Measures and Countermeasures

Network Technology Certificate

- SW 404 Network Concepts
- SW 448 Server Management
- SW 596 Network Routing and Switching
- SW 599 Information Security Measures and Countermeasures

Note: The sequence of courses SW 404 and SW 596 provides students with the course materials needed to prepare for and take Cisco Certificated Networking Associate (CCNA) examination. These students are provided with the opportunity for a voucher to partially cover the cost of that certification test.

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MSMOT	MSME	MSSE	MSECE	Course Descriptions
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Master of Science in

Electrical and Computer Engineering (MSECE)

Introduction

Electrical and computer engineering at Fairfield University is an inter-disciplinary program that enables its graduates to study several fields including (but not limited to) engineering, mathematics, science and business. The interdisciplinary nature of the program affords the students a chance to establish an educational identity that is unique. Students can learn topics in subject areas that include computer hardware, power, VLSI, sensors, mixed signals, measurement, control, biomedical, computer and nanotechnology.

An MSECE graduate student can focus on topics that can result in a leadership position in a high-technology industry. In a time when the ability to innovate is the only sustainable competitive advantage, an ECE degree unlocks the door to an entrepreneurial career. Our graduates work to design and build state-of-the-art products and are highly sought after by employers.

The MSECE program takes advantage of elective courses offered by the School of Engineering master's degree programs in mechanical engineering, mathematics, software engineering and management of technology. As a consequence, students gain technical skills and a sense of the economic and business values needed to employ technology to serve society's needs. Some of our students have selected to participate in business plan competitions and engage in engineering entrepreneurship. We have strong ties to the Inventors Association of Connecticut, the Technology Venture community and local industry.

Program Overview

The MSECE program provides students with the knowledge and skills to innovate and lead in their discipline in the framework of research and development in academic institutions, the industrial workplace, research laboratories, or service organizations. The basic objectives of the MSECE program include the following:

1. Students receive the tools they need to take the lead in creating next generation technologies using fundamental design disciplines. Sequences of electives, as well as a master's thesis, provide depth in their learning experiences.
2. Students gain exposure to the high-tech areas of electrical and computer engineering, including system and product engineering, hardware and software design, embedded systems, communications, control systems, computer architecture, and visualization and multimedia systems. Students have the opportunity to become skilled in creating unique object-oriented designs. State of the art facilities available in the School of Engineering, and close interactions with industry, assist in those tasks.
3. The MSECE program provides undergraduate students with the opportunity to pursue a graduate degree program that broadens their career path, ultimately leading to leadership roles.

Students

Electrical and computer engineering embodies the science and technology of design, implementation, and maintenance of software and hardware components of modern electrical, electronics, computing and network systems. This discipline has emerged from the traditional fields of electrical engineering and computer science. Hence, the student population for the program has several origins. Typical examples include the following:

1. Engineers and scientists who, responding to the specific needs of their industry across the spectrum of electrical and computer engineering domains, need to acquire skills to effectively guide the development of technologies that will enhance product quality and business opportunities
2. Engineers and scientists who wish to fulfill their needs for personal and professional growth and achieve entrepreneurship in the IT domains
3. Engineers aspiring to a career change
4. Undergraduate engineering students and alumni with B.S. degrees, who seek an opportunity to continue their studies for a graduate engineering degree at Fairfield University.

In addition to mathematics and science, MSECE graduates have a solid foundation in electronics, logic design, micro-devices, computer organization and architecture, and





networking, as well as an understanding of software design, data structures, algorithms, and operating systems.

Graduates 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.




The MSECE Curriculum

Students in the MSECE program must complete either 33 credits, including a thesis, or a non-thesis option comprising 36 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 time-effective manner while meeting the student's professional needs.

Required courses

-  Graduate Mathematics Elective
-  SW 407 Java for Programmers
-  SW 409 Advanced Programming in Java
-  ECE 420 Readings in Electrical and Computer Engineering

Thesis Option

-  ECE 550 Thesis I
-  ECE 551 Thesis II
-  ECE 552 Thesis III


Students may continue the thesis option provided they earn an A- or better in the Readings class, ECE 420, and secure the approval of the program director. In the event that a student in the thesis track wishes to switch to the non-thesis option, Thesis I and Thesis II credits that might have been earned in the pursuit of a thesis will not count toward fulfilling the graduation requirement.

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.

Graduate Mathematics Electives:

- ECE 410 Voice and Signal Processing
- ECE 415 Numerical Methods of Engineering
- ECE 431 Biomedical Signal Processing
- ECE 433 Biomedical Visualization
- ECE 440 Computer Graphics
- MA 400-500 Mathematic Elective
- Any graduate level math course



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MSMOT	MSME	MSSE	MSECE	Course Descriptions
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[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - SOE](#) | [Course Descriptions and Academic Programs](#) | [Course Descriptions](#)

MSMOT Course Descriptions

Students in the MSMOT Program are required to complete 12 courses (36 credits). This includes six required courses, two semesters of the capstone course and four electives. Upon earning 27 credits, students are qualified to take the first of the two capstone courses. Core courses will be selected from the areas of concentration that are (a) Management of Information Technologies, (b) Management of Design and Manufacturing, and (c) Strategic Management of Resources. The 12 courses should be taken within a five-year period to obtain the degree.

Bridge Courses

Students without prior formal knowledge and experience in probability and statistics, computer programming, and accounting are required to complete courses BR 1, BR 2 and BR 3 as early as possible.

BR 1 Probability and Statistics

This bridge requirement may be satisfied by an undergraduate level course in statistics and probability given by any accredited institution of higher learning. Courses at Fairfield University recommended for this bridge are MA 17 or MA 217. (See undergraduate catalog or SOE website for a description.)

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BR 2 Computer Programming

This bridge requirement may be satisfied by an undergraduate level course in a programming language given by any accredited institution of higher learning. Courses at Fairfield University recommended for this bridge are SW 131 or CS 141. (See undergraduate catalog or SOE website for a description.)

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BR 3 Financial Accounting

This bridge requirement may be satisfied by an undergraduate-level course in financial accounting given by an accredited institution of higher learning. Courses at Fairfield University recommended for this bridge are AC 11 or AC 400. (See the Dolan School of Business catalog for a description.)

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Required Courses

AC 500 Accounting for Decision Making

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. The financial accounting focus is on understanding the role of profitability, liquidity, solvency and capital structure in the management of the company. The managerial accounting focus is on the evaluation of organizational performance of cost, profit, and investment centers. (Prerequisite: AC 400 or an equivalent course in financial accounting) Three credits.

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CP 551 Capstone I - Project Definition and Planning

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. Three credits.

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CP 552 Capstone II - Project Execution and Results

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. Three credits.

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DM 460 Project Management

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. Three credits.

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GK 415 Information Systems

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 & 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. Three credits.

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MG 400 Organizational Behavior

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. Three credits.

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MG 508 Strategic Management of Technology and Innovation: The Entrepreneurial Firm

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. Three credits.

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MG 584 Global Competitive Strategy

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. Three credits.

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RD 460 Leadership in Technical Enterprise

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. Three credits.

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RD 500 Introduction to Systems Engineering

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. Three credits.

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RD 515 Independent Study

This course is intended to broaden the student's knowledge in a specific area of interest. Students may pursue topics or projects under the supervision of a faculty member. Permission of the department is required to enroll in this course. Three credits

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RD 525 Principles of Quality Management

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. Three credits.

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NOTE:
The following section presents descriptions of typical courses that may be used to fulfill the elective requirements.

DM 405 Supply Chain Design

This course deals with the optimization of processes in a supply chain using analytical techniques and modeling. The term "supply chain" refers to all the resources required in moving material through a network of manufacturing processes, quality assurance measures, maintenance, and customer interfaces to produce, deliver, and maintain a product. These are modeled using simulation of this chain, permitting an analyst to design the supply chain and to predict its performance. Students are taught to create discrete simulation models that will reflect the actual performance of a supply chain, prior to committing investments in inventory, procurement and fabrication. These simulations offer three general benefits: a) may be used to achieve an optimized design; b) may be used in solving production expansion needs; and c) can be used to locate and correct problems in an existing manufacturing system. Three credits.

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DM 407 Design of Manufacturing Systems and Processes

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. Three credits.

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DM 420 Design for Economy and Reliability

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. Three credits.

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DM 430 Management of Design for Automation

This course addresses the need for inherent flexibility in modern manufacturing systems that must accommodate changing product lines through the application of robotics and other forms of programmable automation, and the need to provide rapid, accurate communications between business managers, design engineers, and product managers. Effective product design requires a basic understanding of the manufacturing system being used in production including: mechanical design of all material manipulators and material handling equipment, design compatibility between all parts and the automation equipment considered for use. Coursework dealing with these issues includes: 1) the organization and scheduling of manufacturing processes, 2) the principles of programmable automation, 3) the theory and application of Boothroyd's design for assembly methodology, 4) process cost estimation techniques, 5) methods for judging the soundness of investments in manufacturing equipment that a specific design may require, 6) market implications and the effect of design features on sales revenue and product market life, and 7) social impacts. Three credits.

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MG 500 Managing People for Competitive Advantage

This course focuses on effectively managing people in organizations by emphasizing the critical links between strategy, leadership, organizational change, and human resource

management. The course assists students from every concentration including finance, marketing, information systems, and accounting to become leaders who can motivate and mobilize their people to focus on strategic goals. 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 and real world practice. Class sessions are a combination of case discussions, experiential exercises, and lectures. Three credits.

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MG 503 Legal and Ethical Environments of Business

This course helps students become more responsible and effective managers when involved in the gray areas that call for insightful judgment and action. Students develop skills in logical reasoning, argument and 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 actions of the firm. Using the case study 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. Three credits.

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MK 400 Marketing Management

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. Three credits.

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RD 450 Management of Risk in Research and Development

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. Three credits.

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RD 485 Management of Intellectual Property

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. Three credits.

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MSSE Course Descriptions

SW 400 Software Engineering Methods

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. Three credits.

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SW 401 Software Design Methods

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. (Prerequisite: SW 400 or permission of the instructor.) Three credits.

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SW 402 Database Management Systems

This course focuses on the steps required to build and maintain relational database infrastructure for modern n-tiered applications. It covers logical and physical design; implementation of the database; the use of the database to meet the informational needs of a software system; and the installation, operation and maintenance of the software. Specific topics include database design, SQL, interacting with the DBMS, backup and recovery of data security. Students perform a number of hands-on exercises using the Oracle Database Server running on the Microsoft Windows platform. This course serves as one of the bridge courses to the MSSE program. Three credits.

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SW 403 Visual C# for Programmers I

This course provides an introduction to programming using Visual C# and the .Net framework. Students learn to create applications using object oriented programming and learn about Microsoft.Net, Visual Studio.Net, classes and objects, v, exception handling, and debugging. Students complete this course understanding how Visual C# interacts with the .Net framework and will be able to build applications using Visual C#. The course is intended for designers and programmers who are developing systems in the Windows environment. Lab included. Three credits.

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SW 404 Network Concepts

This course covers the structure and technologies of computer networks architecture including cabling, wiring hubs, file servers, bridges, routers, and network interface cards. It discusses network software and hardware configurations and demonstrates network concepts such as configuring protocol stacks and connecting a personal computer to a network. The course examines the OSI-model, TCP/IP protocol and routing protocols. Student will be able to do subnet of TCP/IP networks. Three credits.

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SW 406 Web Client Side Development I

This course introduces the student to developing browser applications for use on the web. Students learn client side concepts including the display of static information. The course topics include designing and authoring web pages, usability, search engine optimization, markup languages, style sheet, the client side document object model, and making web pages dynamic on the client side. Three credits.

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SW 407 Java for Programmers

This course is a study of object oriented software component design. This course introduces object oriented programming and its use in problem solving with abstract data types such as lists, linked lists, stacks, queues, graphs, and trees. This course serves as one of the bridge courses to the MSSE program. Three credits.

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SW 408 Java for Programmers I

This programming course introduces Java fundamentals. Topics include the Java elements: objects, classes, data types, operators, control structures, and container data structures. The course views object-oriented programming as integral, teaching it throughout. Accordingly, it includes the concepts of encapsulation, inheritance, polymorphism, packages, interfaces, and inner classes. The course teaches screen design using graphical user interfaces and includes data handling concepts such as input from the keyboard, output to the screen, input from files and output to files. The course also introduces the concept of multi-threading in preparation for follow-up studies. Lab included. Three credits.

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SW 409 Advanced Programming in Java

This course covers advanced topic of Java programming. Topic covers multithreading, networking, nested references, design patterns, JDBC, persistence, I/O and advanced GUI such as swing. Data structure concepts such as linked list, tree and basic searching and sorting algorithms will be covered. Lab included. (Prerequisite: SW 407 or permission of the instructor) Three credits.

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SW 410 Enterprise Java

Advanced server-side Java technologies. Coverage includes state-of-the-art explorations into server-side technologies such as JDBC, Google Web Toolkit, Enterprise JavaBeans (EJB), Android, XML, etc., as time permits. Lab included. (Prerequisite: SW 409 or permission of the instructor.) Three credits.

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SW 420 Software Testing and Maintenance

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. (Prerequisite: SW 400) Three credits

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SW 421 Software Project Management

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. (Prerequisite: SW 407 or permission of the instructor) Three credits.

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SW 427 Operating Systems and Programming

This course introduces the internal operation of modern operating systems and students learn how to program on non-Windows OS platform. The topics cover a brief history of operating system, the major components of modern operating systems, and the object-oriented methodology on UNIX-like platform. Various UNIX tools will be used in the course and participants study examples using object-oriented programs as well as large system integration by object-oriented methodology. (Prerequisite: SW 407 or permission of the instructor) Three credits.

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SW 448 Server Management

Server Management is a course designed to provide the student with the tools necessary to manage Windows Server. The topics include user management, installation and configuration of web server, mail server, FTP server, LDAP and backup and other routine system and network administration. Three credits.

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SW 480 Health Information Systems

This course introduces the information systems and their applications in healthcare. The topics include the fundamentals of information systems, medical terminology, electronic health record, health care information regulations and standards, assessing health information systems for managerial and clinical support, project management, information security and Health IT Leadership. (Prerequisite: SW 131 or permission of the instructor) Three credits.

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SW 481 Human Computer Interface

This course examines human computer interaction and evaluates various user interfaces, especially as they apply to the healthcare environment. Topics include data visualization, evidence-based systems and tools (such as PubMed, UpToDate), and data warehouse design with an emphasis on healthcare. (Prerequisite: SW 480 or permission of the instructor) Three credits.

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SW 482 Special Topics

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. Three credits.

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SW 483 Independent Study

This course is an individualized study under the supervision of the faculty member. The course emphasizes individual creativity. Students work with a faculty mentor in studying and investigating topics of current interest in software engineering. Students may earn from one to three credits for an independent study course. (Prerequisite: permission of the instructor) One to three credits.

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SW 499 Algorithms

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. (Prerequisite: SW 407 or permission of the instructor) Three credits.

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SW 505 Advanced Database Concepts

This course covers topics in database implementation designed to provide software engineers with a wide variety of server-side problem solving techniques. Topics include cursors, query and index optimization, advanced SQL programming, distributed databases, object-oriented databases, clustering, partitioning, and working with XML and other

unstructured data. While Microsoft SQL Server is primarily used for demonstration, the topics covered are applicable to any database platform, and the different approaches of the major database vendors are frequently contrasted. Format consists of lecture and lab. (Prerequisites: SW 402 and SW 407, or permission of the instructor) Three credits.

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SW 506 Visual C# for Programmers II

This course teaches application developers the more advanced elements of programming with Visual C# for the .NET framework. Students learn object oriented programming using classes, objects and inheritance, and cover topics such as multithreading, design patterns, and advanced GUI. Data structure concepts such as linked list, tree and basic searching and sorting algorithms will be covered. At the completion of this course, students will be able to produce complete Windows and console based applications with Visual C#. Lab included. (Prerequisite: SW 407 or permission of the instructor) Three credits.

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SW 508 Data Warehouse Systems

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. (Prerequisite: SW 402 or permission of the instructor) Three credits.

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SW 512 Web Development II with ASP.NET

This course teaches site developers how to create robust, scalable, data-driven ASP.NET Web. Students learn how to create ASP.NET applications using a text editor and the command-line tools, as well as using Visual Studio. Topics include the .NET framework, web forms, validation controls, database connectivity, web services, component development, user controls, custom server controls, and best practices, etc. At the end of the course, students are able to describe the issues involved in creating an enterprise web site, creating and publishing a web site, creating interactive content for a Web site, adding server scripting to a Web page using ASP.NET, implementing security in a Web site, and reading and writing information to a database from ASP.NET. (Pre- or co-requisites: SW 406 and SW 506 or permission of the instructor.) Three credits.

