COUNSELOR EDUCATION

Faculty
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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). 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 community 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 presented on page 18 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 www.fairfield.edu/gseap/gseap_appdeadlines.html,

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 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 436 Psychopathology and Classification

**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 568 Research Methodology

**Clinical Instruction (nine credits)**

- CN 558 Counseling Practicum (three credits)
- CN 590S 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
- PT 550 Introduction to Marriage and Family Therapy
- PY 480 Consulting Theory and Practice

**Elective courses (three credits)**

- CN 99-01 Comprehensive Exam in Clinical Mental Health Counseling

**Note:** Registration is required to sit for the exam.

- *CARECP accredited under the name Community Counseling until next accreditation review.

- **Grades of B 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

**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 568 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

**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 (ASERCIC), 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 526 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 published on the Fairfield University website, through the counselor education student distribution list, and in course booklets. One to Three credits.

**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.

**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.

**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.

**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.

**CN 446 Spirituality and Counseling**

An introductory course in the exploration of developmental models and clinical interventions related to the interface of spirituality and counseling. The focus of this course is on developing knowledge and practical skills in working with spiritual and religious issues in counseling. Three credits.
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 models that allow specifying structures over time and psychosocial development within family systems and cultural contexts. Cross-referenced as FT 447. Three credits.

CN 448 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.

CN 458 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 trends in the counseling profession. Three credits.

CN 466 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, hardness, 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, cultural, 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. Cross-referenced as FT 465. Three credits.

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 system-therapeutic approaches. Three credits.

CN 514 Spiritual Interventions: Basic Concepts and Practices

Spiritual interventions 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 the group meaningful. (Prerequisites: CN 455, CN 553) Three credits.

CN 515 Substance Abuse Counseling: An Overview

This course focuses on learning, practice, and developing counseling skills and strategies as they relate to substance abuse counseling. An overview of assessment, treatment planning, relapse prevention and recovery will be explored. The course addresses theories that are fundamental to addiction counseling with emphasis on the relationship between theory and the practice of effective skills. Candidates will reflect on their roles as counselors and define the qualities, knowledge and essential skills to becoming a competent, ethical, culturally aware counselor in training specific to the treatment of substance abuse. (Prerequisite: CN 465) Three credits.

CN 516 Advanced Multicultural Counseling Strategies and Skills

This course provides candidates with the information necessary for culturally competent 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.

CN 520 Spiritual Interventions: Education 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 effectively using an integrative 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.

CN 525 Spirituality and Wellness

This course provides an 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.

CN 526 Substance Abuse Counseling: Basic Skills

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.

CN 553 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.
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.

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.

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 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. (Cross-referenced as FT 585) Three credits.

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 556) Three to six credits (a total of six credits is required)(Not offered in the summer).

CN 590S Internship: School Counseling
In elementary, middle, and/or secondary school settings, 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).

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.

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.

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.

CN 990S Internship: School Counseling
In elementary, middle, and/or secondary school settings, 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).

CN 995 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.

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.

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.

EDUCATIONAL STUDIES AND TEACHER PREPARATION

Faculty
Emily R. Smith (Chair)
Marsha Alibrandi (Director, Secondary Education)
Patricia Calderwood (Advisor, 5-year Programs)
Anne Campbell (Director, TESOL, World Languages, and Bilingual Education)
Bryan Crandall (Director, Connecticut Writing Project)
Jennifer Goldberg
Wendy Kohli
Jennifer Leffers
Stephanie Burrell Storms
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 GSEP conceptual framework, we are committed to enabling all learners to develop high levels of 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 goal 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.

Applications are reviewed on a rolling basis, between Sept. 1st and May 31st.

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; Integrating Technologies; and Early Childhood Studies.

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: Business, Health, 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 K-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, Educational Studies: Literacy, Language, and Culture; and Early Childhood Studies.

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 or through the Integrated Bachelor’s-Master’s degree program. Given the requirements for certification in some disciplines, program completion for the integrated bachelors-masters may take 5 1/2 years.

Candidates interested in the Integrated TESOL Program should consult with Dr. Campbell prior to applying for the 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/ide.

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 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:

- 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.)
- Additional courses as required for the content area.
- Additional general education coursework as specified in CT state regulations and program requirements.
- A survey course in U.S. history covering at least 50 years.
- A minimum undergraduate GPA of 2.67.
- Passing score or waiver from the PRAXIS I exam.
- Completion of all required program courses.
- Passing scores on the appropriate required PRAXIS II 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).
- 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) may substitute teaching using the State of Connecticut for a waiver of the student teaching requirement. 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 (Dr. Christine Siegel), 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.

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 16 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 Dual-Centralized 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 Dual-Centralized 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 or Bilingual Education Dual-Centralized 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 in 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. Early Childhood Studies
   e. Individualized Concentration/Cluster

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 Contents of Education
   c. ED 442 Educational Psychology
   d. SE 405 Exceptional Learners in the Mainstream
   e. MD 413 Technology for Middle School
   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)

Required Discipline-Specific coursework

English
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
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
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
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
ED 510 Teaching Cultural & Political Geography
ED 515 Teaching Economic & Physical Geography
ED 468 Social Studies/History Methods

Graduate courses

EN 317 or EN 417 Teaching and Learning Grammar
EN 405 Literature for Young Adults
ED 459 Developmental Reading in the Secondary School
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

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

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

Graduate Courses
MD 413 Language Methods for Middle School

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

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

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)
Degree requirements for M.A. in Elementary Education leading to Initial Elementary Education (K-6) Certification

1. Complete a minimum of 51 credits.*
2. Complete three courses (12 credits):
   ED 429 Philosophical Foundations of Education
   ED 522 Learning and the Child's Experience
   MD 400 Introduction to Educational Technology
3. Complete Elementary Education coursework (33 credits):
   ED 405 Contexts of Education in the Primary Grades
   ED 437 Developing Literacy in the Elementary Environment: Primary Grades
   ED 447 Mathematics in the Elementary Classroom
   ED 497 Teaching Science in the Elementary Classroom
   ED 512 Contemporary Schooling in Society
   ED 531 Developing Literacy in the Elementary School: Grades 3-6
   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 555/556 Supervised Teaching Parts 1 & 2
   OR
   ED 584 Reflective Practice Seminar: Elementary Education
4. Complete Integrated Inquiry/Advisory Sequence (6 credits):
   ED 499 Introduction to Educational Research
   ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

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
   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. Educational Studies
   c. Literacy, Language and Culture
   d. Early Childhood Studies
   e. Individualized Concentration/cluster with approval of program advisor
3. Complete a 6-credit integrated inquiry/advocacy sequence:
   ED 552 Participatory Research and Advocacy in School and Community Settings
   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.

