GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

Master of Arts and Certificate of Advanced Study

2008-2009
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Graduate School of Education and Allied Professions

2008-09 ACADEMIC CALENDAR

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

**Fall 2008**

<table>
<thead>
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<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 7</td>
<td>Registration begins for all graduate programs for Fall 2008</td>
</tr>
<tr>
<td>July 22</td>
<td>Graduate Information Session, 5:30-7 p.m.</td>
</tr>
<tr>
<td>Aug. 19</td>
<td>Back to Campus Day for all graduate programs (noon-7 p.m. in Kelley Center)</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Labor Day – University holiday</td>
</tr>
<tr>
<td>Sept. 1 - May 31</td>
<td>Rolling admissions for the programs of Applied Psychology and TESOL/Bilingual</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Classes begin for all schools</td>
</tr>
<tr>
<td>Sept. 9-15</td>
<td>Late Registration – GSEAP</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>Deadline for make-up of Summer 2008 incompletes – GSEAP</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Deadline to register for Fall comprehensive exams (except Marriage &amp; Family Therapy)</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Application deadline for GSEAP (Exceptions: School Psychology has only one deadline a year on Jan. 15. Applied Psychology and TESOL/Bilingual Education admit on a rolling basis Sept. 1 to May 13.)</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Columbus Day – University holiday</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Monday classes meet for all schools (day and evening divisions)</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Degree cards are due for January graduation – all schools</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Last day to withdraw without Dean’s permission – GSEAP</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Graduate Information Session, 5:30-7 p.m.</td>
</tr>
<tr>
<td>Nov. 26-30</td>
<td>Thanksgiving Recess – all schools</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Classes resume. Registration begins for all graduate programs for Spring 2009</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Last day to complete Fall comprehensive exam – GSEAP</td>
</tr>
<tr>
<td>Dec. 18</td>
<td>Last day of classes for all graduate programs</td>
</tr>
</tbody>
</table>

**Spring 2009**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Classes begin for all schools</td>
</tr>
<tr>
<td>Jan. 15</td>
<td>Application deadline for GSEAP programs (Exceptions: TESOL and Applied Psychology have rolling admissions Sept. 1 to May 31. School Psychology has one deadline on Jan. 15.)</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Deadline for make-up of Fall 2008 incompletes for GSEAP</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Martin Luther King Day – University holiday</td>
</tr>
<tr>
<td>Jan. 19-23</td>
<td>Late registration – GSEAP</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Deadline to register for Spring comprehensive exams – GSEAP</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Degree cards due for May graduation – all schools</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>President’s Day – University holiday (except for Graduate Business and Graduate Engineering)</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Monday classes meet for all schools (day and evening division)</td>
</tr>
<tr>
<td>Mar. 2-8</td>
<td>Spring recess – all schools</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>Classes resume – all schools</td>
</tr>
<tr>
<td>Mar. 17</td>
<td>Last day to withdraw without Dean’s permission – GSEAP</td>
</tr>
<tr>
<td>Apr. 1</td>
<td>Registration begins for all graduate programs for Summer 2009</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Monday classes meet for all schools (day and evening division)</td>
</tr>
<tr>
<td>Apr. 9-12</td>
<td>Graduate Information Session, 5:30-7 p.m.</td>
</tr>
<tr>
<td>Apr. 15</td>
<td>Easter recess</td>
</tr>
<tr>
<td></td>
<td>Application deadline for GSEAP programs (Exceptions: TESOL and Applied Psychology have rolling admissions Sept. 1 to May 31. School Psychology has one deadline on Jan. 15.)</td>
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Academic Calendar

Apr. 9 ................................. Last day to complete Spring comprehensive exams – GSEAP
May 4 ................................. Last day of classes for all graduate programs
May 16 ............................... Baccalaureate Mass
May 17 ............................... 59th Commencement – 10 a.m.