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SW 516 High Performance Database Web Applications

This course is an introduction to the PHP programming language. Topics include installation and configuration with the Apache http server, variables and data types, language syntax, control structures, functions, strategies and tools for handling input and generating output, error handling, sending email, manipulating dates and times, string manipulation and regular expressions, SQL and MySQL database access. The course also covers advanced topics such as MVC model-based web application development using framework and packages from the PHP Extension and Application Repository (PEAR). At the conclusion of the course, students are able to design and implement scalable data-driven web applications. (Prerequisites: SW 406, or by permission of the instructor). Three credits.

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SW 518 Data Mining and Business Intelligence

This course examines business intelligence concepts, methods and processes used to improve data-centric business decision support solutions with a particular focus on data mining techniques. We will first examine the principles and practices of gathering and retrieving large volumes of data for analysis and synthesis. Next we will examine analytical techniques for extracting information from large data sets. In particular, the course examines the following data mining techniques: classification, estimation, prediction, and clustering. During the course we will also discuss knowledge management, how organizations manage and use the knowledge that they acquire, and presentation of data. Three credits.

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SW 550 and SW 551 Capstone Professional Project I and II

In these two semester capstone courses, students form teams, perform a technical study, and design software systems based on either their customer's requirements, develop, test, and deploy software systems. The results of these projects provide a library of case studies, designs, and software development techniques, and project management skills that are of general interest to local information technology professionals. A capstone prospectus, approved by your advisor, must be submitted to and accepted by the director of the program prior to starting the capstone sequence. (Prerequisites: SW 401 and completion of 18 credits MSSE courses at the minimum.) Six credits for the two-course sequence.

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SW 530 Introduction to Information Security

This course gives students a fundamental understanding of current Social Engineering methods in the Information Security arena. Deception and human behavior is exploited to gain valuable information, which is very relevant to today's growing security concerns. This course is another key class in the Information Security track in the MSSE program and builds upon the weaknesses in the human factor. Areas of discussion will be methods, current trends, and most of all countermeasures. Instruction includes lectures and discussion assignments which involve analyzing current work places and social gatherings coupled with scenarios of exploitation. Three credits.

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SW 531 Applications and Data Security

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 objective of the course. Three credits.

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SW 535 Web Application Security

This course is structured around Internet transactions and data associated with these transactions. It encompasses encryption schemes of transmission to execution of code and complete flight of an execution. Web based technologies are the main focus, along with general understanding of underlying web infrastructure and discussing common exploits. Common countermeasure and best business practices that help ensure a solid security understanding are the objective of the course. Three credits.

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SW 560 and SW 561 Software Engineering Thesis I and II

In these two semester thesis courses, a student will work on individual research project that a student should formulate as a problem, solve it under the guidance of a faculty member and communicate the results. Work involves literature search, writing a proposal, analysis and/or implementation with critical thinking, and writing convincingly. The student must also submit a final paper for possible publication in a refereed journal appropriate to the topic. (Prerequisites: SW 401 and completion of 18 credits of MSSE courses at the minimum) Six credits for the two-course sequence.

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SW 596 Network Routing and Switching

The course presents concepts and develops skills needed in designing, implementing, and troubleshooting local and wide-area networks. Students design and configure LAN, WAN using routers/switches and learn component of wireless networks and how to configure it and troubleshoot the network and optimize its performance. It also provides numerous lab opportunities to configure and troubleshoot networks with Cisco routers and switches (Prerequisite: SW 404) Elective. Three credits.

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SW 599 Information Security Measures and Countermeasures

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. (Prerequisite: SW 404) Elective. Three credits.

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MSECE Course Descriptions

Bridge Courses

Required to complete one's preparation for the master's program is strong aptitude in the area of electric circuits, fields and waves, electronic circuits and devices. Students with deficiencies in those areas should confer with the Program Director to create a course of study. (See undergraduate catalog or visit the SOE website for a description.)

ECE 405 Electronic Materials

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. (Prerequisite: EE degree or equivalent) Three credits.

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ECE 406 Advanced Digital Design

This course covers modern methods of digital logic design via VHDL (VHSIC Hardware Description Language) and modern design methodology. Programmable Device Architectures are discussed. Targeting both FPGA and CPLD devices, structural, behavioral, and data-flow VHDL models are developed for familiar logic and arithmetic circuits, and state machines. The difference in coding for synthesis and coding for simulation is stressed. Further development of VHDL Language skills is performed in the context of an introduction to Computer Architecture. Memory and Bus models are discussed. Design projects apply the theory to practical problems. (Prerequisite: CR 245 or permission of the instructor) Three credits.

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ECE 407 Fiber Optic Transmission and Communication

This course examines the theory and basic elements of fiber optic communications systems; fundamentals of transmission in optical fibers; source component operations including light emitting diodes and solid-state lasers; and coupling element and detector devices. Students analyze modulation and demodulation techniques and determine overall loop performance relative to bandwidth and signal-to-noise ratio. Design problems enhance student understanding. (Prerequisites: EE 231, EE 301) Three credits.

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ECE 407L Fiber Optic Transmission and Communication Laboratory

Students are introduced to fiber optics with experiments on Snell's Law and total internal reflection. Students then use optical test equipment to measure the characteristics and applications of fiber optic cables, including simple communication systems. Fiber optic characteristics may include losses due to transmission, mismatch, and bending, optical fiber connections and splicing, and frequency response. Both in-lab computer assisted instruction and a textbook will be used to supplement the experiments. Students prepare laboratory reports each week on their results. (Co-requisite: ECE 407) One credit.

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ECE 410 Voice and Signal Processing

This course supports the signal processing and computer systems domain. It provides an overview of digital audio and its application, and discusses the current state of streaming audio on the Internet and digital audio processing fundamentals. Students apply these theories by creating programs that synthesize and process music and voice. The course exposes students to the elements of multimedia network delivery of audio content. (Prerequisite: Some Java programming or permission of the instructor) Three credits.

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ECE 415 Engineering Applications of Numerical Methods

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. (Prerequisite: programming language skills) Three credits.

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ECE 420 Readings in Electrical and Computer Engineering

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. Three credits.

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ECE 425 Thermal Management of Microdevices

This course considers the generation and removal of heat in electronic assemblies. The course describes the sources of heat in an electronic assembly, such as the contribution of the switching speed and the "ON" resistance of field effect transistors at the device level, covers the effects of heat on system reliability analytically, and describes the resulting failure mechanisms in detail. It presents methods of removing heat from electronic circuits, including heat pipes, Peltier effect devices (thermoelectric coolers), and convection, using both gases and fluids to transfer heat, and describes methods of measuring heat, including contact and non-contact methods. (Prerequisite: EE degree or equivalent) Three credits.

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ECE 430 Image Processing

This first course in image processing with biomedical applications covers image algebra, arithmetic operations, Boolean operations, matrix operations, achromatic and colored light, selecting intensities, Gamma correction, chromatic color, psychophysics, color models, color space conversion, low-level pattern recognition, as well as video processing, compression and two-dimensional streaming, and multi-resolution multimedia network streaming. This course requires substantial programming effort and emphasis is placed on good software engineering practices. Students write image-processing applications. (Prerequisite: ECE 410 or CR 310 or permission of the instructor) Three credits.

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ECE 431 Biomedical Signal Processing

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. (Prerequisites: Some Java programming or permission of the instructor) Three credits.

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ECE 432 Biomedical Imaging

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. (Prerequisite: ECE 431) Three credits.

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ECE 433 Biomedical Visualization

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. (Prerequisite: Some Java programming or permission of the instructor) Three credits.

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ECE 434 Introduction to Biomedical Engineering

This course is an introduction to the instrumentation methods used to measure, store and analyze the signals produced by biomedical phenomena. The goal of this course is to familiarize students with the basic design and implementation of techniques for measuring a broad scope of signal types for molecular, cellular and physiological research. Students will get an introduction to the origins and characteristics of the electric and electromagnetic signals that arise in biological tissues. Sensors used for acquiring electrical, magnetic, optical/spectral and chemical signals will be covered. Topics include the underlying physics and chemistry of biomedical signals, biosensor types and usage, amplification and signal conditioning, data acquisition methods, basic signal processing methods, the origins of artifact and noise, and programming methods. Three credits.

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ECE 435 Microelectronics

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. (Prerequisite: EE degree or equivalent.) Three credits.

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ECE 440 Computer Graphics

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. (Prerequisite: Some Java programming or permission of the instructor.) Three credits.

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ECE 441 Computer Systems Architecture

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. (Prerequisite CR 245 or permission of the instructor) Three credits.

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ECE 445 Digital Integrated Circuit Design

This course considers the design and layout of digital integrated circuits. It presents the fabrication, structure, and properties of CMOS devices in detail along with the structure of basic building blocks, such as flip-flops and counters, and covers digital circuit design techniques and simulation. Students learn how to lay out digital circuits to incorporate the design requirements. The course also discusses custom integrated circuit specification and design techniques, along with economics. Three credits.

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ECE 447 Analog Integrated Circuit Design

This course considers the design of CMOS analog integrated circuits. The fabrication, structure, and properties of analog CMOS devices are presented in detail along with the structure of basic building blocks, such as current mirrors and operational amplifiers. Students design and simulate circuits using Spice and lay out analog CMOS circuits using software designed for this purpose. (Prerequisite: EE 331 or equivalent.) Three credits.

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ECE 448 Embedded Microcontrollers

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. Three credits.

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ECE 448L Embedded Microcontroller Laboratory

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. (Co-requisite: ECE 448.) One credit.

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ECE 450 Computer Animation

This overview of computer animation techniques includes traditional principles of animation, physical simulation, procedural methods, and motion-capture-based animation. The course discusses computer science aspects of animation, with lessons ranging from kinematic and dynamic modeling techniques to an exploration of current research topics - motion re-targeting, learning movements and behaviors, and video-based modeling and animation. Class projects offer hands-on animation experience. Three credits.

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ECE 451 Nanoelectronics I

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. Intended for students interested in the minor in nanotechnology - Nanoelectronics track. Also open to interested graduate students in ECE. Lecture course. (Prerequisite: EG 212 or permission of the instructor). Three credits.

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ECE 452 Nanoelectronics II

This second course in Nanoelectronics emphasizes present and potential applications of nanotechnology in the various fields of next-generation electronics. The course will discuss topics relevant to electromagnetism at the nanoscale, MEMS/NEMS, nanosensors, nano-optics, molecular electronics, and nanoelectronic interfaces with biology. Student teams will survey the available literature and companies involved in designing and manufacturing devices with Nanoelectronics as a core to select a product for analysis in terms of technical and economic advantages, and present their findings. Teams of students also conceptualize a potential product, and perform the same analysis. Intended for students interested in the minor in nanotechnology - Nanoelectronics track. Also open to interested graduate students in ECE. (Prerequisite: ECE 315 /ECE 451). Three credits.

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ECE 455 Sensor Design and Application

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. (Prerequisite: EE degree or equivalent.) Three credits.

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ECE 457 Advanced Linear Systems

This course considers the use of Laplace transforms to solve linear systems with multiple time constants and the solution of multiple linear simultaneous equations. The analysis of linear systems usually results in the generation of transfer functions in s, the Laplace transform variable. Particular attention is given to the electrical and mechanical implementation of these transfer functions in linear systems using both analysis and synthesis techniques. (Prerequisite: EE 301 or equivalent.) Three credits.

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ECE 460 Network Programming

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. Three credits.

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ECE 461 Green Power Generation

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. Three credits.

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ECE 465 Nonlinear Control Systems

Control systems are used in many industrial applications to control processes or operations and in many non-industrial applications as well. Nonlinear control systems are frequently used in applications where the control variables have a wide dynamic range. Unlike linear systems, the analysis of nonlinear systems rarely results in a closed-form mathematical expression. This course considers the analysis and applications of nonlinear control systems by numerical and graphical techniques and considers means of implementing the solutions. (Prerequisites: EE 302 or equivalent.) Three credits.

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ECE 470 Networked Embedded Systems

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. Three credits.

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ECE 475 Microwave Structures I

This course considers the analysis and design of structures used in microwave transmission and reception. The course covers distributed parameters in detail, leading to a discussion of the properties of transmission lines. It presents the utilization of distributed parameter structures to design filters, couplers, and mixers, along with methods of implementation. Also included are strip line and microstrip transmission lines and filters. The course discusses microwave devices, both Si and GaAs, including low-power and high-power devices and laser diodes. (Prerequisite: EE 321 or equivalent.) Three credits.

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ECE 476 Microwave Structures II

This course is a continuation of ECE 475 and covers the design and analysis of microwave amplifiers, oscillators and mixers, frequency multipliers, and antennas. The course begins by presenting electrical models of RF components and relating those models to design methods. The effects of internal and external noise are considered in the models. Practical applications and design are emphasized. (Prerequisite: ECE 475). Three credits.

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ECE 477 Power Security and Reliability

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. (Prerequisite: ECE495 or equivalent) Three credits.

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ECE 479 Communication Systems

The course covers analog and digital communication systems and the effects of noise on those systems, modulation and demodulation techniques (amplitude, frequency, and phase modulation as well as ASK, FSK, PSK, PCM, and delta modulation). It discusses dealing with non-linear system elements and presents a mathematical treatment of the effects of various noise sources on these systems. Historical design studies and topics in communication applications permit students to apply these concepts to meet system requirements. The course clarifies important concepts through simulation of modulation techniques on multimedia computing systems. Multiplexing and multiple access networks are also analyzed. MatLab is used to solve homework problems and do a team design project. (Prerequisite: EE301 or equivalent) Three credits

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ECE 480 Wireless Systems I

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. (Prerequisite: EE 321 or equivalent.) Three credits.

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ECE 481 Wireless Systems II

This is a continuation of ECE 480. The topics to be covered include diversity, coding, multiple antennas, and equalization. Modern applications requiring Multicarrier Modulation and Spread Spectrum techniques are also discussed. The course concludes with an examination of 3G and 4G methods and applications. (Prerequisite: ECE 480) Three credits.

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ECE 483 Independent Study

Students pursue special topics, projects, and/or readings in selected areas. Students must meet with the instructor to discuss the proposed topic of study. (Prerequisite: Permission of the instructor.) Three credits.

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ECE 485 Digital Communications

This course is designed to explore current digital communications features, including network communications between computers. It includes discrete time signals and systems, Z-transforms, discrete Fourier transforms, fast Fourier transforms, digital filter design, and random signals. Fundamentals of sampling principles and channel coding are utilized to develop common baseband and digital modulation techniques (ASK, FSK, PSK, PCM, and delta modulation). Transmission over bandwidth constrained channels, and signal detection and extraction. Multiplexing and multiple access networks are also analyzed. The lecture material is illustrated with practical examples. (Prerequisite: EE 301 or equivalent.) Three credits.

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ECE 495 Power Generation and Distribution

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. (Prerequisite: EE degree or permission of instructor.) Three credits.

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ECE 490 Analog Communication Systems

The course focuses on analog communication systems and the effects of noise on those systems, developing modulation and demodulation techniques (amplitude, frequency, and phase modulation and pulse code). It discusses dealing with non-linear system elements and presents a mathematical treatment of the effects of various noise sources on these systems. Historical design studies and topics in communication applications permit students to apply these concepts to meet system requirements. The course clarifies important concepts through simulation of modulation techniques on multimedia computing systems. (Prerequisite: EE 301.) Three credits.

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ECE 496 Fault Analysis in Power Systems

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. (Prerequisite: ECE 495.) Three credits.

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ECE 505 Advanced Power Electronics

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. (Prerequisite: EE 331 or equivalent.) Three credits.

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ECE 510L Product Design Laboratory

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. (Prerequisite: ECE 405 or

equivalent.) One credit.

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ECE 515L Microelectronics Laboratory

This laboratory provides students with an understanding of the processes used to fabricate thick and thin film circuits. As part of their experiential learning, students sputter several materials onto a ceramic substrate and investigate the properties of the sputtered film, such as resistivity and adhesion. Students screen print thick film materials, including conductors, resistors, and insulators onto a ceramic substrate and fire them at an elevated temperature, and investigate the properties of the fired film, plot the distribution of resistor values, and apply statistical methods to determine design curves. Students solder components to the substrates to complete a circuit and analyze the properties of the finished circuit. (Corequisite: ECE 435.) One credit.