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
3. Complete the following required education courses (18 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
   e. ED 499 Introduction to Educational Research (Prerequisite: at least six credits towards Master's degree)
   f. ED 512 Contemporary Schooling in Society
4. Complete five required TESOL/Bilingual courses (15 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 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs
   e. SL 451 Infusing Content Language Instruction into TESOL/Bilingual Programs

5. Complete five additional TESOL/Bilingual courses (15 credits)
6. The combined 10 TESOL/Bilingual courses (5 required and 5 elective) must include a minimum of 3 credits in each of the following areas:
   a. English Language Syntax and Composition
   b. Language Theory
   c. Culture and Intergroup Relations
   d. Linguistic and Academic Assessment
   e. Methods of TESOL/Second Language Teaching
7. Complete three courses in areas of bilingualism (9 credits)
8. Complete SL 581 Directed Observation and Supervised Student Teaching TESOL (6 credits) and SL 582 TESOL Student Teaching and DSP 1 Seminar (3 credits) with 7-8 weeks in an elementary education TESOL placement and 7-8 weeks in a secondary TESOL education placement.

Note: Based on transcript evaluation, some prior coursework may apply toward the TESOL/Bilingual Education certification requirements.

Course Requirements For The Integrated Bachelor's-Master's with TESOL Certification Program

Note: This option requires 5 1/2 years of study.

The TESOL certification most easily works with a major in English. Those interested in the integrated TESOL Program should consult with the program advisor prior to applying.

(75 credits; 39 undergraduate, 36 graduate)

Undergraduate (39 credits)

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
ED 241 Educational Psychology
ED 329 Philosophy of Education: An Introduction

Degree 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.

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
3. Complete the following required education courses (18 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
   e. ED 499 Introduction to Educational Research (Prerequisite: at least six credits towards Master's degree)
   f. ED 512 Contemporary Schooling in Society
4. Complete five required TESOL/Bilingual courses (15 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 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs
   e. SL 451 Infusing Content Language Instruction into TESOL/Bilingual Programs
5. Complete five additional TESOL/Bilingual courses (15 credits)
6. The combined 10 TESOL/Bilingual courses (5 required and 5 elective) must include a minimum of 3 credits in each of the following areas:
   a. English Language Syntax and Composition
   b. Language Theory
   c. Culture and Intergroup Relations
   d. Linguistic and Academic Assessment
   e. Methods of TESOL/Second Language Teaching
7. Complete three courses in areas of bilingualism (9 credits)
8. Complete SL 581 Directed Observation and Supervised Student Teaching TESOL (6 credits) and SL 582 TESOL Student Teaching and DSP 1 Seminar (3 credits) with 7-8 weeks in an elementary education TESOL placement and 7-8 weeks in a secondary TESOL education placement.

Note: Based on transcript evaluation, some prior coursework may apply toward the TESOL/Bilingual Education certification requirements.

Course Requirements For The Integrated Bachelor's-Master's with TESOL Certification Program

Note: This option requires 5 1/2 years of study.

The TESOL certification most easily works with a major in English. Those interested in the integrated TESOL Program should consult with the program advisor prior to applying.

(75 credits; 39 undergraduate, 36 graduate)
Modern Language Study (min. 9 hours of credit on transcript): Undergraduate English Major Corecourse required for TESOL
ENW 290 Writing and Responding (prerequisite for 300-level classes)

OR
ENW 295 Composition and Style
EN 311 Teaching Writing in the 3-12 Classroom
Graduate Courses taken by undergraduates (6 credits)

SL 433 Advanced Practicum in TESOL/Bilingual Elementary

SL 489 Advanced Practicum in TESOL/Bilingual Secondary

Note: ENW 290 or 295, EN 311, and EN 417 will count toward initial certification in TESOL

Graduate (36 credits)
MD 400 Educational Technology
SL 423 Bilingualism
SL 436 Methods and Materials for Second Language Teaching
SL 441 Teaching and Learning within Multicultural Contexts of Education
SL 451 Infusing Content Language Instruction into TESOL/Bilingual Programs
SL 487 Second Language Acquisition
SL 527 Testing and Assessment in TESOL/Bilingual Programs
SL 581 Directed Observation and Supervised Student Teaching TESOL
SL 582 TESOL Student Teaching and DSAP I Seminar
ED 499 Introduction to Educational Research
ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
SL 099 Comprehensive Examination in TESOL and Bilingual Education

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 Philosphical Foundations of Education
   b. ED 552 Participatory Research and Advocacy in School and Community Settings
   OR
   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 (15 credits):
   a. SL 423 Principles of Bilingualism
   b. SL 426 Methods and Materials in Bilingual Programs (K-8)
   OR
   SL 450 Second Language Methods for Secondary Teachers (6-12)
   OR
   SL 528 Second Language Curriculum Development
   c. SL 436 Methods and Materials for Second Language Teaching
   d. SL 441 Teaching and Learning Within Multicultural Contexts of Education
   e. SL 527 Testing and Assessment in ESL/Bilingual Programs

3. Complete one additional course in the area of Strategies for Modifying English Content Area Instruction (3 credits)
   4. One elective (3 credits)
   5. 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.

6. Complete one of the following options:
   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 (Cross-Endorsement or M.A. degree only)

1a. Complete a minimum of 33 credits (M.A. only)
1b. Complete a minimum of 42 credits (M.A. with cross-endorsement)

2. Complete the following required TESOL/Bilingual 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 12 credits from the following area of concentration-required courses:
   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 18 credits selected from program.

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
   OR
   ED 493 The Educational Imagination
   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 inter-group 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: 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.

Advanced Training Certificate in Early Childhood Studies
This advanced training certificate is designed for elementary education teachers currently working in pre-K sites who desire advancement in their current employment, candidates in our teacher education programs who want to enhance their knowledge of early childhood studies, and child services agencies/daycare providers/preschools who want additional foundational training for their bachelor’s qualified staff. The certificate requires completion of 9 credits from among the following course options:

ER 402 Infant & Child Development
ED 414 Assessment in Early Childhood Education
SE 465 Early Childhood Special Education

Alternative early childhood studies electives, with advisor approval.

Course Descriptions for Teaching and Foundations, Elementary and Secondary Education

Undergraduate Level Courses
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 participatory 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.

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.

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.
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 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.

ED 362 Special Methods in Secondary School English
This course focuses on the organizational pattern in which English courses are taught and analyzes the effectiveness of various methodologies in bringing about changes in the language usage of young people. The course is designed to provide students with appropri- ate curricular materials; methods of organization; approaches to the study of literature; and procedures necessary for the development of communication, oral and written language, and critical thinking. The course includes required field work with a practicing English teacher in a secondary school setting. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the instruc- tor) Three credits.