Summer 2009

May 18 - June 2 ................. GSEAP Pre Session (Memorial Day holiday, May 25)
May 27 ................................. Deadline for make-up of Spring 2009 incompletes – GSEAP
June 3-26 .............................. GSEAP Session I
July 2-25 ............................... GSEAP Session II
July 4 ................................. Independence Day – University holiday
July 6 ................................. Registration begins for all Fall 2009 graduate programs
     Degree cards due for Aug. 16 graduation
July 27 - Aug. 8 ....................... GSEAP Post Session
A Message From the Dean

On behalf of our staff and faculty, welcome to the Graduate School of Education and Allied Professions at Fairfield University. For over 50 years, Fairfield has offered high-quality graduate programs in education and the human services. Whether your goal is advancement in your current field, a change in career, professional certification, or an advanced degree, we are well positioned to meet your current educational needs and aspirations. Graduates of our programs are exceptionally well qualified to make significant contributions in fields serving children, youth, families, and communities.

As a Jesuit institution, our programs are designed to foster your growth as an individual, your intellectual development, and your commitment to professional service. We provide a rigorous course of study within a supportive academic environment, instruction from a caring and committed faculty, and a broad range of courses that integrate critical reflection, practical experience, and the most current research in the field. Our programs are fully accredited and are tailored for working professionals. Classes are scheduled in the evening for fall and spring semesters and in a variety of accelerated formats during the summer.

This catalog has been designed to serve as a reference guide to academic programs, requirements, and resources. It describes the programs that lead to a master of arts degree and a certificate of advanced study. Also included are the courses of study that fulfill the requirements for a variety of Connecticut professional certificates. The schedule of course offerings for the fall, spring, and summer sessions appear in separate publications that are available prior to each registration period and on the GSEAP website.

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

Dr. Susan Douglas Franzosa
Dean
Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values, and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university, it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective, and a commitment to excellence. Fairfield encourages a respect for all the disciplines—their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

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

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

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

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

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

A comprehensive liberal arts university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by sound academics, collegiality among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students and 1,000 graduate students, plus over 800 part-time students enrolled in University College for degree completion programs as well as personal and professional enrichment courses.

Fairfield offers 35 graduate programs in addition to 34 undergraduate majors, through the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Graduate Education and Allied Professions, and Nursing. Several graduate schools also offer Certificates for Advanced Study. Graduate students earn credentials for professional advancement while benefiting from small class sizes, opportunities for real-world application, and the resources and reputation of a school consistently ranked among the top regional universities in the North by U.S. News & World Report.

In the past decade, more than three dozen Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation’s oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor populated by colleges and universities, cultural and recreational resources, and leading corporate employers.

The third youngest of the 28 Jesuit universities in the United States, Fairfield has emerged as an academic leader well positioned to meet the needs of modern students. Sixty-six years after its founding, the University’s mission remains the same: To educate the whole person, challenging the intellectual, spiritual, and physical potential of all students.

In the spirit of its Jesuit founders, Fairfield University extends to its graduate students myriad resources and services designed to foster their intellectual, spiritual, and physical development.

CAMPUS SERVICES

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

The library’s collection includes more than 345,000 bound volumes, 1,600 journal and newspaper subscriptions, electronic access to 30,000 full-text journal and newspaper titles, 14,000 audiovisual items, and the equivalent of 106,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. Library resources are accessible from any desktop on or off campus at http://sirsi.fairfield.edu. From this site, students use their StagCard number and a pin code to access their accounts, read full-text journal articles from more than 150 130 databases, submit interlibrary loan forms electronically or contact a reference librarian around the clock via e-mail or “live” chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 15-seat training lab, and a 12-seat conference room/group study with projection capability. Also, the Center for Academic Excellence is temporarily housed on the lower level with offices for the director and assistant director.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight.

The Rudolph F. Bannow Science Center houses advanced instructional and research facilities that foster the development of science learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, mathematics, physics, and psychology.
The John A. Barone Campus Center is the social focal point of University activities and offers students a place to relax, socialize, or study during the day. Students can sip cappuccino at Jazzman’s CyberCafé, shop at the University bookstore, watch deejays for the campus radio station, WVOF-FM 88.5, at work in their new glass-enclosed studio, or grab meals at one of two dining facilities. The center is open 24 hours from Sunday through Thursday and from 7 a.m. to 1 a.m. on Fridays and Saturdays. Call the Campus Center between 9 a.m. and 9 p.m. for bookstore and dining hall hours.

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

The Career Planning Center is open to graduate students and offers career information, online job listings, and career counseling services. The Center also invites leading employers to recruit on campus. Graduate students who wish to leverage their master’s degrees in a career transition should meet with the director of career planning one year before graduation.