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ECE 520L System Design Laboratory

This laboratory provides students with an understanding of sensors and non-linear control systems. Experiments include temperature sensors such as thermocouples, thermistors, and infrared, motion sensors, strain gauges, nonlinear servos, and computer analysis of nonlinear systems. (Corequisite: ECE 455 or equivalent.) One credit.

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ECE 525L Communications Systems Laboratory

In this laboratory, students acquire hands-on experience with waveguides, transmission lines, and antennas. They learn how to characterize these structures at microwave frequencies and examine how they affect transmission. They set up prototype wireless transmission systems and transmit and receive analog and digital systems. They analyze the data for integrity and accuracy of transmission. Experiential learning includes measurement of characteristic impedance of transmission lines, simple antenna design (students construct simple antennas and determine the effect of the design on directionality and other parameters), and wireless concepts (students build a wireless communications system and send data back and forth, one-way and two-way; this can be a capstone project involving teams to design and analyze various aspects). (Prerequisite: ECE 476 or equivalent.) One credit.

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ECE 530L Power Electronics Laboratory

This laboratory provides hands-on experience in analyzing and designing power electronics circuits and in analyzing and modeling power generation and distribution systems. Students design and construct voltage regulators, switching power supplies, and motor controllers. Students also develop circuit models for AC and DC motors and power transformers. Experiential learning includes developing circuit models for power distribution systems, measuring parameters of motors and transformers and using the data to develop electrical circuit models of these devices, and analyzing the properties of power distribution systems and developing computer models for them. (Corequisite: ECE 505 or equivalent.) One credit.

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ECE 550, ECE 551, ECE 552 Thesis I, II, III

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. (Prerequisite: ECE 420.) Six to nine credits.

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MSME Course Descriptions

MC 400 Feedback and Control Systems

This course emphasizes analysis and synthesis of closed loop control systems using both classical and state-space approaches with an emphasis on electro-mechanical systems. The mathematical requirements include the Laplace transform methods of solving differential equations, matrix algebra and basic complex variables. The discussion of classical control system design includes the modeling of dynamic systems, block diagram representation, time and frequency domain methods, transient and steady state response, stability criteria, controller action [Proportional (P), proportional and integral (PI), Proportional, integral and derivative (PID) and pseudo-derivatives feedback], root locus methods, the methods of Nyquist and Bode and dynamics compensation techniques. The discussion of state-space methods includes formulation and solution (analytical and computer-based) of the state equations and pole-placement design. The course integrates the use of computer-aided analysis and design tools (MATLAB) so as to ensure relevance to the design of real world controlled electro-mechanical systems using case studies and applications to electrical and mechanical systems. Includes lab (hardware based) exercises. Prerequisites: MA 321 and ME 203 (see undergraduate catalog), or equivalent. Three credits.

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ME 411 Advanced Kinematics

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. (Prerequisite: ME 203 or equivalent) Three credits.

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ME 412 Advanced Dynamics

The topics in the area of dynamics include degrees of freedom, generalized coordinates, constraints, principle of virtual work and D'Alembert's principle. Energy and momentum, frames of reference, orbital motion, moments and products of inertia and dynamics of rigid bodies are also discussed. 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. (Prerequisites: ME 203 or equivalent.) Three credits.

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ME 425 Engineering Applications of Numerical Methods

See ECE 415.

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ME 428 Computational Fluid Dynamics

Introduction to computational methods used for the solutions of advanced fluid dynamics problems. Emphasis on concepts in finite difference methods as applied to various ordinary and partial differential model. Equations in fluid mechanics, fundamentals of spatial discretization, numerical integration, and numerical linear algebra. A focus on the engineering and scientific computing environment. Other topics may include waves, advanced numerical methods (like spectral, finite element, finite volume), non-uniform grids, turbulence modeling, and methods complex boundary conditions. Students select a related research topic, identify a technical paper to review and give a class presentation. (Prerequisite ME 347 or equivalent) Three credits.

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ME 427 Applications of Fracture Mechanics in Engineering Design

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 (Prerequisite: the equivalent of ME 308 or equivalent.) Three credits.

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ME 444 Mechanics of Composite Material

While the use of man-made composites have existed for centuries for practical applications, engineered composite materials are finding increasing use in many high technology applications such as aerospace, electronics, sporting goods, and structural components for high stability systems. This course is designed to provide a comprehensive understanding of classification, processing, properties, selection and failure of polymer, metal and ceramic based composite materials. Students select a related research topic, identify a technical paper to review and give a class presentation. (Prerequisite: MF 207) Three credits.

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ME 450 Gas Dynamics

This course reviews fundamental concepts and equations of fluid dynamics. One dimensional compressible flow solutions with and without friction are covered. Equations of conservation of mass, rate of strain tensor, Navier-Stokes equations, mechanical and thermal energy equations with derivations are discussed. Equations are presented in Cartesian and orthogonal curvilinear coordinate systems. Boundary layer theory is covered. Students will discuss laminar and turbulent viscous flow solutions, including boundary layers, Couette, & Poiseuille flows. In addition to analytical closed form solutions, an introduction to computational methods is presented. Students select a related research topic, identify a technical paper to review and give a class presentation. (Prerequisite: ME 347, or equivalent.) Three credits.

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ME 451 Energy Conversion

This course covers the major topics in energy conversion, including fuels used in energy conversion; solar energy; gas turbine engines and applications; internal combustion engines; heat pumps; classic and novel power and refrigeration cycles; system analysis; system economics; and environmental considerations. The course includes computer simulation of power plant performance to optimize energy conversion efficiency. 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. (Prerequisite: ME 349) Three credits.

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ME 452 Heat and Mass Transfer

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); 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. (Prerequisite: ME 349 or equivalent.) Three credits.

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ME 453 Turbomachinery

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. (Prerequisite: ME 347 or equivalent) Three credits.

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ME 470 Applications of Finite Element Analysis

This course examines applications of finite element analysis in modern engineering including structural analysis, fluid flow, heat transfer, and dynamics. Finite element formulations covering two and three dimensional elements as well as energy methods are developed. Students develop techniques for application of finite element method in structural design, dynamic system response, fluid and thermal analyses. Application of methodology to fluid flow is presented. Students solve example and design problems manually and using modern finite-element analysis software, ANSYS and FLUENT. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research. (Prerequisites: ME 318 or equivalent.) Three credits.

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ME 495 Independent Study

A well-planned program of individual study under the supervision of the faculty member. Three credits.

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ME 496 Special Projects

An in depth study of selected topics of particular interest to the student and instructor. Three credits.

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ME 550, ME 551 Thesis I, II

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. Three credits each.

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MF 430 Computer Aided Manufacturing (CAM) I

An in-depth introduction to the science, math and engineering of computer aided manufacturing methods. The course provides a comprehensive view of manufacturing planning, design, automation, flexible automation, and computers in manufacturing using a strong science-based and analytical approach. CNC and tooling for CNC application will be discussed. The course will consist of : lectures, group discussions, case studies, a term project, computer simulation and laboratory. Three credits.

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MF 440 Computer Aided Manufacturing (CAM)II

The course balances CAD and CAM with up-to-date information on rapid prototyping, solid modeling systems, and Web-related issues. Management of an effective product design from a business perspective is introduced: reducing material, tolling, setup and waste costs. An integration in a factory automation environments is also explored. Mathematical terminology and the concepts are explained in as intuitive a way as possible. The course also covers components of CAD/CAM/CAE Systems and CAD/CAM postprocessor development manufacturing systems. Students are required to have a background in programming, calculus, and matrix and vector algebra. The course consists of lectures, group discussions, case studies, a term project, computer simulation, and laboratory. Three credits.

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MF 450 Advanced Programmable Logic Control Systems (PLC)

In this course, students are introduced to the design and implementation of programmable logic controllers for use in industry in the areas of automation, manufacturing, and other related uses. Students examine Programmable Logic Controllers while concentrating on relay ladder logic techniques and how the PLC is connected to external components in an operating control system. State-of-the-art software is used, including MultiSim, LabView, Cosivis, Veep, and RS Logix 500. Course covers: input/output ports, continuous process control, timing and counting functions, chaining sequences, and digital gate logic Computer Aided Analysis and Design. Three credits.

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MF 461 Automation and Robotics I

This course introduces the basic elements of automation, industrial robotics, automated work cells, common information model systems, and the automated factory. Topics include kinematics, dynamics, the classification of robots, automation sensors, work cells, import systems and programming, robot/system integration, economic justification, and applications. (Prerequisite: ME 203 or equivalent) Three credits.

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MF 462 Automation and Robotics II

This course introduces components of the automated factory. Topics include design of parts and processes for automation, hard and flexible automation, blocks of automation, automatic production and assembly, numeric controllers, computer-aided design/computer-aided manufacturing, industrial logic control systems, programmable logic controllers, and computer applications in automation. (Prerequisite: MF 361 or equivalent) Three credits.

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ME 472 Applications of Theory of Elasticity

This course covers theory of elasticity (stress, strain, and generalized Hooke's law), strain energy methods (Castigliano's theorem), thin shells of revolution (equilibrium equations, pressure vessels), thin plates (rectangular and circular plates, moment-curvature relations), beams of elastic foundations and buckling. Students are required to conduct an independent research on one of the new and emerging energy sources, write a research report and make a class presentation on their research. (Prerequisite: ME 308) Three credits.

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Software Engineering
PhD, University of Massachusetts, Amherst

Rino Nori
Management of Technology
MS, City College Graduate School of Engineering
MBA, Fordham University

Mark Ramsey
Management of Technology
BS Eastern Connecticut State University

Cheryl Tromley
Management, Charles F. Dolan School of Business
PhD, Yale University

Faculty Emeriti

Jack Beal
Professor of Physics, dean

Evangelos Hadjimichael
Professor of Physics, founding dean

Karen Armfield
Associate Vice President, AECOM
New York, NY

Joseph M. Carbone
President & CEO, Workplace, Inc.
Bridgeport, Conn.

Gerald V. Cavallo
President, James Ippolito & Co
Bridgeport, Conn.

Anthony N. Fischetti
Director, Engr/Exec. Program Manager
Northrop Grumman Corp
Norwalk, Conn.

Dr. Michael J. Hartnett
President & CEO
RBC Bearings
Oxford, Conn.

Joseph Ianniello
Bridgeport, Conn.

Paul M. Kelley
Corporate Vice President
Alinabal, Inc.
Milford, Conn.

John LaViola
Vice President Engineering
Hologic Inc.
Danbury, Conn.

Louis Lu
D & E U.S., ASML
Wilton, Conn

Mark F. Miller
Vice President, Research & Engineering
Sikorsky Aircraft
Stratford, Conn.

Patrick F. O'Keefe
Vice President, Engineering & Mfg
O'Keefe Controls Co
Monroe, Conn.

Leon Pintsov
Vice President, & Chief Scientist
Pitney Bowes
Shelton, Conn.

Jeffrey M. Post
Managing Partner
Trillian Capital Management LLC
Shelton, Conn.

Manny Ratafia
CEO
Ratafia Ventures
Woodbridge, Conn.

Richard J. Reed
Vice President, Engr & Project Excellence

Administration

United Illuminating Co,
Shelton, Conn.

Dr. Mitchell D. Smooke
Strathcona Professor of Mechanical Engineering
Yale University
New Haven, Conn.

Robert Sobolewski
President
ebm-papst Inc.
Farmington, Conn.

FAIRFIELD UNIVERSITY ADMINISTRATION 2014-15

Jeffrey P. von Arx, S.J., Ph.D.
President

Charles H. Allen, S.J., M.A.
University Chaplain and Special Assistant to the President

Lynn Babington, Ph.D.
Senior Vice President for Academic Affairs

Bruce W. Berdanier, Ph.D.
Dean, School of Engineering

Karen Donoghue, M.A.
Dean of Students

Eugene P. Doris, M.A.T.
Director of Athletics

Paige Francis, M.S.
Chief Information Officer

David W. Frassinelli, M.S. '92
Associate Vice President of Facilities Management

Donald E. Gibson, Ph.D.
Dean, Charles F. Dolan School of Business

Wally Halas, M.P.A., B.A.
Vice President for University Advancement

Robert Hannafin, Ph.D., B.S.
Dean, Graduate School of Education and Allied Professions

Paul D. Holland, S.J., M.A.
Director of Campus Ministry

Meredith Wallace Kazer, Ph.D., CNL, APRN, AGPCNP-BC, FAAN
Dean, School of Nursing

Kevin P. Lawlor '79, MBA, C.P.A.
Executive Vice President and Chief Operating Officer
Interim Vice President for Finance and Treasurer

Mary Frances A.H. Malone, Ph.D.
Associate Vice President for Academic Affairs

Karen A. Pellegrino, M.A.
Dean of Enrollment

Thomas C. Pellegrino '90, Ph.D., J.D.

Vice President for Student Affairs

Mark C. Reed '96, Ed.D., MBA

Senior Vice President for Administration and Chief of Staff

Christine Siegel, Ph.D.

Associate Vice President for Academic Affairs

James Simon, Ph.D., M.M.C.

Dean, College of Arts and Sciences

Michael Trafecante, MBA

Vice President for Finance and Chief Financial Officer

Administrators Emeriti

Aloysius P. Kelley, S.J., Ph.D.

1979-2004

President Emeritus

Jeanne M. Novotny, Ph.D.

2002-2011

Dean, School of Nursing, Emerita

Phyllis E. Porter, MSN

1970-1989

Associate Professor of Nursing, Emerita

Dean, School of Nursing, Emerita

António Simões, Ed.D.

1991-2006

Dean, Graduate School of Education and Allied Professions, Emeritus



- Nancy A. Altobello '80
- William L. Atwell, P'08, Chair
- John F. Baldovin, S.J.
- Terrence A. Baum, S.J.
- Thomas G. Benz, S.J.
- Joseph R. Bronson '70
- Frank J. Carroll III '89, Vice Chair
- Kevin M. Conlisk '66, P'91
- Timothy J. Conway '76
- William C. Crager '86
- Sheila K. Davidson, '83
- William P. Egan '67, P'99
- Thomas A. Franko '69
- Peter J. Gillen '68
- Patricia E. Glassford '85
- Brian P. Hull '80, P'13
- Paul J. Huston '82
- Jack L. Kelly '67, P'96
- Susan Robinson King, M.A. '73
- Katherine N. Lapp '78
- William A. McIntosh, P'92, '86
- Andrew J. McMahon '89, P'13
- John C. Meditz '70
- Elnor L. Morrell '81, P'03
- Most Reverend George V. Murry, S.J.

Administration

Gavin G. O'Connor '88
Biff J. O'Reilly '80, P'11
Stephen A. Privett, S.J.
Christopher C. Quick '79
Rosellen W. Schnurr '74
Kelly A. Simon '01
Jeffrey P. von Arx, S.J., President
Marianne Dolan Weber, P'16
James D. Wehr '79

Trustees Emeriti

Dr. E. Gerald Corrigan '63
Charles F. Dolan, P'86, '85
Aloysius P. Kelley, S.J.
Roger M. Lynch '63, P'95

 Fairfield University Graduate Catalog				
Fairfield University Grad Overview	School of Nursing	Admission	Tuition, Fees, and Financial Aid	
Academic Policies and General Regulations	Course Descriptions and Academic Programs		Administration	

[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - SON](#)

School of Nursing - Graduate Programs

2014-15

Doctor of Nursing Practice (DNP)(BSN-DNP)


- Nurse Anesthesia
- Family Nurse Practitioner
- Psychiatric Nurse Practitioner

- MSN-DNP
- Executive DNP
- Advanced Practice DNP

Master of Science in Nursing

- Nursing Leadership
- Family Nurse Practitioner
- Psychiatric Nurse Practitioner

Course Descriptions

 **Fairfield University | Graduate Catalog**

Fairfield University Grad Overview

School of Nursing

Admission

Tuition, Fees, and Financial Aid

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Course Descriptions and Academic Programs

Administration

[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - SON](#) | [Fairfield University Grad Overview](#)

2014-15 ACADEMIC CALENDAR - GRADUATE PROGRAMS

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2014	
July 7	Registration begins for all Graduate programs for Fall, 2014 Applications for degree are due for August 30th graduation
Aug. 1	Last day for students to sign up for Fall 2014 monthly payment plan
Aug. 11	Last day for online registration for Fall 2014 (Registration continues in person and by phone)
Sept. 1	Labor Day - University holiday
Sept. 2	Classes begin for all graduate programs
Sept. 19	Deadline for Summer, 2014 and Spring, 2014 make up of Incompletes
Oct. 13	Columbus Day - University holiday
Nov. 3	Last day to withdraw from Fall courses (except ASAP II courses)
Nov. 26 - Nov. 30	Thanksgiving Recess
Dec. 1	Classes resume for all schools Applications for degree are due for January 30th graduation Registration begins for all Graduate Studies Programs for Spring, 2015
Dec. 19	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2015 monthly payment plan

Winter 2015 Intersession	
Jan. 2 - Jan. 13	Winter Intersession - Dolan School of Business

Spring 2015	
Jan. 2	Last day for online registration for Spring 2015 (Registration continues in person and by phone)
Jan. 19	Martin Luther King, Jr. Day - University Holiday
Jan. 20	Classes begin for all schools
Feb. 16	President's Day - University holiday
March 20	Last day to withdraw from Spring courses (except in ASAP II courses)
March 9 - March 13	Spring Recess
March 16	Classes resume
April 1	Registration begins for all Graduate programs for Summer, 2015 Applications for degree are due for May graduation - all schools
April 2 - April 5	Easter Recess all Graduate programs

April 6	Classes resume
May 8	Last day of classes/exams for all graduate programs
May 16	Baccalaureate Mass
May 17	65th Commencement Graduate Ceremony - 3 p.m.