ED 363 Teaching Methods for Secondary School This course includes a comprehensive study of the principles, methods, and materials necessary for teaching in the middle, junior, and senior high schools. Candidates will explore effective strategies of instruction as they relate to practical applications in the classroom. The course addresses teaching specific subject areas through the integration of subject area reports, and the design of an instructional unit. Candidates practice teaching techniques in videotaped mini-teaching sessions and during field teaching. The course requires a field service component working with a classroom teacher. Guidance on certification issues is provided. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the instructor) Three credits.

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 cur- riculum areas. Three credits.

ED 381 Directed Observation and Supervised Student Teaching
This course offers a semester-long experience in a local public school for qualified candidates for secondary school teaching. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management, teaching techniques, lesson plan organization, and faculty duties. Candidates participate in group seminars one afternoon each week where they discuss their expe- riences and issues pertinent to teaching in today’s classrooms. Candidates participate in individual con- ferences and receive assistance from their University supervisors and the cooperating teacher(s) who are BEST trained. Candidates must submit an application for placement with the director of student teaching placement in the prior semester. (Prerequisite: formal acceptance into the education minor; completion of all pre-practicum requirements) Twelve credits.

ED 382 Student Teaching Seminar
This weekly seminar is taken concurrently with stu- dent teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and the organization of schools. Although much of the subject matter is the same, the seminar analyzes the student teaching experience, attention is paid to issues such as school governance, codes of professional conduct, the role of the cooperating teacher, CMCTCAP, state and school-specific policies in the organization of the cooperating classroom, conflict resolution, communication with parents, sensitivity to multicultural issues, inclusion, and deal- ing with stress. The job application process, including résumé writing, interviewing, and the development of a professional portfolio, is supported during the seminar. Three credits.

Graduate Level Courses
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 reflec- tive practice of teaching in the classroom, conflict resolution, and the development of effective teaching techniques. They are designed to provide opportunities for candidates to develop an individualized approach to teaching. The seminar addresses some of the areas required for certification in the classroom teacher (K-12). 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.

ED 402 Teaching Internship Seminar for Early Childhood Educators In these sequenced seminars, designed for certified teachers working as teaching interns while pursuing a graduate degree, candidates engage in the reflective practice of the classroom, conflict resolution, and the development of effective teaching techniques. They are designed to provide opportunities for candidates to develop an individualized approach to teaching. The seminar addresses some of the areas required for certification in the classroom teacher (K-12). 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.

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 GSEP conceptual framework, candidates develop knowledge and critically analyze and synthesize content. This course may vary each semester and are deter- mined by the Curriculum and Instruction Department in consultation with the program. Candidates may take two special topics courses during their matriculation. Three credits.

ED 405 Contexts of Education in the Primary Grades Based on current research and practice in multicultural education, learning theory, child development, and classroom management, this course provides the opportunity to learn about and design learning envi- ronments in which primary grade children thrive, build supportive learning communities, and develop social conscience. Three credits.

ED 406 Teaching Shakespeare This seminar for secondary school teachers will inves- tigate methods for delivering multimedia approaches to Shakespeare’s plays. Using a starting point of the most commonly taught plays in the curriculum of the students’ home institutions, we will share classroom pedagogies for uncovering the heart of each play and creating multimedia pathways for secondary school students. Three credits.

ED 413 Differentiating Learning in Critical Pedagogy 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 technology. The course covers learning readiness and skill approach. The integrated curriculum focuses 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.

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 experi- ence of 20 hours are required. (Prerequisite: ER 402 or permission of instructor) Three credits.

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 ques- tions examined include: the meaning of a 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.

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-6) to assist them in employing the art of storytelling in teaching. The course aims at developing candidates’ understanding of folk- lore, fairy tale, myth, and the ways stories are different from 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.
ED 437 Developing Literacy in the Fourth Grade: 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 education, candidates assess and develop children's literacy strategies and skills; organize and implement group and individual instruction in reading and writing; develop a technologically current, literate classroom environment; and design curriculum to support literacy development and social responsibility. Course requirements include: collaborative work with peers and cooperating teachers; an extensive case study, and at least two hours per week of fieldwork in a primary school district. Three credits.

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 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.

ED 442 Educational Psychology
Designed to provide an understanding of the psychol- ogy of teaching and learning, this course emphasizes child and adolescent development, motivation tech- niques, teaching strategies, and the significance of 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 setting approved by the instructor for a minimum of 20 hours. (Marriage & Family Therapy candidates need Dean's approval.) Three credits.

ED 443 Integrating Instructional Technologies in Teacher Education
This course focuses on the applications of a variety of instructional technologies, including the Internet, spreadsheets, graphics programs, multi- media programs, and audio and video programs to structure effective learning environments for elementary education students. Candidates will design and create a super-instructive curriculum using available teacher resources including lesson plans, collaborative projects, and cultural diversity projects. (Prerequisite: ED 400 or permission of instructor. Cross-referenced as MD 432/433 443. Lab fee: $45. Three credits.)

ED 444 Developing Literacy 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 and guiding 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 design of specific concepts such as computation and geometry in elementary age children. Candidates engage in a collaborative learning experience 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.

ED 445 The Literate Learner: Using Critical and Strategic Literacy in the Coalescent Era
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 reflective literacies into content area curriculum and document their effect on student learning. Candidates not currently teaching will be expected to work with a middle or high school needs school for about 25 hours in order to complete this aspect of the course. Three credits.

ED 447 Learning Mathematics in the Elementary Classroom
This course emphasizes enhancing reading comprehen- sion in all curricular areas at the secondary level. Current readings and appropriate techniques, concept development, study strategies, and assessment provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies, and assessment. This course requires a field service component consisting of 10 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 English Education) Three credits.

ED 448 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 world language 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 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.

ED 449 Developmental Reading in the Elementary Classroom
This course emphasizes enhancing reading comprehen- sion in all curricular areas at the secondary level. Current readings and appropriate techniques, concept development, study strategies, and assessment provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies, and assessment. 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.

ED 452 Integrating Technology in Content Areas: Language Arts and Social Studies
This course addresses the infusion of new technolo- gies in teaching language arts and social studies cur-ricula. Participants will explore the essential values of innovative teaching strategies that employ a broad range of instructional materials and resources. Museum-based education and community partner- ships 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.

ED 454 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.

ED 456 English Methods
Candidates explore the organizational pattern in which English is 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 preparation most congruent with 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.

ED 460 Exploring Multicultural Identities and Curriculum in a Cross-cultural Context
This course explores alternative approaches to educa- tion. Drawing on the works of literary 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 multi- cultural society, as well as one of active participation in the learning process. Connecting theory, practice and personal experience in useful and "imagi- native" 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.
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 develop 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.

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 thesis proposal. 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/committee.)

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. This course is open 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 is a valuable tool that helps teachers systematically reflect on learning and teaching practices. During the course, candidates connect an area of interest and methods as they develop research paper proposals. (Prerequisite: At least six credits toward a master's degree) Three credits.