The Campus Ministry team nourishes a faith community on campus, taking seriously its unique role in expressing the University’s Catholic and Jesuit identity. The team, composed of pastoral ministers, laypeople, and a council of 18 student leaders, provides counseling and spiritual direction, fosters prayer life, conducts liturgies and retreats, trains students as lectors and Eucharistic ministers, and coordinates interfaith and ecumenical events.

Campus Ministry offers students chances for reflection as they work and live alongside people of different backgrounds during service trips during the year. Graduate students are welcome to apply for immersion experiences in Ecuador, Nicaragua, and Mexico, as well as trips closer to home in Kentucky.

Campus Ministry is housed in the Pedro Arrupe, S.J., Campus Ministry Center on the lower level of the Egan Chapel of St. Ignatius Loyola. Mass is held daily in the chapel during the lunch hour, on some weekdays, and twice on Sundays.

Fairfield’s Computing Services are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 100 megabits per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

Nineteen computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure website where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campus-wide announcements.

Administrative Computing (SunGard SCT) is located in Dolan 110 East and provides support for the integrated administrative system, Banner. Additionally, Administrative Computing supports StagWeb, the campus portal that enables students to access their e-mail, grades, calendars, course schedules, and other types of information that is important to the adult learner. Administrative Computing’s Help Desk is located on the second floor of Dolan Commons and can be reached by e-mail (helpdesk@mail.fairfield.edu) or by phone (203) 254-4357. The hours of operation are Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m., and on Tuesdays from 8:30 a.m. to 7 p.m.

Computing and Network Services, located on the second floor of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal Web page assistance. All computing and network infrastructure on campus, the telecommunications system, hardware and software support for faculty and staff infrastructure and staffing, and operational support for public computer labs fall within the jurisdiction of C&NS. Office hours are 8:30 a.m. to 4:30 p.m. and their Help Desk number is (203) 254-4069 or cns@mail.fairfield.edu.

The Department of Public Safety is responsible for the safety of people and property on campus. Officers patrol campus by bike, foot, and vehicle 24 hours a day, 365 days a year. The Department of Public Safety is authorized to prevent, investigate, and report violations of State or Federal Law and University regulations. In addition, officers are trained to provide emergency first aid and are supplemental first responders for the Town of Fairfield. Public Safety officers also oversee the flow of traffic on campus and enforce parking regulations.

The Regina A. Quick Center for the Arts serves as a cultural hub and resource for the University and surrounding towns, offering popular and classical music programs, dance, theatre, and outreach events for young audiences. The center consists of the 740-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Tickets to Quick Center events are available to graduate students at a discounted price. For a calendar of events, visit www.quickcenter.com.

In addition, various departments schedule exhibitions, lectures, and dramatic programs throughout the academic year. These events are open to all members of the University community and many are free or offered to students at a discounted rate.
Athletics and Recreation
In athletics, Fairfield is a Division I member of the National Collegiate Athletic Association (NCAA) and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference (MAAC). The men's and women's basketball teams play at Bridgeport's Arena at Harbor Yard, considered one of the top facilities in collegiate basketball. Discounted tickets for Fairfield Stags games are available to graduate students. For tickets or other information, call the athletic box office or visit www.fairfieldstags.com. In addition, soccer, lacrosse, and other games are held on campus and are free to graduate students.

The Leslie C. Quick Jr. Recreation Complex, a multi-purpose facility also known as the RecPlex, features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio theatres, a weight room, and group fitness courses. The Department of Recreation also oversees the outdoor tennis and outdoor basketball courts. Graduate students may join the RecPlex on a per semester basis by presenting a current StagCard, proof of current registration, and paying the appropriate fee. For membership information and hours, call the RecPlex office at (203) 254-4141.