Summer 2015	
May 18 - May 29	Graduate Business Summer Session I; Memorial Day Holiday, May 25
May 18 - Aug. 7	Engineering Summer Session; Memorial Day Holiday, May 25
June 1 - June 25	Graduate Business Summer Session II
June 29 - Aug. 1	Graduate Business Summer Session III (July 4 Holiday)
July 6	Registration begins for all Graduate Programs for Fall, 2015 Applications for Degree are due for August 30th graduation (all schools)
Aug. 3 - Aug. 22	Graduate Business Summer Session IV

A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

Fairfield is consistently ranked as one of the top master’s level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master’s programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as "whole persons" - in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your graduate education at Fairfield University.

Sincerely,

Jeffrey P. von Arx, S.J.

President



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 individuals with unique abilities and potentials, and it respects the personal and academic freedom of all 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.

Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the nearly 500-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,400 undergraduate students, 1,200 graduate students, and more than 400 students enrolled for degree completion programs, as well as personal and professional enrichment courses and certificates.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 41 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Nursing, and Graduate School of Education and Allied Professions. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

Since 1993, 63 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University's commitment to the God –given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative,

social, and spiritual – as together, the community seeks to realize a vision of common good that is rooted in genuine human solidarity.

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

Campus Resources & Services

Student Handbook

For information about the Office of Graduate Student Life, parking regulations and stickers, the StagCard, Quick RecPlex, and campus resources and student services, please see the Student Handbook at www.fairfield.edu/studenthandbook and the Graduate Student Reference Guide at www.fairfield.edu/gradstudentlife.

DiMenna-Nyselius Library

The DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Windows-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, scanners, microform readers and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 376,000 e-books, 515 print journal and newspaper subscriptions, electronic access to 60,000 full-text journal and newspaper titles, and 15,000 audiovisual items. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using the research portal, Summon Discovery system. Library resources are accessible from any desktop on or off campus at <http://www.fairfield.edu/library/>. From this site, students use their NetID and password to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence and the Writing Center are both housed on the lower level. The IT Help Desk is on the main level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

Rudolph F. 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.

Early Learning Center

The Early Learning 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 emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year (when the campus is open) from 7:30 a.m.-5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and 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 www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

Located on Loyola Drive, the Aloysius P. Kelley, S.J. Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Exploratory Advising, Disability Support Services, New Student Programs, as well as the Career Planning Center.

Computing Services

Fairfield University has high-speed fiber-optic cable connectivity, with transmission speeds of up to 1 gigabit-per-second. This technology connects our classrooms, residence halls, and offices, providing fast and reliable access to the online library catalogue, email, various databases, and other electronic resources.

Students, staff, and faculty have access to 12 computer labs located throughout campus. These labs are supported by knowledgeable lab assistants, and are open 14 hours a day for both walk-in and classroom use. Each computer lab offers hardware and software for Windows and Macintosh environments. Every dormitory room has access to wired/wireless internet, cable television, and a phone/voicemail connection. Students are issued individual NetID accounts, and are given access to our secure portal my.Fairfield. Here, students are able to check their e-mail, grades, register for courses, review their academic and financial records, and access campus-wide announcements.

Information Technology Services (ITS)

Located within the DiMenna-Nyselius Library, the ITS Help Desk is open Monday through Friday from 8:30 a.m. to 7:00 p.m. and can be reached by phone at (203) 254-4069 or by email at its@fairfield.edu. The ITS offices are located on the first and second floors of Dolan Commons. The ITS team manages all technology services on campus including academic computing, administrative computing, network services, project management, training, and support services.




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 the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series **Open Visions Forum**. The new **Bellarmino Museum of Art** is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit www.fairfield.edu/arts.

Other Requirements

NetID

A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and access to my.Fairfield.

-  Your NetID username is not case sensitive
-  It is generated from University records, and it is a combination of your first, middle, and last names or initials
-  Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard

Your NetID will remain active until you graduate. You will need to change your password every 90 days.

To activate (or "claim") your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: <http://netid.fairfield.edu>. For more detailed information, including step-by-step instructions, visit www.fairfield.edu/netid.

You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.

After claiming your NetID, visit <http://mail.student.fairfield.edu> to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.).

Your e-mail address follows this format: netid@student.fairfield.edu. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

my.Fairfield (<http://my.Fairfield.edu>)

All graduate students are issued individual accounts for my.Fairfield, a secure website 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.

Students may also register their cell phone number for entry into the StagAlert system, Fairfield University's emergency notification system. Click on the "Update Cell Phone Number" link under Student tab, Personal Information link, and follow the prompts.

Students can log in to my.Fairfield with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with my.Fairfield call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

ACCREDITATIONS

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

Additional accreditations include:

AACSB International - The Association to Advance Collegiate Schools of Business (Charles F. Dolan School of Business)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

- B.S. Computer Engineering Program
- B.S. Electrical Engineering program
- B.S. Mechanical Engineering program
- B.S. Software Engineering Program

American Chemical Society

- (College of Arts and Sciences)
- B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education

- (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

- (School of Nursing)
- Undergraduate Nursing programs
- Master's Nursing programs
- Doctoral programs

National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary Education
- Secondary Education
- School Counseling
- School Library Media Specialist
- School Psychology
- Special Education
- TESOL/Bilingual Education programs

National Association of School Psychologists (NASP)

- (GSEAP)
- School Psychology

Program approvals include:

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 National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary and Secondary Education
- Special Education
- TESOL/Bilingual Education
- School Counseling
- School Library Media
- School Psychology
- Connecticut State Board of Examiners for Nursing
- Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

- AACSB International - The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE - American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Action Council for Minorities in Engineering
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- New England Business and Economic Association


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 Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.

 **Fairfield University | Graduate Catalog**

Fairfield University Grad Overview	School of Nursing	Admission	Tuition, Fees, and Financial Aid	Academic Policies and General Regulations
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SCHOOL OF NURSING

GRADUATE PROGRAMS

Doctor of Nursing Practice (DNP)

BSN-DNP

Nurse Anesthesia
Family Nurse Practitioner
Psychiatric Nurse Practitioner

MSN-DNP

E-DNP
Advance Practice DNP

Master of Science in Nursing

Nursing Leadership
Family Nurse Practitioner
Psychiatric Nurse Practitioner

A Message from the Dean

It is my great pleasure to welcome you to Fairfield University School of Nursing. 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 School of Nursing strives for *Cura Personalis*, or education of the whole person. The result of such an education is the development of advanced healthcare professionals, who are morally reflective healthcare leaders and scholars. Our students work to enhance the health and quality of life of individuals, communities and populations with consistent sensitivity to cultural differences and issues of social justice.

Nursing has come a long way over the past century. Advances in technology and healthcare have afforded society an unprecedented opportunity for extended quality and quantity of life. As the Affordable Care Act becomes fully implemented, access to healthcare will also be enhanced. The current challenge before graduate education in nursing is to work with other professionals to achieve the highest level of health for those in our care. Given the global threats to economic and environmental conditions, this is a formidable challenge. However, our educational programs are prepared to meet this challenge. Our faculty are recognized around the world for their expertise in addressing the broad issues that impact global health. These faculty work together as a team to provide every student with the necessary tools and resources to become successful healthcare leaders.

You have chosen Fairfield for your graduate education because of the excellence of our programs and our outstanding faculty. As you gain new knowledge and skills, you will experience the dedication our faculty members have to your development. The relationships you build with your fellow classmates and faculty members will substantially impact your life and career, and the effects will extend long past your days as a student at Fairfield. As leading educators and scholars, our faculty contribute internationally recognized research and life-saving knowledge for the benefit of society.

The School of Nursing offers forward-thinking graduate programs leading to a Doctorate of Nursing Practice (DNP) or a Master of Science in Nursing (MSN). The DNP is a practice-oriented doctorate designed to prepare clinical experts and leaders at the highest educational level. Graduates are clinical and systems level experts who have the knowledge and skills to be effective and practical change agents. Advanced coursework in leadership, systems management, research translation, population health, informatics, and health policy provide the foundation for skill development. Our goal is to prepare the next generation of nurse leaders with a sufficient depth and breadth of expertise to

effectively collaborate as partners. Our graduates are prepared to lead interprofessional teams to enhance quality and safety of patients and families throughout environments of care.

The DNP program has two entry options - BSN to DNP or post-master's DNP. At the BSN to DNP level, we offer three clinical tracks - Family Nurse Practitioner, Psychiatric Nurse Practitioner and Nurse Anesthesia. For those nurses who have already earned a master's degree, we have two post-master's options; advanced practice MSN to DNP or an Executive track (EDNP) designed specifically for current nurse leaders who are seeking a terminal DNP degree while remaining in and preparing for future leadership roles.

The MSN program offers three tracks - Family Nurse Practitioner, Psychiatric Nurse Practitioner and Nursing Leadership. The Nursing Leadership track is an advanced education nurse generalist master's degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. There are two options for areas of focus - Clinical Systems Leadership and Integrated Healthcare Leadership.

Once again, we could not be more excited to provide you with the educational foundation necessary to support your personal objectives. We are pleased to join you on your lifelong journey toward professional development and encourage you to take advantage of all that Fairfield has to offer!

Meredith Wallace Kazer, PhD, CNL, APRN, AGPCNP- BC, FAAN
Dean and Professor, School of Nursing

SCHOOL OF NURSING OVERVIEW

The School of Nursing Doctor of Nursing Practice (DNP) Program

The School of Nursing Graduate Program offers degrees at the master's and doctoral levels. The Doctor of Nursing Practice is a practice-focused doctorate comparable to advanced clinical degrees in other health disciplines such as Medical Doctor (MD), Doctor of Pharmacy (PharmD), Doctor of Public Health (DrPH), and Doctor of Physical Therapy (DPT). The degree represents the highest academic preparation for nursing practice, focusing on expanded scientific knowledge related to providing comprehensive direct care across all settings. Grounded in clinical practice, the DNP moves the focus of advanced practice nursing from the level of the individual patient to the population level by using a cross-population perspective to assess, manage, and evaluate common problems. The DNP is the preferred degree for advanced practice nursing (AACN, 2004). The DNP is expected to become the standard in advanced nursing practice by 2015.

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 School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to mentor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process. Faculty members in the School of Nursing 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 and nurse anesthesia. The BSN-DNP program requires 72-75 course credits for completion, depending on the selected track students enter. Students entering with a MSN are required to complete a minimum of 32 credits for the Advanced Practice DNP and 34 credits for the Executive DNP.

The DNP Family Nurse Practitioner Track

The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings except critical care. Students have clinical practica in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice nurses or MDs. The DNP Family Nurse Practitioner track requires 72 credits of coursework and completion of a clinical portfolio.

The DNP Psychiatric Nurse Practitioner Track

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings - institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders, including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the adolescent to the older adult, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The DNP Psychiatric Nurse Practitioner track requires 74 credits of coursework and completion of a clinical portfolio.

The DNP Nurse Anesthesia Track

The Nurse Anesthesia track prepares students as expert clinicians for every stage and in every setting in which anesthesia is delivered to patients. Because nurse anesthetists are responsible for direct patient care, students gain hands-on experience in a variety of regional (neuraxial and peripheral blocks) and general anesthesia techniques under the supervision of CRNA and M.D. faculty. In addition to "routine" surgical cases, nurse anesthesia students enhance their preparation by participating in trauma, major burn, and high-risk obstetrical cases. Upon graduation, students are eligible to sit for the certification examination administered by the Council on Certification of Nurse Anesthetists. Successful completion of this examination allows the new graduate to practice as a nurse anesthetist in all patient care settings. The DNP Nurse Anesthesia track requires 75

credits and a completion of a clinical portfolio.

Note: A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

The School of Nursing Master of Science in Nursing (MSN) Program

The School of Nursing is admitting students into the MSN program in three tracks: Nursing Leadership, Family Nurse Practitioner and Psychiatric Nurse Practitioner. Practitioner programs lead to a master of science in nursing degree and fulfill academic requirements toward certification as an adult psychiatric or family nurse practitioner. The master's degree program requires 38 to 53 course credits for completion, depending on the selected track.

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 School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process. Faculty members in the School of Nursing are exceptionally qualified by academic and clinical preparation. Many faculty also currently practice in their advanced specialty.

The Nursing Leadership Track - MSN

The Nursing Leadership program is an advanced education, nurse generalist degree created in response to an urgent call for better patient outcomes and improved coordination in the delivery of healthcare services. Graduates of the program will provide leadership at all levels of healthcare to move organizations toward evidence-based systems. This is the perfect degree for graduate nurses who do not wish to be nurse practitioners, but do want to maximize career options in dynamic healthcare environments. Career options include management, clinical nurse leaders, nurse navigators, care coordinators (trauma, stroke), hospital education, adjunct clinical faculty, quality improvement, risk management, and a variety of newly emerging roles. The MSN in Nursing Leadership is based on the assumptions and competencies of the AACN and the development of healthcare leaders. The program equips nurses to advocate for change and gives them the skills to make change happen.

This program targets nurses with diverse career specialties, professional goals and personal interests. In addition to a strong core of courses, the curriculum can be customized to meet the diverse needs of the nursing professional, allowing students to choose between two leadership tracks with coursework outside the School of Nursing. To better align students with the interdisciplinary healthcare environment, students can choose from the rich variety of courses in any of the graduate schools on campus.

The Family Nurse Practitioner Track - MSN

The Family Nurse Practitioner track prepares advanced practice nurses to provide holistic care to individuals of all ages from newborn babies to older adults, including women's health. Students work in all care settings with a focus on delivering health promotion and disease prevention to people with acute and chronic disease. Graduates of this program are eligible to diagnose and manage the care of patients across the life span and in all settings but critical care. Students have clinical practica in nearby city and rural clinics, private practices, hospitals, and settings that employ advanced practice nurses or MDs. The MSN Family Nurse Practitioner track requires 51 credits of coursework, including 12 credits (600 hours) of practicum experience.

The Psychiatric Nurse Practitioner Track - MSN

The Psychiatric Nurse Practitioner track prepares advanced practice nurses to provide care in a wide variety of settings - institutional, community-based, and private practice. Students learn to care for individuals suffering from a variety of mental disorders including mood disorders, anxiety disorders, and thought disorders. Clients range in age from the adolescent to the older adult, and are from diverse ethnic and socio-economic groups. Students learn to assess, diagnose, treat, and evaluate outcomes. Medication management is an important part of the curriculum. Students' clinical practice sites span the state and provide experiences in hospitals, clinics, private practices, correctional facilities, and schools. The MSN Psychiatric Nurse Practitioner track requires 53 credits of coursework, including 12 credits (600 hours) of practicum experience.

Clinical Practica; Health and Professional Requirements; Certification

Practicum Application

All students who plan to enroll in practicum courses must complete the application form one semester prior to the semester in which they wish to enroll. Application packets are available in the School of Nursing office. Deadlines are Oct. 1 for a following spring enrollment, Dec. 1 for a summer enrollment, and March 1 for a fall enrollment. No contracts will be initiated with affiliating agencies until a complete practicum application is on file. Students registering late are not assured placement; thus, progression in the program may be hindered. Due to contractual and insurance limitations, **(1) all clinical hours must be completed within the official course timeframe, and (2) an Incomplete will not be granted for practicum courses.**

Health and Professional Requirements

All students in the DNP and MSN programs must provide proof of current Connecticut RN or APRN licensure and, if born after 12/31/56, documentation of measles and rubella upon application to the program. In addition, prior to starting clinical practicum courses, students must provide documentation of the following health and professional requirements. With the exception of the OSHA requirement, all documentation is submitted directly to Certifiedbackground.com (which tracks student health requirements):

-  Current Connecticut RN License (For all MSN & DNP Students).