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; the use of evidence of providing leadership for teachers who use reading, writing, and thinking in the courses they teach. Students who successfully complete the Practicum for Literacy Teacher Consultants for the Connecticut Writing Project–Fairfield. (Prerequisite: ED 561.) Two credits.

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 creates many of today's conflicts within and between national political states. Within the post-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 affecting political states, the fragility of the nation-state, sovereignty, boundaries, 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.

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, the Master's in Childhood Education, and the Master's in Secondary Education to fill their Master's project. As participants in a community of learners, candidates demonstrate their capacities as reflective scholar-practitioners who synthesize program learning to create an integrative plan. This capstone seminar explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families. It includes a participatory research dimension that builds on their prior research course, ED 552, leading to advocacy and service. (Prerequisite: All other degree requirements) Three credits.

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.

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. The course includes the design of extracurricular and in-school projects and activities for students, families, and community members, candidates in this course will recognize, value and employ critically under standing of the interconnectedness of diverse cultures and their role in our society. (Prerequisites: Teaching certification or permission of the instructor.) Three credits.

ED 517 Developing Collaborative Learning
This workshop allows the participant to develop collaborative learning exercises within his or her curriculum. The workshop, which is predominately hands-on, utilizes a variety of strategies for the design and assessment of collaborative exercises and integrates them into the syllabus for the upcoming school year. Three credits.

ED 521 Comparative Philosophies of Education
This course offers a comparison of philosophical systems influencing educational theory. Three credits.

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. (Prerequisite: At least one of the following: ED 405, ED 437, ED 447, or ED 497) Three credits.

ED 523 Global and Socio-cultural Perspectives on Learning and Development
Designed for advanced candidates in curriculum and teaching, candidates in this course explore theoret ical views on learning and development in local and global contexts and connect these views to specific teaching practices and student learning. Guided by cur rent 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 the individual child 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 the theory for everyday teaching practices and professional development. (Prerequisite: Advanced course for those already certified or for M.A. degree-only candidates.) Three credits.

ED 529 Critical Literacies Beyond the Classroom Walls
Designed for K-12 teachers and community leaders, this course explores the cultural and developmental models of how varied literacies are constructed, understood and used in and outside schools in the United States. This course will involve the design of extracurricular and in-school projects and activities for students, families, and community members, candidates in this course will recognize, value and employ critically sensitiv e understandings of the interconnectedness of diverse cultures and their role in our society. (Prerequisites: Teaching certification or permission of the instructor.) Three credits.

ED 530 Assessment and Differentiated Instruction
Candidates in this course will learn the principles and techniques necessary to plan, select, administer, interpret, and assess a differentiated range of teaching and assessment methods. Candidates will learn to use traditional norm-referenced instruments, curriculum-based assessments, formal observation, interviews, criterion-referenced assess-ments, and other alternative assessments to guide differentiated planning and instruction. Three credits.

ED 531 Extending Literacy in the Elementary School: Grades 3-6
This course explores the continuum 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 curricula 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.

ED 533 Learning Values: The Intersections of Individual and Cultural Values and Moralities
In this course, candidates examine the enculturation processes that transmit and create values and morality in individuals. They examine the development of moral values and morality throughout formal and informal curricula. Through the examination of theoretical frameworks and case studies, candidates develop a critique of sociocultural values as a means of understanding individual moral development within a cultural context, and examine the intersections of individual and cultural values and moral perceptions. Three credits.

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 PSY 534. Three credits.

ED 536 School Community and Culture
This course explores two phenomena, community and culture, with regard to their importance to meaningful education and schooling from kindergarten through higher education. Candidates critically examine the concepts of culture and community in elementary, secondary, and post-secondary settings. Through assigned readings, class discussions, case studies, collaborative work, and field-based projects. In addition, candidates
in this course examine some of the ways that community and culture are constructed at Fairfield University. Three credits.

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.

ED 542 Literacy Learning in School and Community Settings: Primary Grades Developed for certified elementary educators and those seeking cross-endorsement in elementary education, remedial reading or language arts, this course explores developmental literacy in the primary grades in depth, with an emphasis on differentiated instruction for second language learners and students with varied learning needs. Requirements include literacy teaching in a primary grade classroom or community-based setting serving children in grades K-2, including a case study of two teachers, one of whom is an English Language Learner. (Prerequisite: Advanced course for those already certified or M.A. degree-only candidates) Three credits.

ED 543 Literacy Explorations in School and Community Settings: Grades 3-6 Developed for certified elementary educators and those seeking cross-endorsement in elementary education, remedial reading or language arts, this course explores the continuation of critical literacy development, with emphasis on writer’s workshop, content-area literacy development in the later elementary and middle grades. Course requirements include instruction for second language learners and students with varied learning needs. Candidates assess and develop student’s literacy strategies and skills and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support their personal and social responsibilities. This course emphasizes the integration of visual and performing arts and appropriate use of electronic technology, responsible test preparation, and professional growth. Course requirements include extensive literacy teaching in an elementary school or community-based setting serving students in grades 3-6, responsible test preparation, an author or genre study integrating arts and technology, and written reflections. Three credits.

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 curricula units that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Fieldwork in local 3-6 classrooms required. (Prerequisites: ED 437, ED 447, ED 497, or ED 531) Three credits.

ED 546 Integrating the Arts and Technology into the K-6 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 21st century tools that can be utilized as a component of every discipline. New art forms and techniques of electronic artistic expressions have emerged during 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-6 school curriculum. Cross-referenced as MD 546. Three credits.

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.

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 support of students and community settings, candidates engage 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.

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.

ED 556 Creating Constructivist K-12 Classrooms: Principles and Practices
This course offers an interdisciplinary, project-based approach to constructivism for the classroom. Candidates explore issues of planning, implementing, and assessing constructivist instructional approaches and learn about classroom management and equity issues related to constructivist teaching and learning. The course provides an opportunity for participants to engage in hands-on activities that help candidates construct their own knowledge. Three credits.

ED 558 Youth, Identity and Culture Three units of study and one unit of contemporary adolescent identity and development. Drawing on current research, theory and practice, candidates explore the creative potential and challenges of adolescence. Three credits.

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.

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 be introduced to best practices that extend theory into the classroom. A particular 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 relevant to their professional goals. All participants who want advanced training as presenters and literacy leaders in Fairfield and New Haven school districts will be encouraged to apply for the practicum following the institute. Fellows will earn four (4) credits for the institute.

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.

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.

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.

ED 573 Instructional Issues in Teaching Science Teacher candidates seeking secondary science certiﬁcation must enroil in an advanced science methods course focusing on the development of active 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 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 refection and the construction of new understanding regarding science teaching and learning. This course will also require students to take part in a research component focused 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.
ED 575 Theory and Practice of Integrated Curriculum Development In this course candidates explore theories of critical pedagogy design and teaching. They develop and implement differentiated, culturally sensitive inquiry and action for five-week integrated 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.