Parking on Campus
All vehicles must be registered with the Department of Public Safety and display a current vehicle registration sticker. For graduate students, the fee for this is included as part of tuition. However, graduate students must register their vehicle. To do so, students complete and submit the online registration form available on StagWeb. Students should then bring a copy of the submitted application to Public Safety (Loyola Hall, Room 2) with proof of enrollment and their state vehicle registration. A pamphlet detailing traffic and parking regulations will be provided with your registration sticker. Unauthorized vehicles parked in fire lanes, handicapped, or service vehicle spaces are subject to both fines and towing. Handicapped persons must display an official state handicapped permit.
Academic Advising and Curriculum Planning

All matriculated candidates must have a faculty advisor. Candidates will be assigned an advisor at the time they are notified of formal, conditional, or reviewed non-matriculated admission. After taking nine hours of graduate coursework, candidates may request a different faculty advisor. All matriculated and non-matriculated candidates must meet with their advisors during their first semester to plan a program of study. We recommend that the advisor be consulted each semester about course selection.

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

Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the candidate’s previous academic record and whether or not the prerequisites set forth for the specific program have been met. Should a candidate wish to change his or her track or concentration, this request must be made in writing on the request for change of major form, which is available in the dean’s office, and must be approved by the department chair or program director, and the dean. In changing from a non-certification track or program to one that leads to Connecticut certification, the Praxis I requirement and the minimum undergraduate GPA requirements must be met before any change of program or track is processed. Coursework fulfilling the requirements of one earned graduate degree cannot be used to fulfill the credit requirements for an additional graduate degree.

Durational Shortage Area Permit (DSAP) Study

The Durational Shortage Area Permit (DSAP) program of study is designed for matriculated candidates who have been offered a DSAP position by a school district. To be eligible for the DSAP, a candidate must have completed all prerequisites for student teaching and have passed the relevant Praxis II and ACTFL examinations. Once a recommendation has been secured, the candidate may present a DSAP application to the assistant dean for consideration.

This application must first be completed by the applicant and by the employing district. No DSAP applications will be endorsed by the assistant dean without a program recommendation. Candidates must be enrolled for six credits of University observation and teaching supervision, which must be taken during the first year of the DSAP.

Academic Freedom and Responsibility

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

Academic Honesty

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Honor Code

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

“I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity.”
Academic Dishonesty
Candidates are sometimes unsure of what constitutes academic dishonesty. In all academic work, candidates are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

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

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

University Course Numbering System

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

Graduate
- 400-499 Graduate courses, open to undergraduate students with permission
- 500-599 Graduate courses

Normal Academic Progress

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

Academic Standards
Candidates are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master’s degree or certificate must maintain a 3.00 grade point average. Because of the clinical nature of graduate programs, department faculty members also require demonstration of personal and dispositional qualities that are conducive to the selected professional role.

Auditing
A candidate who wishes to audit a graduate course may do so only in consultation with the course instructor. No academic credit is awarded and a grade notation of audit (AU) is recorded on the official transcript under the appropriate semester. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor and the assistant dean.

Independent Study
The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Candidates must submit a preliminary proposal using the Independent Study Application form,
which is available in the dean’s office, to their major advisor. A copy of this completed form must be presented to the Registrar upon registration for the course. Frequent consultation with the major advisor is required. Candidates may earn from one to six credits for an independent study course.

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

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

Time to Complete Degree
Candidates are to complete all requirements for a degree and file an application for graduation within a period of six years from the date of enrollment in the first course taken for credit toward the degree. Candidates should follow the degree requirements described in the general catalog in effect on the date on which they are formally admitted to their degree program. If education is interrupted, a candidate must apply for readmission. See the “Readmission” section on page 15. Over and above the minimum requirements stated in the catalog, the dean may require additional evidence of fitness for the degree.

Applications for and Awarding of Degrees
All candidates must file an application for the master’s degree and the certificate of advanced study in the dean’s office by the published deadline and must successfully complete all requirements for the degree prior to participating in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement
Diplomas are awarded in January, May, and August (see calendar for application deadlines). Candidates who have been awarded diplomas in the previous August and January and those who have completed all degree requirements for May graduation are invited to participate in the May commencement ceremony. Graduate candidates must successfully complete all requirements for the degree prior to participating in commencement.

Comprehensive Examination
The following designations for grading the written comprehensive examination of work offered for the master’s degree in the Graduate School of Education and Allied Professions are used:

- Pass with Distinction
- Pass
- Fail

It is strongly recommended that candidates plan to take the comprehensive examination at least one semester before they anticipate graduating.

Candidates are eligible to register for the examination after the completion of prerequisite semester hours defined by their program. If the first examination is failed, one retake examination is permitted. Passing the comprehensive examination may be a requirement for all programs leading to the master of arts. Candidates who fail the comprehensive examination twice may be dismissed from their program.