- ☒ Current Connecticut APRN license (For Advanced Practice MSN-DNP Students). Please note a copy of both your APRN and RN License must be provided.
- ☒ Cardiopulmonary Resuscitation. Healthcare Provider (American Heart Association), Professional Rescuer (American Red Cross) or American Red Cross CPR/AED for Lifeguard Certification is the minimum requirement. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program.
- ☒ Student Nurse Practitioner Liability Insurance (For all BSN-DNP & MSN Students in the Family & Psychiatric Nurse Practitioner Tracks).
- ☒ Professional RN Liability Insurance (For MSN Students in the Nursing Leadership Track).
- ☒ Professional APRN Liability Insurance (For Advanced Practice MSN-DNP Students).
- ☒ OSHA certification. Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practica.
- ☒ Annual physical examination and non-reactive Mantoux test.
- ☒ Immunizations. Proof of immunization/titre must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practica will not be made until all health and professional requirements are met and students are cleared for clinical by CertifiedBackground.com.

Certification

The DNP and MSN degrees fulfill the academic requirements toward national certification. Practitioner or nurse anesthetist certification provides the necessary credentials to apply for and receive an Advanced Practice Registered Nurse license in the state of Connecticut. An APRN is required in Connecticut for nurses to have prescriptive privileges and receive third-party reimbursement.


Program Options

Curriculum plans are included in the following pages of this catalog. Program options are as follows:

MSN Students:

Master's in Nursing Leadership, Nurse Practitioner Tracks

Basic computer literacy is a prerequisite for graduate nursing courses. The nursing leadership and nurse practitioner tracks have been specifically developed to accomodate the needs of adult students with full-time work schedules. Applicants for a master's degree must hold a bachelor's degree in Nursing. A quality point average of 3.0 or higher is preferred. All applicants must have a professional nursing license to practice in the state of Connecticut.

 **Fairfield University | Graduate Catalog**

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SCHOOL OF NURSING GRADUATE ADMISSION

Admission Policy - Doctor of Nursing Practice (DNP)

BSN Entry Application Deadlines:

- Family Nurse Practitioner - **April 1**
- Psychiatric Nurse Practitioner - **Rolling Admission**
- Nurse Anesthesia - **Rolling Admission**

There are 3 tracks available in the BSN-DNP program: Family Nurse Practitioner, Psychiatric Nurse Practitioner, and Nurse Anesthesia. Admission procedures vary by program. Applications are reviewed by the Graduate Admission Committee.

Applicants for the BSN-DNP at Fairfield must hold a baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent) with a grade point average of 3.0 or higher overall and in the nursing major.

Post Master's Entry Application Deadlines:

- Advanced Practice - **Rolling Admission**
- Executive DNP - **Rolling Admission**

Applicants for the advanced practice and Executive DNP programs must hold a master's degree from a regionally accredited college or university (or the international equivalent), with a grade point average of 3.2 or higher overall and in the nursing major. Advanced Practice candidates must be eligible for APRN licensure in the state of Connecticut. Applications are reviewed by the Graduate Admission Committee.

Admission Procedures

All DNP programs except Nurse Anesthesia

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

1. A completed application. Apply online at fairfield.edu/sonapp
2. A non-refundable \$60 application fee
3. A professional resume
4. A personal statement:
 - ☒ Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
 - ☒ State professional goals for the next 5-10 years
 - ☒ Explain how a DNP will help you reach your goals
5. Official transcripts verifying completion of an undergraduate degree (BSN entry) and Master's degree(MSN entry). All foreign transcripts must be evaluated by an approved evaluating service which can be found at fairfield.edu/eval. Send transcripts to the Office of Graduate and Continuing Studies Admission.
6. Two professional letters of recommendation, one of which must be from a current supervisor or professor who can assess one's current clinical expertise and academic potential, accompanied by the University online recommendation forms.
7. Copy of current RN license; licensure to practice in the state of Connecticut will be required upon admission.
8. Copy of APRN license and certificate of national certification in the advanced specialty (for Nurse Practitioner MSN applicants only)
9. Documentation of the number of supervised clinical hours* completed in previous MSN program (for MSN applicants only)

*A total of 1,000 practicum/immersion hours is required for the DNP. For MSN to DNP students, these hours include up to 600 documented hours of supervision in an MSN program.

Nurse Anesthesia

Nurse Anesthesia applicants must meet the following requirements before applications will be processed:

- ☒ A baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent).
- ☒ Two semesters of biology, one semester of chemistry, one semester of microbiology, and one semester of college math. Physics is strongly recommended.
- ☒ Minimum undergraduate GPA of 3.0 with a science GPA of 3.0.
- ☒ Registered Nurse license to practice in the United States at the time of application. A Connecticut RN license will be required upon admission.
- ☒ A minimum of one year's experience as a RN in a critical care setting (ER does not fulfill this criteria).
- ☒ Current BCLS, ACLS & PALS certification (must be maintained while in the program).
- ☒ GRE - Analytical writing score of 4 or better. Composite scores will be reviewed in relation to the overall application.

Applications are reviewed by the Graduate Admission Committee. Students seeking admission must submit online:

1. A completed application. Apply online at fairfield.edu/sonapp
2. A non-refundable \$60 application fee
3. A professional resume
4. Official transcripts verifying completion of an undergraduate degree. All foreign transcripts must be evaluated by an approved evaluating service which can be found at fairfield.edu/eval. Send transcripts to the Office of Graduate and Continuing Studies Admission.
5. Two (2) recommendations, including one from your current supervisor and one other from an individual who can assess your clinical expertise in an acute care setting
6. A three (3) page, double-spaced personal statement stating your career goals and future contributions to the profession of nurse anesthesia
7. Official report of GRE scores
8. Copy of current RN license; licensure to practice in the state of Connecticut will be required upon admission.

For additional information, contact the Office of Graduate and Continuing Studies Admission at Fairfield University, 1073 North Benson Road, Fairfield, CT, 06824-5195; telephone: (203) 254-4184, or visit the University website at fairfield.edu.

Admission Policy - Master of Science in Nursing Degree Program

Individuals may apply to the graduate program to pursue a master of science in nursing degree. Applicants for a master's degree must hold a bachelor's degree in nursing from a regionally accredited college or university (or the international equivalent) with a quality point average of 3.0 overall and in the nursing major. All applicants must have a current RN license. Once accepted/fully matriculated, all Nurse Practitioner/Nursing Leadership students licensed in another state must provide a copy of current Connecticut RN licensure. RN applicants who have a non-nursing bachelor's degree will be considered on an individual basis and will be required to complete a bridge program of three prerequisite courses (NS 250 *Dimensions of Professional Nursing*, NS 252 *Health Assessment for RNs* and NS 330 *Community, Public and Global Health Nursing*) to be eligible for the MSN program.

Admission Procedures - Master of Science in Nursing Degree Program

Application Deadlines:

Family Nurse Practitioner - **April 1**
Psychiatric Nurse Practitioner - **Rolling Admission**
Nursing Leadership - **Rolling Admission**

Students seeking admission must complete and submit the following online:

1. A completed application. Apply online at fairfield.edu/sonapp
2. A non-refundable \$60 application fee
3. A professional resume
4. A personal statement
 - ☒ Discuss a practice problem in your field that, in your experience, has a broad impact on patient care outcomes
 - ☒ State professional goals for the next 5-10 years
 - ☒ Explain how an MSN will help you reach your goals
5. Official transcripts from all universities/colleges attended sent to the Office of Graduate and Continuing Studies Admission.
6. Two professional letters of recommendation, one of which must be from a current supervisor or professor, who can assess one's current clinical expertise and academic potential, accompanied by the University online recommendation forms.
7. A current RN license*

*Once accepted/fully matriculated, all Nurse Practitioner/Nursing Leadership students licensed in another state must provide a copy of current Connecticut RN licensure.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online at fairfield.edu/immunization. Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: (203) 254-4000 ext. 2241 or e-mail Health@fairfield.edu.





International Students

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

Computer Literacy

Basic computer literacy is expected of all graduate students in the School of Nursing. 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;
-  e-mail to send, receive, and print electronic mail messages; send, receive and open attachments. All students must have a my.Fairfield e-mail account;
-  Internet navigation to investigate research topics using search engines; and 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 campus my.Fairfield e-mail 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.

Students with Disabilities

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

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: Director of Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

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GRADUATE AND DOCTORATE NURSING TUITION, FEES AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for the academic year:

Tuition and Fees for the **Doctor Nursing Practice:**

Application Fee	\$60
Registration Fee	\$30
Graduate Student Activity Fee per semester	\$35
Tuition per credit Nursing DNP	\$900
Tuition per credit Anesthesia DNP	\$1000
Tuition per credit Executive DNP	\$1000

Tuition and Fees for the **MSN Program:**

Application for matriculation (non-refundable)	\$60
Registration per semester	\$30
Graduate Student Activity Fee per semester	\$35
Tuition per credit	\$850
Audit Fee (per three-credit course)	\$1275
Lab Fee	\$45
Materials Fee	\$15-50
Health Assessment Clinical Fee (NS 604) to be determined by and paid directly to Agency	Approx. \$200
Commencement Fee (required of all degree recipients)	\$150
Transcript Fee	\$4
Promissory Note Fee	\$25
Returned Check Fee	\$30

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

Full payment of tuition and fees, and authorization for billing a company must accompany registration for Summer sessions and Intersessions. For the Fall and Spring semesters, it must be received by the initial due date. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/bursar. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on 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 prevent future deferred payments and affect future registrations.

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, which requires a \$25 processing fee, 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 prevent future deferred payments and affect future registration.

Refund of Tuition

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

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

Refunds take two to three weeks to process.

Financial Aid

Advanced Education Nursing Traineeships

A limited number of Advanced Education Nursing Traineeships, made possible through federal legislation, are available through the School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full- and part-time students. For information, please contact the School of Nursing office.

Nurse Anesthesia Traineeships (Available only to Nurse Anesthesia Students)

A limited number of Nurse Anesthesia Traineeships, made possible through federal legislation, may be available to second-year Nurse Anesthesia students through the School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full-time students. For information, please contact the School of Nursing office.

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.


Federal Direct Stafford Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidized by the federal government during graduate student enrollment.


When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduation or withdrawal before loan payments begin.

How to Apply



Step One:

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




Step Two:

-  Complete the required Entrance Counseling and Master Promissory Note (MPN) at www.studentloans.gov.

Step Three:

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

Loan Disbursement

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

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

Alternative Loans

These loans help graduate and professional students pay for their education at the University. For further information view online at: www.fairfield.edu/gradloans.

Tax Deductions


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

Veterans

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

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found at http://www.fairfield.edu/about/about_gainful_employ.html.

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GRADUATE ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

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

Information about state certification requirements may be obtained from specific certification organization websites or graduate faculty advisors.

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom and Responsibility

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

Freedom of Expression

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

Student Rights

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

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

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

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

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

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

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

Student Responsibilities

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

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

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

Academic Honesty

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

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

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

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

Honor Code

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

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

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

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

Option for Graduate Level Courses

Fairfield University undergraduates, with permission, could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. A student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree.

An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full-time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence.

Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress

Academic Load

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

Academic Standards

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

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Standards for Admission and Progression

At Fairfield University School of Nursing, students are required to successfully complete clinical practica involving direct patient care. By accepting admission in the School of Nursing, the student understands the program eligibility and progression requirements.

Disability Statement

Consistent with its mission and philosophy, Fairfield University School of Nursing does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with a disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the nursing program must be able to meet minimum standards for clinical practice, with or without reasonable accommodations. To receive accommodations on the basis of disability, the student must self-identify, provide documentation of the disability, and request accommodation from the Office of Academic and Disability Support Services. The decision regarding appropriate accommodations will be based on the specifics of each case. Accommodations must specifically address the functional limitations of the disability. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. For further information, refer to the Fairfield University [Office of Academic & Disability Support Services](#).

Eligibility Requirements

The curricula leading to degrees in nursing from Fairfield University requires students to possess essential non-academic skills and functions required to engage in clinical practice. It is within the sole determination of Fairfield University and the School of Nursing to assess and determine whether a student meets these skills and functions. Eligibility Requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities:

Critical Thinking

Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

- ☒ Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.
- ☒ Ability to calculate appropriate dosages for specific medications.
- ☒ Ability to use good judgment in establishing priorities and making appropriate decisions in client care.

Interpersonal & Communication

Relationship & communication abilities appropriate for interacting sensitively with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding patient status and response to care, both orally and in writing.

- ☒ Interpersonal skills to communicate effectively with patients/families and members of the healthcare team.
- ☒ Ability to gather and record patient data concerning history, health status and response to care.
- ☒ Ability to give and follow verbal and written reports and directions to patients, families, and members of the health care team.




Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

- ☒ Visual acuity necessary to observe physical changes in health status, prepare and administer medications, and gather reference material and patient data from written and digital sources.
- ☒ Auditory ability to differentiate normal and abnormal heart, lung, & bowel sounds.
- ☒ Tactile ability to differentiate temperature and anomalies of the skin, as well as unsafe patient care devices.
- ☒ Cognitive ability sufficient to read and understand directions, assignments, and patient documents.




Motor Skills and Mobility

Sufficient mobility, including the gross and fine motors skills needed to provide safe and competent nursing care, both routine and emergency.

-  Sufficient motor skills necessary to perform physical care such as ambulation, positioning, and assist with activities of daily living as needed.
-  Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.
-  Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.



Emotional Stability

Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; the ability to monitor and identify one's own and others' emotions, and use the information to guide thinking and actions.

-  Integrity needed to make ethical decisions and honor the professional code of nursing.
-  Emotional ability to maintain calm in a crisis and emergency situation.
-  Ability to develop mature relationships with the healthcare team and modify behavior in response to constructive feedback.

Physical Health and Abilities

Physical health and stamina sufficient to provide care to diverse patient populations.

-  Sufficient energy and ability to manage a typical patient assignment in a variety of settings for a full seven-hour clinical day.
-  Physical health necessary to care for those who are immuno-compromised, incapacitated, and/or otherwise vulnerable.

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to make program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she will be dismissed.

Time to Complete Degree

Students are expected to complete all requirements for the DNP and MSN programs within five years after beginning their course work. MSN to DNP students are expected to complete all requirements for the DNP program within three years after beginning their course work. Each student is expected to make some annual progress toward the degree to remain in good standing. A student who elects to take a leave of absence must submit a request, in writing, to the dean.

Applications for and Awarding of Degrees

All students must file an application for the doctoral and master's degrees in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). 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. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Disruption of Academic Progress

Academic Probation/Dismissal

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

Grades

Any student who earns a grade of C or less must repeat the course. A student who earns a **B-** may be required to repeat the course at the discretion of the faculty/graduate program director/dean. This program policy is effective with the 2010-2011 academic year for **all** students. Any student who earns less than a **B** twice will not be allowed to continue in the program. Practicum courses in the DNP and MSN programs are given a letter grade.

Course Withdrawal

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

Readmission

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

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

Grading System

Grades; 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	Withrew 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.

A change of an incomplete grade follows the established policy.

Incomplete

An Incomplete is issued when, due to an emergency situation such as a documented illness, a student arranges with the course instructor to complete some of the course requirements after the term ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any requests to extend the 30-day time period for completing an Incomplete require approval by the appropriate Dean. Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program. Due to contractual and insurance limitations, an Incomplete will **not** be granted for practicum courses.

Transfer of Credit

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

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

Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (my.Fairfield) at the end of each semester.

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.

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 School of Nursing. Members of Mu Chi are committed to fostering nursing leadership, research and creativity.

Academic Grievance Procedures

Purpose

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

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. This procedure is concerned solely with academic grievances. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for those for which other structures within the university serve as an agency for resolution.

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

Procedural appeals are defined as those seeking a remedy in which no issue of the quality of a student's work is involved. For example, a student might contend that the

professor failed to follow previously announced mechanisms of evaluation.

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

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

Time Limits

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

Informal Procedure

Step one: 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.

Step two: 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.

Step three: 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

Step one: 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 Senior Vice President for Academic Affairs (SVPAA). 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.

Step two: The SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA 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 SVPAA 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 SVPAA 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.

Step three: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.