ED 579 Directed Observations for Secondary DSAP Candidates: Part I This is part 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 class-room 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 shared with 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.

ED 580 Directed Observations for Secondary DSAP Candidates: Part II This is part 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 class-room 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 shared with 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.

ED 581 Directed Observation and Supervised Student Teaching: Secondary DOSE 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 for five weeks. Emphasis in this course includes classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. If 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. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements) Six credits.

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/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.

ED 583 Elementary Student Teaching: Immersion in a Community of Practice This course offers a stimulating semester-long experience consisting of two seven-week placements (one in a classroom teaching in an upper-elementary grade in 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 professional development. The course is designed to develop student teachers’ instructional, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. The seminars focus on social justice and social responsibility, and their involvement 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.

ED 584 Reflective Practice Seminar: Elementary Education Participants take this weekly seminar concurrently with student teaching. Through much of the seminar’s subject matter falls from the ongoing student-teaching experience, it deliberately addresses issues such as socially responsive 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.

ED 585 Supervised Teaching, Learning and Reflection in a Community of Practice: Part I 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 course is designed to include five-hour sessions during which candidates are assessed by their student teaching and BST assessment. In addition to the coursework, the course incorporates monthly seminar meetings. Much of the seminar’s subject matter falls 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 I,” 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.

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 second semester is intended to improve the candidate’s student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar’s subject matter falls 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.

ED 588 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, help them to select and review curricula, develop lesson 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, sensory to multicultural issues, and issues of 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 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.
ED 590 Reflective Research Practicum

Participants solve a practical problem in classroom teaching by applying educational research to a specific school situation. Three credits.

ED 591 Mathematics Seminar

Candidates take this 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 adopt 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.

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 adopt 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.

ED 595 Independent Study in Mathematics Education

This course requires self-selected activity by qualified candidates under faculty supervision. Options include field studies or inquiry, work 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.

ED 599 Professional Writing Seminar: Product of Learning

During this variable-length 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, e.g., 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 that will contribute to the pool of date-generated products which 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 a product of learning (Prerequisite: Completion of student teaching.) One to Three credits.

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.

EDL 510 Literacies and Diversity in Education

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.

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 assist a literacy 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.

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.

EDL 582 The Literacy Specialist and Coach: Practicum

In this course, candidates serve as literacy 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.

EDL 590 Reflective Practice in Literacies: A Capstone

Drawing on contemporary literacies theory and best practices, and inspired by the Jesuit educational goal of “forming men and women for others,” this capstone project will extend the learning in the Reflective Practicum courses to develop an integrative experience for candidates in the CAS in Literacies Studies Program. In this course, candidates will produce an integrative project that advances an 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.

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.

EN 406 Infusing Multicultural Literature in Elementary and Middle Schools

In this course, candidates examine literature written for children and adolescents that supports the principles of multicultural education and social responsibility. Through assigned and self-selected projects, participants design curricula and explore issues relevant to the intersections of literature and multicultural education and social responsibility. Three credits.

EN 411 Teaching Writing in the 3-12 Classroom

This course provides teachers and prospective teachers with a theoretical background in writing plus as well as practical techniques for applying the theory. The course helps teachers develop awareness of their own composing processes and to experience the process of composing as a writer. 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. Underlining the class is the premise that in sharing their perspectives on the classroom, elementary and secondary levels enhance each other’s performance as writing educators and as writers. Three credits.

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, orthographic 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.
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 cultural 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 cultural settings approved by the instructor, for approximately 10 hours. Three credits.

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. 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.

HI 400 United States History for Educators
This course provides candidates seeking Connecticut teaching certification with an understanding of U.S. history. Candidates 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 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.

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 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 auxiliary 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 its evaluation process. Note: This course is not 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.

TESOL and Bilingual/Multicultural Education Course Descriptions
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.

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.

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 students’ acquisition of grammar, to illustrate effects of contextualization of grammatical principles, and to examine instructional strategies that draw the learner’s attention to specifically structured regularities. The course also analyzes the various instructional considerations of second language grammar teaching. Three credits.

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.

SL 426 Methods and Materials in Early Childhood Education
Designed for elementary and secondary bilingual teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to bilingual teachers. Participants examine a variety of bilingual education program models, analyze frequently used methods and materials, and develop the adaptation and development of effective bilingual instructional materials and assessment instruments and the implementation of alternative methods. Three credits.

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.

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 conceptual development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the development and adaptation of instructional assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. Three credits.

SL 459 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 overview 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.

SL 441 Teaching and Learning within the Multicultural Context 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 extend their understanding of the rich linguistic and cultural development 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 students. Cross-referenced as ED 441. Three credits.

SL 445 Comprehending and Communicating in a Second Language
Designed for second/f(x)oreign 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.

SL 450 Second Language Methods for Secondary Students (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 development.

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 learners to meet 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 development will be investigated. (Prerequisites: SL 423 or SL 467, and SL 436) Three credits.

SL 453 Differentiated Instruction for Emergent 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 adapt the concepts to their present teaching environments. Three credits.
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 composition processes. Additional topics include procedures for understanding and analyzing the problems that characterize second language readers and writing strategies for assessing student performance, evaluating and adapting materials; and enhancing the comprehension and creation of written second language discourse.

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 comprehensive input, facilitate communicative competence and encourage the learning of strategies across ability levels and within discipline-specific content areas. Approved for the Elementary Foreign Language cross-endorsement.

Three credits.

SL 475 Sociolinguistics
This course examines variability in language use according to region, race or ethnic background, gender, and individual personality with an emphasis on 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.

SL 477 Culture and Second Language Acquisition
Designed for second language and bilingual teachers, this course treats culture and language as interdependent phenomena. 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 gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence learning teaching and learning. Three credits.

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.

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.

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.

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.

SL 522 Emergent Literacy in Bilingual Early Childhood Education
This course is designed to prepare 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 focuses 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 are also discussed. (Prerequisites: ER 402 or ED 523) Three credits.

SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education
This course, which is conducted as a seminar, provides an overview of historical events and philosophical issues underlying bilingual/multicultural/ESL education and discusses contemporary socio-political controversies surrounding bilingual/multicultural and ESL instruction. 3 credits.

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 438) Three credits.

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.

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 programs involves candidates in observing 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 planning, and faculty duties. Candidates participate in group seminars and individual conferences; the University supervisor(s) and the candidate work with the candidate’s supervisor to evaluate each candidate. (Prerequisites: Formal acceptance into teacher preparation program and completion of all certification requirements) Six credits.

SL 582 TESOL Student Teaching & DSAP I
Candidates take this weekly seminar concurrently with student teaching or DSAP. Part I. The seminar focuses on 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 also addresses 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.

SL 588 Directed Observation for TESOL/Bilingual 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.

SL 589 Directed Observation for TESOL/Bilingual 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.