Connecticut State Certification
Initial certification of any type by the Connecticut Department of Education requires institutional approval as to scholarship, professional preparation, qualities of dispositions, and personal fitness for teaching. Application forms for Connecticut certification can be downloaded directly from the Connecticut State Department of Education website (www.state.ct.us/sde/dtl/cert/toccert.htm); student information on the first page of the short form application for initial certification should be completed before the application is submitted to the certification officer for completion of the second page (institutional recommendation). No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University. Endorsement for certification depends on fulfillment of the regulations in effect at the time of application for state certification.

Approved certification programs are listed and described in this catalog. All graduates of these programs who are recommended for certification in Connecticut may be qualified for certification in states that are party to the NASTDEC Interstate Contract. Candidates seeking initial certification after a five-year period from the date of graduation will be required to meet current state certification criteria including any course, testing, or other requirements.
Academic Policies and General Regulations

Course Grading System

Grades; Academic Average
The work of each candidate is graded on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades. The symbol - suffixed to the grades A, B, and C indicates the lower ranges covered by those grades.

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

The grade of incomplete is given at the discretion of individual professors. Normally all coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete grade, after which the “I” becomes an F. Pass or Fail grades are used in a limited number of courses.

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

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

A change of an incomplete grade follows the established policy.

Incomplete
An incomplete grade is issued in the rare case when, due to an emergency, a candidate makes arrangements – in advance and with the professor’s and the dean’s permission – to complete some of the course requirements after the semester ends. All course work must be completed within 30 days of the end of the term. Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program.

Transfer of Credit and Course Waiver
Requests for transfer of graduate credit or course waiver must be recommended by the faculty advisor or department chair and approved by the dean or assistant dean. Transfer of credit from another regionally accredited institution of higher learning will be allowed if it was applicable to a graduate degree at the institution at which it was earned; not used toward another graduate degree; and completed prior to enrolling at Fairfield University. If this transfer of credit is to be applied toward the C.A.S., only graduate work done after completion of a master’s degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enroll-
ment, and the grade received for the work may not be less than B. As many as six credits may be transferred if they relate to the candidate’s present program. Upper-division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the faculty advisor, be used for waiving prerequisites or for meeting content requirements. A course waiver does not reduce the credit requirement of a degree program; another approved credit-bearing course must be taken to fulfill degree requirements.

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

Scholastic Honors

Alpha Sigma Nu
Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, graduate candidates must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others, and manifest a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding undergraduate and graduate students who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education.

Chi Sigma Iota
Chi Sigma Iota is the International Counseling Academic and Professional Honor Society. Fairfield University's chapter, Gamma Lambda Chi, was founded in 1997. Membership requires a minimum GPA of 3.5 in graduate study. The chapter provides a forum for candidates, alumni, faculty, and local professionals who together create a community of professionals with a lifelong commitment to learning about the issues and best practices relevant to counseling.

Disruption of Academic Progress

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

Course Withdrawal
Candidates who wish to withdraw from a 14-15-week course before its sixth scheduled class must do so in writing or in person at the Registrar’s Office. Written withdrawals are effective as of the date received or postmarked. In-person withdrawals are made in the Registrar’s Office by completing and submitting a Change of Registration form.

Those who wish to withdraw from a course after the sixth scheduled class must submit a written statement of their intention to the dean for approval to withdraw without academic penalty. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. In general, course withdrawals are not approved after the sixth scheduled class. In extreme cases, exceptions may be approved by the dean.

Continuous Registration
Graduate students matriculated in a degree program who choose to interrupt their education for a given term must file for Continuous Registration status with the Registrar’s Office in order to maintain their active student status. Continuous Registration allows students use of the library, computing facilities and access to faculty advising. Students may remain on Continuous Registration status for up to two successive terms. Students who do not register for Continuous Registration status will be assumed to be inactive. Students deemed inactive are required to secure reinstatement from the dean in order to continue their enrollment.

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

Candidates who receive a master’s degree from Fairfield University and who want to begin programs leading to a certificate of advanced study are required to file a new application of admission and be approved for admission.