Step four:For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA 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 SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five:For procedural appeals and academic dishonesty appeals, the SVPAA 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 SVPAA 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 SVPAA 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 SVPAA. 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

- 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.
- Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.
- The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.
- The grievance committee promptly and forthrightly adjudicates the issues.
- 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.
- In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the grievance committee as to possible action in the case.
- 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 the Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; (800)842-0229; www.ctohe.org/studentcomplaints.shtml. Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact NEASC at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, 855-886-3272. <http://cihe.neasc.org/>.

Transcripts

Graduate transcript requests should be made in writing or online at www.fairfield.edu/registrar to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.


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:

- Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.

- 3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the record.

Fairfield University | Graduate Catalog

Doctor of Nursing Practice	Master of Science in Nursing	DNP Curriculum Plans	MSN Curriculum Plans	Course Descriptions
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[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - SON](#) | [Course Descriptions and Academic Programs](#)

The School of Nursing Graduate Programs 2014-15

The School of Nursing Philosophy

The Philosophy of the School of Nursing flows from the Mission Statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth, and justice. The faculty views nursing as the art and science of reflective practice in caring for vulnerable populations. Individuals are biological, psychological, social, and spiritual beings who are unique members of families and of larger social systems. Interaction and communication within these systems influence health and well-being. Health is a dynamic process of physical, mental, spiritual, and environmental harmony that enables people to affirm and pursue their own life goals. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. Health and well-being are influenced by many variables including quality of life. When recovery from illness is not possible, death itself is viewed as the final opportunity for growth.

Students are viewed as holistic individuals who are seeking to develop multifaceted roles and who are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with planned educational experiences, faculty offer support, guidance and mentoring throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified baccalaureate-prepared entry-level practitioners or master's/doctorally prepared advanced-level practitioners, who integrate theory and research into their practices and use a critical approach to problem solving. Because society is rich with diverse religious, ethnic, and cultural groups, nurses are professionals who must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences.

The School of Nursing Mission & Purpose

In keeping with the mission of Fairfield University to develop men and women for others, the School of Nursing builds on a tradition of innovation and a commitment to provide the very best nursing education, scholarship, and professional service locally, nationally, and internationally. The School of Nursing is committed to leadership in nursing. The discovery, transmission, and use of knowledge are at the core of our work. Knowledge of health and illness in individuals, families, groups, and communities, both locally and internationally, provides the context for our charge. The ultimate test of our vision will be the results of contributions of faculty and graduates over time.

Guiding Principles for the Undergraduate and Graduate Programs

Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and underscores the need to provide care to vulnerable populations; that is, those populations that experience actual or potential threats to health or well-being. Provision of care to vulnerable populations is a particular concern to nursing.

Nurses have a moral and ethical obligation to provide and advocate for optimal health care for all members of society regardless of differences in culture, race, gender, socioeconomic status, religion, and age. Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent in care delivery, and develop an understanding and acceptance of self and others.

Holism

Human beings are unique individuals who grow in complexity throughout life. Holism is an approach to assessment and management of patient-centered care that considers the biological, psychological, sociocultural, and spiritual needs of patients, and searches for the deeper and more complex roots of ill health beyond the individual. Interactions among and between people and the environments in which they live are considered in planning and providing quality nursing care. The holistic approach supports and relies upon the therapeutic nurse-patient relationship and a focus on wholeness, harmony and healing.

Reflective Practice

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally sensitive care that promotes, maintains, or restores health. Nursing practice integrates scientific problem solving with holistic caring. Reflective practice emphasizes a combination of rational and intuitive processes that allow students to discover the links between theory and practice, help them to develop their skills in creating holistic, individualized, and flexible plans of care, and enhance their acceptance of professional responsibility. It incorporates approaches such as reflection-on-action, reflection-in-action, and reflection-before-action. Reflective practice leads to greater awareness of individual beliefs, biases, and existing knowledge base, development of creative and critical thinking processes, changes in perspectives, attitudes, and behaviors, and enhanced personal and professional identity development. The establishment of a pattern of reflective practice encourages lifelong learning and ultimately advances the discipline of nursing through greater knowledge production and opportunities for leadership.

Professionalism

Characteristics of professional nursing practice include critical thinking, clinical reasoning, decision-making, and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession. Nurses function as integral members of interprofessional teams and collaborate with other health care providers, patients, family and community members. Their role involves responsibilities for teaching, making referrals, and strategizing to shape health policy at local, state, national, and international levels. The purpose of this collaborative, interprofessional activity is to improve care and address quality and safety issues through education, consultation, and management. Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health. Leadership and management skills are essential to shape the future of health care, and help others attain goals and facilitate change. Participation in professional organizations and groups, role modeling, client advocacy, political activism, and fostering a learning environment by mentoring and precepting others is expected.

DNP Program Outcomes

A graduate of the Fairfield University School of Nursing [DNP program](#) will be able to:


1. Independently provide culturally sensitive and evidence-based care to individuals and populations in a defined area of advanced nursing practice.
2. Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare systems, considering ethical, legal, and socially just patient-centered care.
3. Translate research into practice through critique of existing evidence, evaluation of outcomes, and implementation of projects that contribute to the development of best practices.
4. Integrate science and theory from nursing and related disciplines within a reflective practice framework to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
5. Evaluate patient, population, and healthcare system outcomes using fiscal analysis and cost-effective strategies to achieve quality improvement.
6. Analyze the use of healthcare information systems and patient care technology to assure quality healthcare outcomes.
7. Lead collaborative interprofessional relationships and partnerships to transform healthcare delivery systems and improve health.
8. Assume a leadership role in the analysis, development, implementation, and evaluation of policies to improve healthcare delivery and outcomes at the local, regional, national, and international levels.

Master of Science in Nursing Program Outcomes

A graduate of the Fairfield University School of Nursing Master of Science in Nursing program will be able to:

1. Provide advanced nursing assessment, diagnosis, management, and evaluation to achieve individual and system-identified outcomes with respect for cultural diversity and the unique characteristics of the individual, family, and community.
2. Develop cost-effective, holistic patient care including information systems for healthcare delivery.
3. Use an ethical framework to guide the integration of nursing science and theory to inform clinical judgments, facilitate sustainable healthcare solutions, and advocate for patients, families and communities.
4. Negotiate a role within the healthcare delivery system that provides for interprofessional collaboration, interdependence, and a professional identity as an advanced nursing professional with specialized knowledge.
5. Lead interprofessional teams by initiating and maintaining effective working relationships using mutually respectful communication and collaboration.
6. Provide advanced nursing care, management and evaluation of healthcare delivery systems using research, evidence-based protocols, care models, and scholarly debate.
7. Consistently demonstrate critical reasoning at an advanced level of practice and in the management and evaluation of healthcare systems, using the tenets of social responsibility, truth, and justice.
8. Demonstrate continuous self-growth through reflection and active participation in professional activities.
9. Influence the quality of healthcare delivery through local, regional, and national policies.

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Graduate Courses Required for DNP

BSN to DNP

Foundation Core Courses (12 credits)		
NS 601	Epidemiology and Biostatistics	(3)
NS 605	Advanced Healthcare Policy	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)
NS 610	Advanced Nursing Roles and Reflective Practice	(3)
DNP Core Courses (15 credits theory; 8-15 credits DNP Immersion/Seminar)		
NS 611	Clinical Prevention & Strategies for Change	(3)
NS 612	Research Translation for Clinical Practice	(3)
NS 613	Finance & Quality Management in Healthcare Organizations	(3)
NS 614	Information Technology for Healthcare Improvement	(3)
NS 615	Leadership & Interprofessional Collaboration	(3)
NS 687	DNP Immersion	(1-5)*
NS 697	DNP Seminar I	(1)†
NS 699	DNP Seminar II	(1)†
Advanced Practice Core Courses (10 credits)		
NS 604	NS 604 Advanced Health Assessment	(4)
NS 640	NS 640 Advanced Physiology & Pathophysiology	(3)
NS 641	NS 641 Advanced Pharmacology	(3)
Specialty Courses:		
<i>Family Nurse Practitioner (25 credits)</i>		
NS 642	Adult Health I	(3)
NS 643	Adult Health II	(4)
NS 644	Practicum in Adult Health I	(4)
NS 645	Care of Children & Families	(3)
NS 646	Practicum in Care of Women, Children & Families	(4)
NS 647	Care of At-Risk Populations	(3)
NS 648	Practicum in Care of At-Risk Populations	(4)
<i>Psychiatric Nurse Practitioner (27 credits)</i>		
NS 650	Psychopathology	(3)
NS 652	Mental Health Nursing of Individuals Across the Lifespan	(3)
NS 661	Mental Health Nursing of Groups & Families Across the Lifespan	(2)
NS 663	Primary Mental Health Nursing Across the Lifespan	(2)
NS 665	Mental Health Nursing of Children and Adolescents	(2)
NS 666	Practicum I/II/III: PMHNP	(12)
CN 455	Group Work: Theory and Practice	(3)

<i>Nurse Anesthesia (30 credits)</i>		
NS 670	Human Anatomy & Physiology for Nurse Anesthetists	(3)
NSAN 671	Pharmacologic Strategies in Anesthesia Practice	(3)
NSAN 672	Basic Principles of Nurse Anesthesia Practice	(3)
NSAN 673	Chemistry & Physics for Nurse Anesthetists	(3)
NSAN 674	Advanced Principles of Nurse Anesthesia Practice	(3)
NSAN 675	Clinical Orientation/Specialty Rotations	(1)
NSAN 676	Clinical Practicum I	(1)
NSAN 677	Clinical Practicum II	(1)
NSAN 678	Regional Anesthesia & Pain Management in Clinical Practice	(2)
NSAN 679	Clinical Correlation Conference I	(1)
NSAN 680	Clinical Practicum III	(2)
NSAN 681	Clinical Correlation Conference II	(1)
NSAN 682	Clinical Practicum IV	(2)
NSAN 683	Clinical Correlation Conference III	(2)
NSAN 685	Clinical Practicum V	(2)

MSN to DNP

-  Executive Doctor of Nursing Practice (DNP)
-  Advance Practice Doctor of Nursing Practice (DNP)


Foundation Core Courses (7 credits)		
NS 601	Epidemiology and Biostatistics	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)
NS 609	Roles Reflective Practice for MSN-DNP Students	(1)
DNP Core Courses (15 credits theory plus DNP Immersion/Seminar)		
NS 602	Healthcare Economics and Marketing (Executive DNP only)	(3)
NS 611	Clinical Prevention & Strategies for Change	(3)
NS 612	Research Translation for Clinical Practice	(3)
NS 613	Finance & Quality Management in Healthcare Organizations (3) (Advance Practice DNP only)	(3)
NS 614	Information Technology for Healthcare Improvement	(3)
NS 615	Leadership & Interprofessional Collaboration	(3)
NS 687	DNP Immersion	(1-5)*
NS 697	DNP Seminar I	(1)†
NS 699	DNP Seminar II	(1)†

* A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

† In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their dissertation must continue to register for 1-credit advisement each semester until completion.

Executive DNP

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Graduate Courses Required for MSN

Nursing Leadership

Graduate Core Courses (13 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4)
NS 601	Epidemiology & Biostatistics	(3)
NS 605	Advanced Healthcare Policy	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)
Practice Core Courses (10 credits)		
NS 604	Advanced Health Assessment	(4)
NS 640	Advanced Physiology and Pathophysiology	(3)
NS 641	Advanced Pharmacology	(3)
Clinical Systems Leadership Specialty Courses (15 credits)		
NS 614	Information Technology for Healthcare Improvement	(3)
NS 523	Quality Outcomes Management I	(4)
NS 524	Quality Outcomes Management II	(5)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3)
Integrated Healthcare Leadership Specialty Courses (15 credits)		
NS 614	Information Technology for Healthcare Improvement	(3)
NS 525	Master's Leadership Practicum	(3)
	Master's Electives	(9)

Practitioner

Graduate Core Courses (16 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4)
NS 601	Epidemiology and Biostatistics	(3)
NS 605	Advanced Healthcare Policy	(3)
NS 608	Research Methods for Evidence-Based Practice	(3)
NS 614	Information Technology for Healthcare Improvement	(3)
Practice Core Courses (10 credits)		
NS 604	Advanced Health Assessment	(4)
NS 640	Advanced Physiology and Pathophysiology	(3)
NS 641	Advanced Pharmacology	(3)
Specialty Courses:		
<i>Family Nurse Practitioner (25 credits)</i>		
NS 642	Adult Health I	(3)
NS 643	Adult Health II	(4)

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Doctor of Nursing Practice Curriculum Plans

Family Nurse Practitioner Track - BSN to DNP (Full Time)

First Year		
Fall Semester		
NS 605	Advanced Healthcare Policy	3 credits
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits
Spring Semester		
NS 601	Epidemiology and Biostatistics	3 credits
NS 604	Advanced Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 697	DNP Seminar I	1 credit
Summer Semester		
NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 641	Advanced Pharmacology	3 credits
Second Year		
Fall Semester		
NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 642	Adult Health I	3 credits
Spring Semester		
NS 612	Research Translation for Clinical Practice	3 credits
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 643	Adult Health II	4 credits
Summer Semester		
NS 644	Practicum in Adult Health I	4 credits
NS 687	DNP Immersion*	2 credits
Third Year		
Fall Semester		
NS 645	Care of Children and Families	3 credits
NS 646	Practicum in Care of Women, Children and Families	4 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar II	1 credit
Spring Semester		
NS 647	Care of At-Risk Populations	3 credits
NS 648	Practicum in Care of At-Risk Populations	4 credits
NS 687	DNP Immersion*	3 credits

*A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

Family Nurse Practitioner Track - BSN to DNP (Part Time)

First Year		
Fall Semester		
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits
Spring Semseter		
NS 604	Advance Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 697	DNP Seminar I	1 credit
Summer Term		
NS 605	Advanced Healthcare Policy	3 credits
NS 641	Advanced Pharmacology	3 credits
Second Year		
Fall Semester		
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 642	Adult Health I	3 credits
Spring Semseter		
NS 601	Epidemiology and Biostatistics	3 credits
NS 643	Adult Health II	4 credits
Summer Term		
NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 644	Practicum in Adult Health I	4 credits
Third Year		
Fall Semester		
NS 645	Care of Children & Families	3 credits
NS 646	Practicum in Care of Women, Children, & Families	4 credits
Spring Semester		
NS 647	Care of At-Risk Populations	3 credits
NS 648	Practicum in Care of At-Risk Populations	4 credits
Summer Term		
NS 612	Research Translation for Clinical Practice	3 credits
NS 687	DNP Immersion*	2 credits
Fourth Year		
Fall Semester		
NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar II	1 credit
Spring Semester		
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 687	DNP Immersion*	3 credits

Total Credits: 72

* A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

Psychiatric Nurse Practitioner Track - BSN-DNP (Full Time)

First Year		
Fall Semester		
NS 605	Advanced Healthcare Policy	3 credits
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits
Spring Semester		
NS 601	Epidemiology and Biostatistics	3 credits
NS 604	Advanced Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 697	DNP Seminar I	1 credit
Summer Semester		
NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 612	Research Translation for Clinical Practice	3 credits
NS 641	Advanced Pharmacology	3 credits
Second Year		
Fall Semester		
NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 650	Psychopathology	3 credits
Spring Semester		
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 665	Mental Health Nursing of Children and Adolescents	2 credits
CN 455	Group Work Theories and Practice	3 credits
Summer Semester		
NS 652	Mental Health Nursing of Individuals Across the Lifespan	3 credits
NS 666	Practicum I: PMHNP	4 credits
NS 687	DNP Immersion*	2 credits
Third Year		
Fall Semester		
NS 661	Mental Health Nursing of Groups and Families Across the Lifespan	2 credits
NS 666	Practicum II: PMHNP	4 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar II	1 credit
January Intersession		
NS 687	DNP Immersion* (optional)	2 credits
Spring Semester		
NS 663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	2 credits
NS 666	Practicum III: PMHNP	4 credits
NS 687	DNP Immersion*	2 credits

*A total of 1000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

Psychiatric Nurse Practitioner Track - BSN to DNP (Part Time)

First Year		
Fall Semester		
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits
Spring Semester		
NS 604	Advanced Health Assessment	4 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 697	DNP Seminar I	1 credit
Summer Term		
NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 641	Advanced Pharmacology	3 credits
Second Year		
Fall Semester		
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 650	Psychopathology	3 credits
Spring Semester		
NS 601	Epidemiology and Biostatistics	3 credits
NS 665	Mental Health Nursing of Children and Adolescents	2 credits
CN 455	Group Work Theory and Practice	3 credits
Summer Term		
NS 652	Mental Health Nursing of Individuals Across the Lifespan	3 credits
NS 666	Practicum I: PMHNP	4 credits
Third Year		
Fall Semester		
NS 661	Mental Health Nursing of Groups & Families Across the Lifespan	2 credits
NS 666	Practicum II: PMHNP	4 credits
January Intersession		
NS 687	DNP Immersion* (optional)	2 credits
Spring Semester		
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 663	Primary Mental Health Nursing of At-Risk Populations	2 credits
NS 666	Practicum III: PMHNP	4 credits
Summer Term		
NS 605	Advanced Healthcare Policy	3 credits
NS 612	Research Translation for Clinical Practice	3 credits
NS 687	DNP Immersion*	1 credit
Fourth Year		
Fall Semester		
NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 687	DNP Immersion*	3 credits
NS 699	DNP Seminar II	1 credit
Spring Semester		
NS 687	DNP Immersion*	4 credits

Total Credit: 74

* A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

Executive Doctor of Nursing Practice - MSN to DNP

First Year		
Fall Semester		
NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 609	Role Reflective Practice for MSN-DNP Students	1 credit
Spring Term		
NS 601	Epidemiology and Biostatistics	3 credits
NS 697	DNP Seminar I	1 credit
Summer Term		
NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 687	DNP Immersion*	3 credits
Second Year		
Fall Semester		
NS 602	Healthcare Economics and Marketing	3 credits
Spring Term		
NS 615	Leadership & Inerprofessional Collaboration	3 credits
Summer Semester		
NS 612	Research Translation for Clinical Practice	3 credits
NS 687	DNP Immersion*	3 credits
Third Year		
Fall Semester		
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 687	DNP Immersion*	1 credit
Spring Semester		
NS 605	Advanced Healthcare Policy	3 credits
NS 687	DNP Immersion*	1 credit

Total Minimum Credits: 34

* A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.