SL 590 SL 590 C.A.S. Advanced Practicum in TESOL
Candidates solve a practical problem in classroom teaching, applying educational research to a specific ESL/bilingual school situation. Three credits.

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.

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.
Faculty
Rona Prell (Chair)
Nicole O’Brien (Clinical Director)
Maryann H. LaBella (Koslow Center Administrator)
Diana Mille

Overview

The department offers two master’s degree (M.A.) programs: one in Marriage & 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 focuses on preparing 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 designed to provide 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 by the Commission for 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. 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 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 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 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 family 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 prepares graduates to believe in 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 Department

Application deadlines are listed online at www.fairfield.edu/gsap/gsap_advapplication.html.

All potential candidates will be required to participate in a mandatory 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 & Family Therapy

The M.A. degree in marriage and family therapy requires completion of 57 credits. Candidates must maintain a cumulative grade point average of 3.0, complete a five-semester clinical training sequence which is continuous and uninterrupted, 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.

Program of Study 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 526 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
FT 99-01 Comprehensive Examination in Marriage and 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 500 Theories of Counseling and Psychotherapy
CN 466 Spirituality and Counseling I
SE 441 Parents and Families of Individuals with Disabilities
FT 401 Family Therapy and the Creative Arts
FT 430 Contemporary Families: Culture, Childrearing & Community
FT 540 Fundamentals of Mediation & Conflict Resolution
FT 568 Special Topics in Family Therapy
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 Addiction
FT 430 Contemporary Families: Culture, Religion, Child-rearing and Community
FT 565 Ethical, Legal and Professional Issues in Family Therapy
FT 556 Research in Marriage and Family Therapy
FT 558 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)

Advanced Training Certificate in School-based Marriage and Family Therapy

The course work and clinical experience required in the area of specialization prepares candidates to utilize their professional knowledge and training as marriage and family therapists to work within school systems in fulfillment of the certification requirements established by the Connecticut State Board of Education. This program is available to current marriage and family therapy students and professionals in the E-accredited programs who wish to pursue certification with the Connecticut State Board of Education. This area of specialization is designed to ensure that school marriage and family therapists have the education and training necessary to enable them to function effectively and efficiently within the context of the school system to enhance and support student learning.

Required Courses
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
SE/SL 419 Special Learners in the Bilingual/ESL Classroom

OR
SL 477 Culture and Second Language Acquisition
FT 570 School-based Practicum in Marriage and Family Therapy

Kathryn P. Koslow Center for Marriage & 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 & 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.

Course Descriptions
FT 401 Family Therapy and the Creative Arts Family Therapy and the Creative Arts is a graduate level course designed for both undergraduate and graduate students. It is designed to introduce graduate students to the possibilities for utilizing the creative arts in their own training and work with clients. It is also designed to introduce undergraduate students to the possibilities of utilizing their respective talents in the creative arts as an entry point for considering pursuing graduate work in family therapy. Three credits.

FT 430 Contemporary Families: Culture, Childhood and Community

This course will provide a comparative investigation of family life with young children in diverse communities from social justice framework. Parental values, goals and child-rearing practices will be studied in respect to broader cultural and community contexts, primarily within the USA but also across the world. Theories of family development, and family systems, will be explored from marriage through childbirth and the early years of family life. Students will integrate theory in respect to cultural context and meaning of parental behaviors and beliefs, reproductive issues, socialization of the child, and the organization of everyday lives for young children. Course requirements may include field experience in a culturally diverse center or school setting approved by the instructor, for a minimum of 10 hours. Three credits.

FT 433 Multicultural Issues in Counseling

Students examine issues in counseling individuals and families from diverse ethnic, cultural, racial, and socio-economic 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.

FT 447 Lifespan Human Development

This course explores the process 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.

FT 465 Introduction to Substance Abuse and Addictions

Candidates explore basic information about the history and current use 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 for individuals and families. Cross-referenced as CN 465. Three credits.

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 blended families, with an emphasis on research regarding divorce and its aftermath. Three credits.

FT 540 Mediation and Conflict Resolution

This course is an elective course that provides students with exposure to areas of practice and clinical skills that will be helpful in their work with individuals, couples and families. The course acquaints students as well, with a specialized area of clinical practice that is relatively new and in great demand. The course addresses cross disciplinary collaboration between lawyers and therapists in the areas of divorce mediation, child custody and dispute resolution which are issues of critical importance that are frequently encountered by mental health professionals. Three credits.

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.

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, indicating contra-indications for using specific techniques, rationale development for intervention, and the role of the therapist. (Prerequisite: FT 550) Three credits.

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 assessment and treatment, relationship, direction, targeting, communication, and intervention. The use of self at the various stages of therapy. The course emphasizes the structure, 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.
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, cybernetics, communication theory, constructionism, and current developments in epistemology. Three credits.

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.

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 supervision. The practicum follows consecutively after FT 555. (Prerequisites: FT 550, FT 552, FT 553, FT 556) Three credits.

FT 560 Practicum in Family Therapy II
Continuation of FT 559. (Prerequisite: FT 559) Three credits.

FT 561 Advanced Interventions in Family Therapy
This course explores in depth the theory and techniques of postmodern models of family therapy. It focuses on developing a substantive understanding of the theoretical assumptions and clinical applications of solution-focused and narrative therapies and provides opportunities to apply techniques and explore the therapist's use of self through role-play and clinical observations. (Prerequisites: FT 550, FT 552, FT 553, FT 559) Three credits.

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.

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.

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.

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.

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.

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 IV, pharmacological treatments, and recognition and critical assessment of cultural factors. Three credits.

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.

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.

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.

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.

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.

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.
Psychological and Educational Consultation

Faculty
Paula Gill Lopez (Department Chair and Director, School Psychology)
Evelyn Billis Lolis
Gayle Bogel (Director, Educational Technology)
Faith-Anne Dohn (Director, Applied Psychology)
Deborah Edelman (Director, Special Education)
Hyou Ik Kim
Paul Maloney
Christine Siegel
David Manzky 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-understanding;
- Improvement of service delivery options to children, adolescents, and adults;
- Amelioration of problems through effective consultative skills;
- Promotion of effective 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 assessing and understanding others.

To supplement course work, the faculty has established working relationships within the settings where psychological skills are applied. These settings include schools, child and family mental health and rehabilitative 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 endorsed 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 proactive agents of change. 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, with a GPA of at least 3.0, and must complete a minimum of 30 credits at Fairfield University.

Admission to the School Psychology Program
The application deadline is listed online at www.fairfield.edu/sepsepsc_aadeadlines.html.

After an initial paper review, successful 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’ preparation to successfully complete 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 by those wishing to be accepted for matriculation at the C.A.S. level. First, candidates must complete all the M.A. course requirements in school psychology. Additionally, candidates must 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 I. 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 may also develop and submit their e-Portfolios. A minimum of 30 credits must be completed at Fairfield University to receive institutional endorsement for the state certification.