Academic Grievance Procedures

Purpose
Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances
A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances relate to procedural appeals or to academic competence appeals, or to issues of academic dishonesty. Procedural appeals are defined as
those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed. Remedies would include but not be limited to awarded grade changes, permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

**Time Limits**

The academic grievance procedures defined here must be initiated within one semester after the event that is the subject of the grievance.

**INFORMAL PROCEDURE**

Step one: The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

Step two: The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

**FORMAL PROCEDURE**

Step one: If the student still believes that the grievance remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request through the dean of the school in which the course was offered for a formal hearing in the academic vice president's office. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The academic vice president determines whether the grievance merits further attention. If not, the student is so informed.

If, however, the grievance does merit further attention, the academic vice president determines whether it is a procedural, competence, or academic dishonesty appeal.

- If it relates to a procedural matter, the academic vice president selects a dean (other than the dean of the involved school) to chair a grievance committee.
- If it relates to an academic competence matter, the academic vice president requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student’s grievance.
- If it relates to academic dishonesty, the academic vice president will convene a committee comprised of a dean and two faculty from outside the department in which the course was offered to review the material and the sanctions.

In addition, in some instances it may be possible for the academic vice president to settle the grievance.

Step three: For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the academic vice president contacts the outside panel members and requests that they review the case in relation to its content validity.

For academic honesty appeals, the academic vice president will request that the committee present a written report of its findings relating to the validity of the charge and the sanctions.

Step four: The recommendation from either the grievance committee or the panel is forwarded to the academic vice president in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The academic vice president renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the academic vice president is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

**Structure of the Grievance Committee**

The structure of the Grievance Committee is the same as the existing Academic Honesty Committee, as follows:

- Two faculty members are selected from a standing panel of eight faculty members elected by the general faculty. The faculty member against whom the grievance has been directed proposes four names from that panel; the student strikes two of those names, and the two remaining faculty members serve.

- Two students are selected from a standing panel of eight students elected by the student government. The student(s) (grievant(s) propose four names from that panel; the faculty strike two of those names: the two remaining students serve.
• In the event that a faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel serves as an alternate.

• The committee is chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the academic vice president. The dean so selected has no vote except in the event of a tie, and is responsible for overseeing the selection of the review committee, convening and conducting the committee meetings, and preparing the committee’s report(s) and other appropriate documentation.

• The election of committee members should take into account the possible need for response on 24-hour notice (particularly at the time of Commencement), and availability should, in such instances, be a prime consideration in committee member selection.

**Due Process Procedure**

a. Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.

b. Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.

c. The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.

d. The hearing committee promptly and forthrightly adjudicates the issues.

e. The full text of the findings and conclusions of the hearing committee are made available in identical form and at the same time to the student and the faculty member. The cost is met by the University.

f. In the absence of a defect in procedure, recommendations shall be made to the Academic Vice President by the committee as to possible action in the case.

g. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

**Transcripts**

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

**Student Records**

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

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

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.

2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.

3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.
Admission Criteria

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

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

Applicants for the School Counseling, School Library Media Specialist, School Psychology, and all teacher preparation programs must fulfill the Essential Skills in Mathematics, Reading, and Writing requirements (PRAXIS I PPST pass or waiver); possess a minimum undergraduate cumulative grade point average of 2.67; present two recommendations, on the appropriate forms, to support their professional potential; interview with a faculty panel; and meet other entry requirements as determined by the Connecticut State Board of Education.

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

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

Admission Procedure

A. Applicants for a degree, certificate, or state certification

Those seeking formal admission must complete the following procedure:

1. Submit a completed formal application and supplemental application along with the non-refundable $60 application fee to the Office of Graduate and Continuing Studies Admission.
2. Have all official undergraduate and graduate transcripts sent to the application file in the Office of Graduate and Continuing Studies Admission.
3. Submit two recommendations — one of which will be, preferably, from a current employer or supervisor — on the appropriate forms.
5. Participate in an admissions interview.
6. Consult a faculty advisor or the assistant dean about course selection.

If formal admission has not been granted prior to the beginning of the semester, the applicant may register as a non-matriculated candidate for one semester pending receipt and disposition of application materials.