Advance Practice - MSN to DNP

First Year		
Fall Semester		
NS 608	Research Methods for Evidence-Based Practice	3 credits
NS 609	Role Reflective Practice for MSN-DNP Students	1 credit
NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
Spring Semester		
NS 601	Epidemiology and Biostatistics	3 credits

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NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 697	DNP Seminar I	1 credit
Summer Term		
NS 611	Clinical Prevention & Strategies for Change	3 credits
NS 612	Research Translation for Clinical Practice	3 credits
NS 687	DNP Immersion*	1-5 credits
Second Year		
Fall Semester		
NS 614	Information Technology for Healthcare Improvement	3 credits
NS 687	DNP Immersion*	1-5 credits
NS 699	DNP Seminar II	1 credit
Spring Semester		
NS 687	DNP Immersion*	1-5 credits

Total Credits: 32-38

* A total of 1,000 practicum/immersion hours is required for the DNP with the exception of the Nurse Anesthesia program which requires a minimum of 1,200 hours. For MSN to DNP students, these hours include documented hours of supervision in an MSN program.


Nurse Anesthesia Track

First Year		
Summer Semester		
NS 605	Advanced Healthcare Policy	3 credits
NS 670	Human Anatomy & Physiology for Nurse Anesthetists	3 credits
NSAN 673	Chemistry & Physics for Nurse Anesthetists	3 credits
Fall Semester		
NS 604	Advanced Health Assessment	4 credits
NS 610	Advanced Nursing Roles & Reflective Practice	3 credits
NS 614	Information Technology for Healthcare Improvement	3 credits
Spring Semester		
NS 601	Epidemiology and Biostatistics	3 credits
NS 608	Research Methods for Evidence-Based Practice	3 credits
NSAN 671	Pharmacologic Strategies in Anesthesia Practice	3 credits
NSAN 672	Basic Principles of Nurse Anesthesia Practice	3 credits
Second Year		
Summer Semester		
NS 611	Clinical Prevention & Strategies for Change	3 credits
NSAN 674	Advanced Principles of Nurse Anesthesia Practice	3 credits
NSAN 675	Clinical Orientation/Specialty Rotations	1 credit
NSAN 678	Regional Anesthesia & Pain Management in Clinical Practice	2 credits
Fall Semester		
NS 613	Finance & Quality Management in Healthcare Organizations	3 credits
NS 640	Advanced Physiology & Pathophysiology	3 credits
NS 687	DNP Immersion*	1 credit
NSAN 676	Clinical Practicum I	1 credit

Spring Semester		
NS 612	Research Translation for Clinical Practice	3 credits
NS 615	Leadership & Interprofessional Collaboration	3 credits
NS 687	DNP Immersion*	1 credit
NSAN 677	Clinical Practicum II	1 credit
Third Year		
Summer Semester		
NS 641	Advanced Pharmacology	3 credits
NS 687	DNP Immersion*	1 credit
NSAN 679	Clinical Correlation Conference I	1 credit
NSAN 680	Clinical Practicum III	2 credits
Fall Semester		
NS 687	DNP Immersion*	2 credits
NS 697	DNP Seminar I	1 credit
NSAN 681	Clinical Correlation Conference II	1 credit
NSAN 682	Clinical Practicum IV	2 credits
Spring Semester		
NS 687	DNP Immersion*	1 credit
NS 699	DNP Seminar II	1 credit
NSAN 683	Clinical Correlation Conference III	2 credits
NSAN 685	Clinical Practicum V	2 credits

Total Credits: 75

* A minimum of 1,200 practicum/immersion hours are required for the DNP.

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Master of Science in Nursing Program - Curriculum Plans

Master's in Nursing Leadership

Clinical Systems Leadership

First Year		
Fall Semester (7 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology & Pathophysiology	(3 credits)
Spring Semester (7 credits)		
NS 604	Advanced Health Assessment	(4 credits)
NS 641	Advanced Pharmacology	(3 credits)
Second Year		
Fall Semester (6 credits)		
NS 608	Research Methods for Evidence-Based Practice	(3 credits)
NS 614	Information Technology for Healthcare Improvement	(3 credits)
Spring Semester (6 credits)		
NS 601	Epidemiology and Biostatistics	(3 credits)
NS 605	Advanced Healthcare Policy	(3 credits)
Third Year		
Fall Semester (7 credits)		
NS 523	Quality Outcomes Management I	(4 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
Spring Semester (5 credits)		
NS 524	Quality Outcomes Management II	(5 credits)
Total Credits: 38		

Master's in Nursing Leadership

Integrated Healthcare Leadership

First Year		
Fall Semester (7 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology & Pathophysiology	(3 credits)
Spring Semester (7 credits)		
NS 604	Advanced Health Assessment	(4 credits)
NS 641	Advanced Pharmacology	(3 credits)
Second Year		

Fall Semester (6 credits)		
NS 608	Research Methods for Evidence-Based Practice	(3 credits)
NS 614	Information Technology for Healthcare Improvement	(3 credits)
Spring Semester (6 credits)		
NS 601	Epidemiology and Biostatistics	(3 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
Third Year		
Fall Semester (6 credits)		
NS 605	Advanced Healthcare Policy	(3 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
Spring Semester (6 credits)		
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
NS 525	Master's Leadership Practicum	(3 credits)
Total Credits: 38		

Family Nurse Practitioner Track

First Year		
Fall Semester (7 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology and Pathophysiology	(3 credits)
Spring Semester (7 credits)		
NS 601	Epidemiology and Biostatistics	(3 credits)
NS 604	Advanced Health Assessment	(4 credits)
Summer Term (6 credits)		
NS 614	Information Technology for Healthcare Improvement	(3 credits)
NS 641	Advanced Pharmacology	(3 credits)
Second Year		
Fall Semester (6 credits)		
NS 608	Research Methods for Evidence-Based Practice	(3 credits)
NS 642	Adult Health I	(3 credits)
Spring Semester (7 credits)		
NS 605	Advanced Healthcare Policy	(3 credits)
NS 643	Adult Health II	(4 credits)
Summer Term (4 credits)		
NS 644	Practicum in Adult Health I	(4 credits)
Third Year		
Fall Semester (7 credits)		
NS 645	Care of Children & Families	(3 credits)
NS 646	Practicum in Care of Women, Children & Families	(4 credits)
Spring Semester (7 credits)		
NS 647	Care of At-Risk Populations	(3 credits)
NS 648	Practicum in Care of At-Risk Populations	(4 credits)
Total Credits: 51		

Psychiatric Nurse Practitioner Track

First Year		
Fall Semester (7 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology and Pathophysiology	(3 credits)
Spring Semester (6 credits)		
NS 601	Epidemiology and Biostatistics	(3 credits)
NS 608	Research Methods for Evidence-Based Practice	(3 credits)
Summer Term (6 credits)		
NS 605	Advanced Healthcare Policy	(3 credits)
NS 614	Information Technology for Healthcare Improvement	(3 credits)
Second Year		
Fall Semester (7 credits)		
NS 604	Advanced Health Assessment	(4 credits)
NS 650	Psychopathology	(3 credits)
Spring Semester (8 credits)		
NS 641	Advanced Pharmacology [Prereq: NS 640]	(3 credits)
CN 455	Group Work: Theories & Practices [Prereq: NS 650]	(3 credits)
NS 665	Mental Health Nursing of Children & Adolescents	(2 credits)
Summer Term (7 credits)		
NS 652	Mental Health Nursing of Individuals Across the Lifespan	(3 credits)
NS 666	Practicum I/II/III: PMHNP	(4 credits)
Third Year		
Fall Semester (6 credits)		
NS 661	Mental Health Nursing of Groups & Families Across the Lifespan	(2 credits)
NS 666	Practicum I/II/III: PMHNP	(4 credits)
Spring Semester (6 credits)		
NS 663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	(2 credits)
NS 666	Practicum I/II/III: PMHNP	(4 credits)
Total Credits: 53		

Master's in Nursing Leadership

Clinical Systems Leadership

First Year		
Fall Semester (7 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology & Pathophysiology	(3 credits)
Spring Semester (7 credits)		
NS 604	Advanced Health Assessment	(4 credits)
NS 641	Advanced Pharmacology	(3 credits)
Second Year		
Fall Semester (6 credits)		
NS 608	Research Methods for Evidence-Based Practice	(3 credits)


NS 614	Information Technology for Healthcare Improvement	(3 credits)
Spring Semester (6 credits)		
NS 601	Epidemiology and Biostatistics	(3 credits)
NS 605	Advanced Healthcare Policy	(3 credits)
Third Year		
Fall Semester (7 credits)		
NS 523	Quality Outcomes Management I	(4 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
Spring Semester (5 credits)		
NS 524	Quality Outcomes Management II	(5 credits)
Total Credits: 38		

Master's in Nursing Leadership
Integrated Healthcare Leadership

First Year		
Fall Semester (7 credits)		
NS 521	Nursing Leadership Roles for Systems Improvement	(4 credits)
NS 640	Advanced Physiology & Pathophysiology	(3 credits)
Spring Semester (7 credits)		
NS 604	Advanced Health Assessment	(4 credits)
NS 641	Advanced Pharmacology	(3 credits)
Second Year		
Fall Semester (6 credits)		
NS 608	Research Methods for Evidence-Based Practice	(3 credits)
NS 614	Information Technology for Healthcare Improvement	(3 credits)
Spring Semester (6 credits)		
NS 601	Epidemiology and Biostatistics	(3 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
Third Year		
Fall Semester (6 credits)		
NS 605	Advanced Healthcare Policy	(3 credits)
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
Spring Semester (6 credits)		
	Master's Elective (Engineering, Education, Business, Arts & Sciences)	(3 credits)
NS 525	Master's Leadership Practicum	(3 credits)
Total Credits: 38		

NS 644	Practicum in Adult Health I	(4)
NS 645	Care of Children & Families	(3)
NS 646	Practicum in Care of Women, Children & Families	(4)
NS 647	Care of At-Risk Populations	(3)
NS 648	Practicum in Care of At-Risk Populations	(4)
<i>Psychiatric Nurse Practitioner (27 credits)</i>		
NS 650	Psychopathology	(3)
NS 652	Mental Health Nursing of Individuals Across the Lifespan	(3)
NS 665	Mental Health Nursing of Children & Adolescents	(2)
CN 455	Group Work: Theory and Practice*	(3)
NS 661	Mental Health Nursing of Groups & Families Across the Lifespan	(2)
NS 663	Primary Mental Health Nursing of At-Risk Populations Across the Lifespan	(2)
NS 666	Practicum I/II/III: PMHNP	(12)

*GSEAP course

Fairfield University | Graduate Catalog

Doctor of Nursing Practice	Master of Science in Nursing	DNP Curriculum Plans	MSN Curriculum Plans	Course Descriptions
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[2014 Course Catalogs](#) | [Graduate Catalogs 2014-15](#) | [Graduate Catalog - SON](#) | [Course Descriptions and Academic Programs](#) | [Course Descriptions](#)

Graduate Course Descriptions

CN 455 Group Work: Theory and Practice

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. Prerequisite: NS 650. Three credits.

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NS 521 Nursing Leadership Roles for Systems Improvement

This course provides evidence-based knowledge and skills to maximize the development of one's leadership role in evolving and challenging healthcare systems. Discussion of advanced nursing roles will be explored as vital members of the interprofessional team. Discussion and clinical application will focus on supporting students to develop their ability to be collaborative, knowledge-based decision makers and facilitators in the context of systems analysis and improvement. The intent of this course is to explore the many facets of leadership and healthcare improvement, and to examine strategies that will develop nurse leaders to promote health, improve outcomes, and facilitate the design of high-performing systems that better serve patients, families, staff, and the organization. Students will develop proficiency in reflective practice, and evaluating and communicating data as a means to support systems improvement. (42 theory hours; 50 clinical hours) Four credits.

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NS 523 Quality Outcomes Management I

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. Prereq: NS 521, NS 614, NS 640, NS 641 (28 theory hours; 100 clinical hours) Four credits.

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NS 524 Quality Outcomes Management II

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. Prerequisite: NS 523. (250 clinical hours) Five credits.

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NS 525 Master's Leadership Practicum

Students in this immersion experience develop an improvement plan which integrates best practices, principles of effective leadership, communication skills, and the use of information systems to evaluate outcomes. Students implement the plan with an interdisciplinary team creating partnerships and creative solutions related to the complexity of enacting organizational change. Under the mentorship of faculty and an agency-based preceptor, students complete their leadership project utilizing an evidence-based approach that builds upon the students' expertise and academic coursework. Clinical conferences provide a venue to analyze students' experiences in leading change. Prerequisite: NS 521, NS 601, NS 604, NS 608, NS 614, NS 640, NS 641 (150 clinical hours) Three credits

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NS 598 Independent Study in Nursing

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Prerequisite: permission of the instructor and dean. One to five credits.

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NS 601 Epidemiology and Biostatistics

This course presents epidemiologic principles and biostatistical methods for the presentation and analysis of health-related data. Data from a variety of sources will be used to draw inferences about the health status of populations. Biostatistical techniques are used to examine relationships among contributing factors for population health in order to plan and evaluate health services and programs. Epidemiological methods for conducting studies will be discussed in detail, with an emphasis on group and population methods. Ethical issues related to the application of biostatistics and data privacy, such as IRB requirements, genomics, population genetics, clinical trials, and public health epidemiological studies are addressed. (42 theory hours) Three credits.

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NS 602 Healthcare Economics and Marketing

This course begins by applying microeconomic theory to the health sector of the U.S. economy with a focus on incentives throughout the health care system. Topics include the demand for health care and health insurance, managed care and the role of government. The U.S. experience is compared to alternative health care systems. Special topics in global public health are also explored. (42 theory hours) Three credits.

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NS 604 Advanced 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. Lab fee: TBD - approx. \$200. (Prerequisite: demonstrated competency in basic health assessment prior to registration.) (28 theory hours and 56 lab hours) Four credits.

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NS 605 Advanced Healthcare Policy

This course focuses on the analysis of healthcare policy principles that impact practice-level and system-wide practice initiatives influencing quality of care delivery. Principles of healthcare financing and its impact on healthcare policy development across all stakeholders are evaluated. Students gain skills in participating in institutional, local, state, federal, and international health policy, influencing policy makers involved in healthcare. Current health policy is analyzed and new proposals debated on issues ranging from access for the uninsured to palliative care, mental health parity to long-term care reimbursement, and pay for performance to entry level education for health professionals. Analysis and debate considers differences in nations and cultures. (42 theory hours) Three credits.