School Psychologist Certification
A graduate candidate who successfully completes this course of study meets the Connecticut certification requirements. When the entire program has been completed (60 credits), 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.

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 reserves 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 reasons 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PY 430</td>
<td>Behavioral Statistics</td>
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<tr>
<td>PY 435</td>
<td>Psychology of Personality</td>
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<tr>
<td>PY 436</td>
<td>Psychopathology and Classification I</td>
</tr>
<tr>
<td>PY 438</td>
<td>Treatment Models for School-Age Youth</td>
</tr>
<tr>
<td>PY 446</td>
<td>Developmental Psychology I: Theory and Application in Professional Practice</td>
</tr>
<tr>
<td>PY 534</td>
<td>Theories of Learning</td>
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<tr>
<td>PY 537</td>
<td>Psychoeducational Assessment I: Behavioral Approaches</td>
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<tr>
<td>SE 405</td>
<td>Comprehensive Examination in School Psychology</td>
</tr>
<tr>
<td>SE 429</td>
<td>Exceptional Learners in the Mainstream</td>
</tr>
<tr>
<td>SE 489</td>
<td>Developmental and Remedial Reading and Language Arts</td>
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C.A.S. in School Psychology (30 credits)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PY 449</td>
<td>Introduction to Clinical Child Neuropsychology</td>
</tr>
<tr>
<td>PY 535</td>
<td>Collaborative Consultation</td>
</tr>
<tr>
<td>PY 538</td>
<td>Psychoeducational Assessment II: Standardized Approaches</td>
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<tr>
<td>PY 540</td>
<td>Psychoeducational Assessment III: Clinical Approaches</td>
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<tr>
<td>PY 544</td>
<td>Psychoeducational Assessment IV: Integrated Assessment Systems</td>
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<tr>
<td>PY 548</td>
<td>Psychotherapeutic Techniques for School-Age Youth</td>
</tr>
<tr>
<td>PY 576</td>
<td>Practicum I: Assessment and Group Process</td>
</tr>
<tr>
<td>PY 577</td>
<td>Practicum II: Counseling and Group Process</td>
</tr>
<tr>
<td>PY 598</td>
<td>Internship in School Psychology I</td>
</tr>
<tr>
<td>PY 599</td>
<td>Internship in School Psychology II</td>
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</tbody>
</table>
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 psychologist 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

Applications are reviewed when they are complete, between September 1st and May 31st.

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 three programs of study: Human Services Psychology, Industrial/Organizational Psychology, and Educational Psychology. Requirements for the different programs include:

1. Industrial/Organizational Psychology - requires the completion of 39 credits of approved courses.
2. Foundations of Advanced Psychology - requires completion of 36 credits of approved courses.
   - Twenty-seven of these credits must be in psychology.
3. Human Services Psychology - requires completion of 39 credits of required courses. Twenty-seven of these credits must be in psychology.

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 Dissipow Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Profession.

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 536 Educational and Psychological Testing
PY 545 Designing Development and Training Programs
PY 571 Research in Psychology
PY 578 Field Work in Applied Psychology
PY 597 Seminar in Psychology
PY 98 Comprehensive Examination in Applied Psychology

Electives (15 credits)

Electives must be approved by Dr. Dohm.

* 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.

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 certifica-tion program or those who are already certified.) Three credits.

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.

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.

PY 430 Issues in Professional Practice in Industrial/Organizational 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.

PY 433 Behavioral Statistics*

Participants study descriptive and inferential statistics with an emphasis on methodological and technological applications. 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-cred-it course appropriate to their program.) Three credits.

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.
PY 436 Psychology and Classification I
This course prepares candidates to advance 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 DSM-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes.
Three credits.

PY 437 Psychology 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 DSM-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Three credits.

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 as the primary learning vehicle. Given that children and adolescents frequently demonstrate emotional difficulties in the school setting, the course includes 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.

PY 446 Developmental Psychology I: Theory and Application in Professional Practice
Candidates study the 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 interventions. The course also emphasizes cultural competence, providing candidates with an understanding of individuals and families within a cultural context. Three credits.

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 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.

PY 449 Introduction to Neuropsychology
This course introduces candidates to brain structure, development, and function as the child grows to adulthood. Discussion topics include cognitive, academic, and behavioral sequelae of commonly encountered neuropsychopathologies of childhood and adolescence, with case illustrations. Because of the emphasis placed on educational outcomes for children with learning or other neurodevelopmental disorders, the course addresses dyslexia, attention deficit disorder, and non-verbal learning disability. (Prerequisites: PY 538, PY 540, PY 545, or co-requisite: PY 435) Three credits.

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.

PY 455 Group Work: Theory and Practice
This course focuses on the broad methodological aspects 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 group and the current theories and models. (Prerequisite: Matriculation in the applied psychology program. Pre- or co-requisites: PY 435 and PY 471) Three credits.

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 methods for achieving them. The course covers 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.

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 abilities. 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. Outcome methods are emphasized, but qualitative approaches are presented. (Prerequisites: PY 433, PY 571). Three credits.

PY 480 Consulting Theory and Practice
This course is designed to assist candidates in developing an understanding of skills and 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.

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.

PY 534 Theories of Learning
This course covers, in detail, the conditions of human learning found in the principal schools of psychology in the contemporary scene. Candidates investigate and apply theories for individual reports. Cross-referenced as ED 534. Three credits.

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 and practice 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, consultant perseverance, and consultation model fit. The course includes a practicum component in which candidates consult with a teacher at a school once a week for an entire school year. (Prerequisites: PY 430, PY 548) Three credits.

PY 536 Educational and Psychological Testing
This course examines, in depth, the basic concepts and principles of educational and psychological assessment, including issues related to the assessment of special and diverse populations. The course provides the conceptual foundation for subsequent courses that train candidates in the interpretation of test results 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.

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-rater 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.

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 this course candidates 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 preparation of written reports summarizing test results, (e) exploration of multicultural issues related to assessment, and (f) review of the measurement 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.

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.
Psychological and Educational Consultation

PY 541 Behavior Change Procedures
This course will cover 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.

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.

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.

PY 545 Designing and Developing Training
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.

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.

PY 571 Research in Psychology
This course emphasizes developing a critical understanding of the essential issues involved in designing, conducting, and reporting the results of psychological research. It provides the foundation necessary for more advanced courses in research design and data analysis or for developing a master's thesis proposal. (Prerequisite: PY 433) Three credits.

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.

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.

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 540, PY 506, PY 571; B or better cumulative GPA; submission and approval of proposal by course instructor; approval of program director) Three credits.

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.

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 includes 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.

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 responsibilities, ethics, confidentiality, and professional communications. (Prerequisite: Completion of 21 credits in Applied Psychology) Three credits.

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 triad approach to school psychology, with equal emphasis on assessment, direct intervention, and consultation. (Prerequisite: All course work and approval of program coordinator) Three credits.

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.

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. Previously listed as PY 99-01.

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 435, 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 necessity 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 www.fairfield.edu/grads/gaspp_appdeadlines.htm.

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 a 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.
- 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)

- CN 433 Multicultural Issues in Counseling (or an equivalent course)
- MD 400 Introduction to Educational Technology
- SE 403 Psychocultural 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 credit)
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)
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 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 550 Collaboration and Consultation for the Special Educator

The MA degree with cross-endorsement requires the following courses in addition to those listed above: CN 433 (or its equivalent), PY 534, SE 599, and SE 99.

Course Descriptions

SE 403 Psychoeducational Issues in Special Education
Course introduces candidates to the area of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (cogni-
tion, 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.

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.

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.

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 and adolescents in bilingual or ESL classrooms. Cross-referenced as SL 419. (Marriage & Family Therapy students need Dean’s approval.) Three credits.

SE 429 Developmental and Remedial Reading and Language Arts
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.

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.

SE 436 Administration of Educational Tests
This course includes selection, administration, scoring, and interpretation of administered cogni-
tive processing and academic achievement diagnostic instruments. Pre- or co-requisite: SE 413. Three credits.

SE 441 Parents and Families of Individuals with Disabilities
This course introduces candidates to the dynamic family network of persons with disabilities, emphasizing the psycho-social 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.

SE 465 Early Childhood Special Education
This course is designed to develop an understanding and working knowledge of special education interven-
tions designed for preschool children with disabilities. Major topics will include the history and legislative milestones related to young children with disabilities; awareness of children at risk for developmental disabili-	ies; screening, assessment and evaluation processes; strategies for effective interventions; educational alter-
natives for young children with disabilities; and awareness of the impact of the young children with disabili-
ties on the family. Three credits.
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. This 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. Three credits.

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) Three credits.

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) Three credits.

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) Three credits.

SE 545  Assessment in Autism Spectrum Disorders
This course is designed to investigate the theoretical concepts of assessment and program evaluation in early intervention and to apply this knowledge of assessment instruments, curriculum and instructional strategies and program evaluation methods to intervention settings. It also provides candidates with knowledge in processes of diagnosis and identification of children and youth with ASD and in collecting and reviewing assessment data. Candidates develop skills in utilizing procedures and instruments to screen and evaluate for ASD eligibility and determine needs based on the assessment results. Three credits.

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. Three credits.

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 various 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) Three credits.

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.

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 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 425, 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.

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.

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. Three credits.

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 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.
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 on-campus, 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
Applications are reviewed when they are complete, between September 1st and May 31st.

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

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<th>Foundations (12 credits):</th>
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<td>MD 500 Technology and Transformational Culture in Education</td>
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<td>ED 400 Introduction to Educational Technology</td>
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<td>ED 441/SL 441 Multicultural Contexts of Teaching/Learning</td>
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<td>MD 503 Research/Evaluation in K-12 Consultation and Leadership</td>
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<td>MD 499 Research in Educational Technology</td>
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**Core (12 credits):**

| MD 433 Critical Viewing of Mass Media |  |
| MD 460 Principles of Instructional Development |  |
| MD 470 Designing for Online Instruction |  |
| MD 545/545 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 the last two semesters/after 24 credits completed. Offered Fall and Spring.

**Pedagogy (18 credits required):**

| ED 429 Educational Foundations of Education |  |
| ED 442 Educational Psychology |  |
| SE 406/430 Exceptional Learners in the Mainstream |  |
| MD 565 Methods in the School Library |  |
| MD 581 Student Teaching |  |

**Comprehensive exam:**

MD 99-02 Comprehensive Exam in School Library Media (including Praxis 0310)
Taken in the last two semesters/after 24 credits completed. Offered Fall and Spring.

**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 0310)
Taken in the last two semesters/after 24 credits completed. Offered Fall and Spring.

**Requirements for the M.A. in Educational Technology with initial endorsement as a School Media Specialist (862):**

(for potential candidates not currently certified as teachers)

45 credits

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<td>MD 503 Research/Evaluation in K-12 Consultation and Leadership</td>
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**Core (15 credits):**

| MD 403A The School Library |  |
| MD 403B The School Library |  |
| MD 403C Management of School Library Resources |  |
| MD 404 Introduction to Reference |  |
| MD 409 The Literate Environment: PK-12 Literature/Reading |  |

**Pedagogy (18 credits required):**

| ED 429 Educational Foundations of Education |  |
| ED 442 Educational Psychology |  |
| SE 406/430 Exceptional Learners in the Mainstream |  |
| MD 565 Methods in the School Library |  |
| MD 581 Student Teaching |  |

**Comprehensive exam:**

MD 99-02 Comprehensive Exam in School Library Media (including Praxis 0310)
Taken in the last two semesters/after 24 credits completed. Offered in the 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 conductive to learning, and the application of media and computer technologies in teaching. Lab fee: $45. Three credits.

**MD 400 Introduction to Educational Technology**

This foundation course in our Educational Technology program offers a hands-on overview of effective teaching methods using digital technologies. Candidates learn to articulate a vision of educational reform in the information age and understand the potential applications of educational technology in enriching the education of every student. The course develops students’ understanding of skills in using digital technologies to design and implement effective learning environments. Lab fee: $45. Three credits.

**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.

**MD 403A / 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).

**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.

**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.
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 literacy and application of approaches to reading instruction and an examination of collaboration between reading professionals - literacy coaches, reading specialists and school library media specialists. Three credits.

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.

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, "apps," "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.

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 casts, 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.

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 help 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.

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 multi-camera systems using the University's color television studio. Lab fee: $45. Three credits.

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 program 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.

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.

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.

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.

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.

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 rules and responsibilities of teacher and instructional partner. Three credits.

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 works to develop strategies and components of a computer and common trouble-shooting tips. Lab fee: $45. Three credits.

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 challenges of improving and extending education becomes glaringly apparent. Technologically connected learning communities around the globe occur through study and research 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.

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.

MD 472 Information Literacy through Inquiry-based Learning
This course is designed for those who wish to develop courses that develop 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.

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.
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.

MD 499 Research in Educational Technology I
Open to all M.A. students. (Prerequisite: 24 credit hours in educational technology) Three credits.

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.

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, 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.

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 candidates' needs and working environments. Cross-referenced as PY 545. Three credits.

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.

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 observes and evaluates 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.

MD 580 Directed Observation for Library Media Specialist 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 observes and evaluates 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.

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.

MD 590 Internship in School Media
This internship provides full-time candidates with first-hand experience in school media management. Credit by arrangement.

MD 591 Internship in Television Production
Credit by arrangement.

MD 592 Internship in Multimedia Production
Credit by arrangement.

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.

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.

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.