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NS 608 Research Methods for Evidence-Based Practice

This course prepares advanced nurses to identify practice problems and critique current research for relevance and application to practice. An overview of the philosophy of science and knowledge development in relation to the development of nursing science and middle range theories will be presented. Basic concepts of qualitative and quantitative research methods will be examined. Using a reflective research approach, students identify a practice problem to address a clinical question derived from a problem identified within a specific population or setting, and develop a plan for implementing an evidence-based practice project. (42 theory hours) Three credits.

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NS 609 Role Reflective Practice for MSN-DNP Students

This online module course introduces reflective practice, portfolio developmentand health policy for the doctoral of nursing practice student. The methods, processes, applications, benefits, and limitations of reflection and reflective practice are examined. Advanced practice roles of expert clinician, collaborator, educator, teacher, consultant, advocate, researcher and manager are addressed through exemplars of reflective praxis. Students identify and analyze a health policy issue and develop strategies to influence the political process toward change. (14 theory hours) One credit.

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NS 610 Advanced Nursing Roles and Reflective Practice

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) Three credits.

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NS 611 Clinical Prevention & Strategies for Change

This course presents models of health promotion and illness prevention that synthesize psychological, biophysical, cultural, and social dimensions in order to develop, implement, and evaluate prevention interventions for at-risk individuals and populations. A patient-as-partner approach is used, along with a community partnership approach to care coordination. Students examine factors that impact self-care and wellness throughout the life span. Advanced practice interventions, based on behavioral theories as well as neuroscience, research, evidence-based practice, and federal guidelines, are examined to identify barriers to adherence, assist in modification of lifestyle and related behaviors, enhance resiliency, and increase well-being and optimal functioning at the individual level. Social determinants of health, current Healthy People 2010, and the developing Healthy People 2020 documents are examined as a basis for moving beyond individual interventions to institutional, local, state, and national change to support individual health promotion activities. Evaluation methods appropriate for the strategies identified are applied within a service learning component of the course. (42 theory hours) Three credits.

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NS 612 Research Translation for Clinical Practice

This course focuses on the critical analysis, synthesis and application of qualitative and quantitative research methods for improvement of outcome indicators at the individual, family, system and population level. Emphasis will be placed on current paradigms of scholarship including Boyer's Model of Scholarly Nursing and the philosophy of reflective practice, bridging the gap between research and practice, and outcome assessment in advanced nursing practice. The evaluation of instruments to measure outcomes and methods of qualitative analysis will be examined, and ethical and legal considerations will be addressed as they relate to the IRB process. The process of identifying potential sources of grant funding and models of long-term program evaluation will also be explored. Students will develop an IRB-ready project proposal based upon a previously identified practice problem within their area of specialization. Prerequisite: NS 608 (42 theory hours) Three credits.

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NS 613 Finance & Quality Management in Healthcare Organizations

This course focuses on finance and quality management in complex healthcare systems. . Students develop the ability to make sound decisions and be change agents through the use of interprofessional collaboration and nursing consultation. As a member and leader of interdisciplinary teams, safe, reliable, and cost-effective care for individuals, cohorts and communities is designed and evaluated for best practices. Principles of business, finance, risk management, and economics are examined in order to analyze, develop and implement practice-level and system-wide practice initiatives. Leadership and the process of healthcare delivery from a systems perspective emphasize continuous process improvement to achieve quality outcomes. Effective strategies are evaluated for managing the ethical dilemmas inherent in patient care and healthcare organizations. (42 theory hours) Three credits.

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NS 614 Information Technology for Healthcare Improvement

This course focuses on the evaluation and utilization of information systems and technology in order to support and improve patient care and health care systems, provide leadership within health care systems and/or academic settings and impact quality improvement initiatives with emphasis on the, macro and meso system levels. Discussion focuses on the design, selection and utilization of information systems as a means to evaluate programs of care, outcomes of care and care systems. In addition, students will evaluate the use of information systems and technology resources using case studies to implement quality improvement initiatives, support practice and administrative decision-making, and apply budgetary and productivity tools to support and improve patient outcomes. Discussion of the legal, ethical and cultural issues as they relate to the use of information technology for improvement of health care will be woven throughout the course. (42 theory hours) Three credits.

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NS 615 Leadership & Inter-professional Collaboration

The intent of this course is to facilitate the development of collaborative leadership skills for nurses to lead and improve outcomes and facilitate the design of high performing clinical settings in a global society. Theories of leadership, management, and organizational behavior such as vision, motivation, group dynamics, interpersonal relations, negotiation, organizational politics, career development, job design, communication, conflict management, and consultative processes are applied to healthcare settings. Emphasis is on collaboration with inter-professional teams to improve outcomes for patients, families, staff, and healthcare systems. (42 theory hours) Three credits.

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NS 640 Advanced Physiology & Pathophysiology

The course focuses on the physiological processes central to biophysical and psychopathologic alterations of function across the lifespan. Analysis of physiologic responses and implications of genetics and genomics with illness are included. Interpretation of laboratory data for patient management of acute and chronic disease is discussed. Students analyze case studies of hospitalized and primary care patient scenarios. (42 theory hours) Three credits.

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NS 641 Advanced Pharmacology

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. Prerequisite: NS 640. (42 theory hours) Three credits.

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NS 642 Adult Health I

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 and nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, as well as target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. Prerequisites: NS 604, NS 640, NS 641; (42 theory hours) Three credits.

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NS 643 Adult Health II

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 and nonpharmacological and pharmacological approaches to the management of problems in interprofessional teams, as well as target goal evaluation. Nationally accepted evidence-based practice guidelines for frequent ICD code diagnoses and review of treatment costs are analyzed. Prerequisite: NS 642. (56 theory hours) Four credits.

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NS 644 Practicum in Adult Health I

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, 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. Prerequisite: NS 643. (200 clinical hours) Four credits.

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NS 645 Care of Children and Families

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. Nationally accepted evidence-based practice guidelines are followed. Family theory is studied along with the impact of illness and violence on the family. Prerequisite: NS 643; Co-Requisite: NS 646. 42 theory hours. Three credits.

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NS 646 Practicum in Care of Women, Children, and Families

Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for families from diverse backgrounds in varied care environments under the supervision of a nurse practitioner, physician assistant, nurse midwife, or physician. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management, evaluation, and prevention of illness within the interprofessional team. Ethical and cost implications of selected interventions, as well as health promoting strategies, are examined for the child, adolescent, woman, and family. The advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated in the clinical practicum and conference. Prerequisite: NS 644; Co-Requisite: NS 645. (200 clinical hours) Four credits.

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NS 647 Care of At-Risk Populations

This course focuses on the complex management of primary care health 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 interprofessional collaboration. 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. Prerequisite: NS 644, NS 645; Co-Requisite: NS 648. (42 theory hours) Three credits.

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NS 648 Practicum in Care of At-Risk Populations

Students synthesize theoretical learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in the care of patients across the lifespan with multiple risk factors. Students gain knowledge in caring for patients experiencing or anticipating potential health crises collaboratively with the interprofessional health care team. Clinical conferences provide an opportunity for discussion of the impact of how varying factors such as obesity, culture, presence of behavioral disease, immunological status, presence of infectious disease, psychosocial status, and genetic predisposition relate to the diagnosis, treatment, management, evaluation, and prevention of illness. Strategies for using ethical guidelines, risk management, and health promotion in a cost-effective fashion with these individuals is stressed. Students maximize their leadership ability by delivering healthcare creatively to patients in clinics, private practices, urgent care centers, Emergency Departments, long-term care facilities, prisons, college and school based clinics. Prerequisite: NS 646; Pre-/Co-Requisite: NS 647. (200 clinical hours) Four credits.

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NS 650 Psychopathology

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) Three credits.

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NS 652 Mental Health Nursing of Individuals Across the Lifespan

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, 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. Prerequisites: NS 521 or NS 610, NS 601, NS 604, NS 608, NS 640, NS 641, NS 650, CN 455; Co-Requisite: NS 660. (42 theory hours) Three credits.

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NS 661 Mental Health Nursing of Groups and Families Across the Lifespan

This course explores evidence-based data in relation to 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, appropriate for different age groups, as well as traditional and emerging family intervention models that address mental health issues across the family life cycle. Videotape, experiential, and reflective exercises are used to enhance learning. Ethical, spiritual and ethno-cultural considerations are addressed along with the role of the advanced practice nurse in interprofessional practice. Prerequisite: NS 652; Co-Requisite: NS 666. (28 theory hours) Two credits.

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NS 663 Primary Mental Health Nursing Across the Lifespan

This course is designed to develop increasing independence and clinical judgment in primary mental health nursing with an emphasis on interprofessional collaboration. Students complete the NEI Master Psychopharmacology Program. 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. Prerequisite: NS 661; Co-Requisite: NS 666. (42 theory hours) Three credits.

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NS 665 Mental Health Nursing of Children and Adolescents

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. Prerequisite: NS 650 (28 theory hours) Two credits

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NS 666 Practicum I/II/III: PMHNP

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) Four credits.

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NS 670 Human Anatomy & Physiology for Nurse Anesthetists

This course presents an in-depth study of human anatomy and advanced physiologic principles as they relate to nurse anesthesia practice. An overview of cellular physiology and function is presented. Special attention is placed on the cardiovascular, respiratory and renal systems, as well as the normal neuroendocrine response to stress. Tests of respiratory and cardiovascular function are reviewed and their analysis discussed. Three credits.

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NS 687 DNP Immersion

DNP graduates are healthcare leaders who will care for a cohort of patients within their specialty, while using a cross-population perspective to assess, manage and evaluate common problems. The immersion experience prepares the graduate in the design, delivery, and evaluation of evidenced-based care incorporating advanced practice nursing competencies. In addition, students will provide leadership in promoting evidenced-based practice in the advanced practice specialty while functioning as a practice specialist/consultant in the resolution of clinical problems. The DNP immersion experience requires a minimum of 1,000 practicum hours, post-baccalaureate, and incorporates completion of a clinical portfolio at the end of the program. (50 to 250 clinical hours) One to five credits.

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NS 699 DNP Seminar II

The DNP 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 health care systems. Focus will be on the completion and dissemination of the students' scholarly work. One credit.

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NS 697 DNP Seminar I

This DNP seminar is designed to support students in the development of the clinical portfolio and terminal scholarly projects as they progress through the immersion experience. Focus is on identification of practice problems and the application of evidence-based solutions in order to improve, manage or evaluate health care outcomes. The seminar reflects beginning integration of advanced practice nursing principles in the clinical setting. One credit.

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NS 698 DNP Independent Study in Nursing

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Prerequisite: Permission of the instructor, DNP Program Director and/or dean. One to three credits.

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Nurse Anesthesia Track Courses

NSAN 671 Pharmacologic Strategies in Anesthesia Practice

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. Prerequisites: NS 604, NS 670, NSAN 673 Three credits.

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NSAN 672 Basic Principles of Nurse Anesthesia Practice

This course provides an introduction to the fundamentals of anesthesia management utilizing currently accepted best practices and standards of care across the life span. Emphasis is placed on pre-anesthesia assessment, patient monitoring, perioperative management, and collaboration as a member of the anesthesia care team. Students learn basic airway management fundamentals, basic fluid and blood replacement calculations, and basic regional anesthesia techniques. Students also master the anesthesia machine and anesthesia breathing systems. Hands-on workshops are utilized to complement lecture and enhance student learning. Prerequisites: NS 604, NS 670, NSAN 673

Three credits.

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NSAN 673 Chemistry & Physics for Nurse Anesthetists

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. Three credits.

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NSAN 674 Advanced Principles of Nurse Anesthesia Practice

This course provides an in-depth presentation of the various specialties within clinical anesthesia practice as well as the management of patients with significant comorbidities. Focus is placed on the practical clinical considerations involved in administering anesthesia and providing appropriate patient monitoring in specialty anesthesia practice for thoracic, cardiac, neurosurgical, obstetrical and pediatric procedures. The important pathophysiology of specialty clinical case types will be presented. Current best practices within an anesthesia subspecialty will be addressed as it relates to clinical case management. Students apply current best practices in the development of disease specific anesthetic plans of care. NSAN 671, NSAN 672 Three credits.

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NSAN 675 Clinical Orientation/Specialty Rotations

Clinical orientation is designed to introduce the student to the hands-on basics of nurse anesthesia practice. Emphasis will be placed on anesthesia equipment setup drug preparation, basic airway management skills and basic regional anesthesia skills. In addition, students will begin the process of developing patient specific anesthesia care plans on simulated patients utilizing current best practices. Students also take part in an orientation to the PACU, anesthesia pain service, anesthesia preoperative holding area, preoperative testing and respiratory therapy service. These rotations introduce the student to the adjunct hospital services necessary for the care of the patient during the perioperative period. Current standards of care and codes of ethical practice will also be explored. NSAN 671, NSAN 672 One credit.

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NSAN 676 Clinical Practicum I

Clinical Practicum I is designed for the novice practitioner to integrate academic knowledge with basic practical application. Emphasis will be placed on basic airway management, function and usage of anesthesia equipment; pre-operative assessment and evaluation, intra-operative management and post-anesthesia management for healthy ASA class I and class II patients. The student works side by side with a certified anesthesia provider at all times. NSAN 674, NSAN 675, NSAN 678 One credit.

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NSAN 677 Clinical Practicum II

This clinical practicum provides experience for the beginning intermediate student practitioner who has demonstrated successful completion of clinical practicum I. Clinical practicum II deals with the incorporation and integration of knowledge, skills and objectives for a more comprehensive and complex range of patients and surgeries. Emphasis is placed on the development of independent critical decision making skills as the students begins to gain independence in practice. NSAN 676 One credit.

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NSAN 678 Regional Anesthesia and Pain Management in Clinical Practice

This course presents a comprehensive study of the regional anesthesia techniques currently utilized in clinical practice. Basic principles of neuroscience, pharmacology of local anesthetics and ultrasound technology will be applied. Emphasis will be put on the appropriate selection and application of regional techniques to achieve optimal anesthesia and analgesia for surgery and pain management. Teaching methods will include lecture, demonstration and hands-on regional workshops. NSAN 671, NSAN 672 Two credits.

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NSAN 679 Clinical Correlation Conference I

The 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. Students will be required to present cases for review. An emphasis will be placed on the anesthetic management for pediatric & obstetrical procedures. NSAN 677 One credit.

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NSAN 680 Clinical Practicum III

This course provides experience for the intermediate student practitioner in order to incorporate and integrate advanced academic knowledge, clinical skills and critical decision

making for a more comprehensive range of patients. At the completion of Clinical Practicum III the student will demonstrate the ability to manage the anesthesia care of the ASA class I-V and IE-VE with supervision. Student independence is encouraged as the intermediate anesthesia provider works alone with attending physicians for healthy uncomplicated procedures and supervised for more complex cases. NSAN 677 Two credits.

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NSAN 681 Clinical Correlation Conference II

The 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. Students will be required to present cases for review. An emphasis will be placed on the anesthetic management for cardiovascular and thoracic procedures. NSAN 679, NSAN 680 One credit.

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NSAN 683 Clinical Correlation Conference III

The course is the final in a series of three clinical correlation conferences that 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 681, NSAN 682 Two credits.

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NSAN 682 Clinical Practicum IV

This clinical practicum is designed to allow the advanced student practitioner to integrate all previously attained knowledge and clinical skills into anesthesia practice for all elective and emergency ASA class I-V patients. At the completion of Clinical Practicum IV the Advanced Student Practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V patients and ASA IE-VE patients with supervision, demonstrate critical thinking skills in a diverse range of clinical situations, including off-site anesthesia locations and as a member of the “code team”, work in a collaborative effort with other members of the anesthesia and surgical care teams, exhibit ethical and professional behavior in anesthesia practice and function as a patient advocate. NSAN 679, NSAN 680 Two credits.

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NSAN 685 Clinical Practicum V

This final clinical practicum is designed to allow the Complex Practitioner to demonstrate the integration of all previous knowledge, skills and objectives, for the anesthetic management of all ASA I- V and ASA IE-IVE patients. At the completion of Clinical Practicum V the student will be able to function as an independent practitioner and will have met all of the requirements in order to sit for the national certification examination. The complex practitioner will be able to formulate, implement and evaluate a plan for perioperative anesthesia care for adult and pediatric ASA I-V and ASA IE-VE patients, demonstrate critical thinking skills in all clinical situations and patient care venues, work in a collaborative effort with other members of the anesthesia and surgical care team, function as a team leader and collaborative member in cardiopulmonary resuscitation, and exhibit ethical and professional behavior in anesthesia practice. NSAN 681, NSAN 682 Two credits.

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 Fairfield University Graduate Catalog				
Fairfield University Grad Overview	School of Nursing	Admission	Tuition, Fees, and Financial Aid	
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