B. Non-Matriculated Applicants

Those not seeking a degree or certificate or those who have not completed the formal admission process may enroll and earn up to six credits in a certification program or nine credits in a non-certification program using the following procedure:

1. Obtain a copy (official or unofficial) of your undergraduate transcript that shows the undergraduate degree you earned. You will need to bring this transcript and application fee with you to the University.
2. Meet with the assistant dean or a faculty advisor in the program that interests you to determine whether you qualify for non-matriculated student status, to decide on courses, and to complete and sign your Non-Matriculated Student Status Application (available at www.fairfield.edu/gradapp). Your transcript will be reviewed during this meeting.
3. Complete the formal common admission application (available at www.fairfield.edu/x2931.html).
4. Deliver your completed non-matriculated student status application, your completed formal common...
admission application, and your non-refundable application fee to the Dean’s Office (Canisius 102) for on-the-spot processing.

5. Once your non-matriculated student application is processed by the Dean’s Office, you may register for courses at the Registrar’s Office.

C. Non-Degree Applicants
Applicants who hold advanced degrees (at least master’s and/or sixth year) and are interested in taking courses for professional and personal continuing education may be admitted as permanent non-degree candidates. Courses taken under this status may not be considered toward fulfillment of degree requirements. Those seeking non-degree status admission must complete items 1, 2, 3, 4, and 6 in Section A, above.

International Applicants
International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit certified English translations and course-by-course evaluations, done by an approved evaluator from the list on file in the Dean’s Office, of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 79 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service (Fairfield’s ETS code is 3390). TOEFL may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted to the Office of Graduate & Continuing Studies Admission at least three months prior to the intended start date.

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

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

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

Other Requirements

The StagCard
All candidates are required to obtain a StagCard, the University’s official identification card. With the StagCard, graduate candidates can gain access to the University’s computer labs, the library, StagPrint, and much more. Graduate candidates can also purchase a membership to the Quick Recreational Complex, which requires a valid StagCard for entry.

To obtain a StagCard you will need a valid, government-issued photo identification card. Also, proof of course registration will quicken the processing of your card, but is not required. Please note: returning candidates can use their existing card.

The StagCard Office is located in the Aloysius P. Kelley, S.J. Center. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m. NOTE: Summer hours may vary from those listed in this catalog. For more information, you may check the website: www.fairfield.edu/stagcard, or e-mail the office at stagcard@mail.fairfield.edu or call (203) 254-4009.

StagWeb (http://stagweb.fairfield.edu)
All graduate candidates are issued individual accounts for StagWeb, a secure website where you can check e-mail, register for parking, review your academic and financial records, including course schedules and unofficial transcripts, and stay tuned to campus-wide announcements. Graduate students must activate and use their StagWeb accounts, as this is the primary method the University uses to communicate with students.

Your new StagWeb account will be available within 24 hours of registering for classes for the first time. To log in you will need your Fairfield ID number (an eight-digit number which can be found on your course schedule) and your date of birth (in MMDDYY format). For more information or for assistance with StagWeb, please contact the StagWeb helpdesk at (203) 254-HELP or by e-mail at helpdesk@mail.fairfield.edu.
Graduate School of Education
and Allied Professions
Overview

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

GSEAP offers two levels of professional graduate degree programs: (1) the Master of Arts in applied psychology, bilingual education, community counseling, school counseling, curriculum and teacher, education technology, school library media specialist, elementary education, marriage and family therapy, school psychology, secondary education, special education, bilingual/special education, and TESOL and (2) the Certificate of Advanced Study in bilingual education, community counseling, school counseling, school psychology, and TESOL.

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

1. Teaching and Foundations
2. Elementary Education (M.A. only)
3. Bilingual Education
4. TESOL
5. Community Counseling
6. School Counseling
7. Marriage and Family Therapy (M.A. only)
8. Applied Psychology (M.A. only)
   • Human Services Psychology, Foundations of Advanced Psychology, & Industrial/ Organizational/Personnel Psychology
9. School Psychology
10. Secondary Education
    • English, Social Science, Mathematics, Biology, Chemistry, Physics, General Science, French, German, Latin, Spanish, and English
11. Special Education
12. Educational Technology
    • School Library Media Specialist

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

1. Elementary Education
2. Secondary Education in English, Mathematics, Biology, Chemistry, Physics, General Science, French, German, Latin, Spanish, and Social Studies

Unit Mission and Conceptual Framework

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

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

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

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

**Disposition Statement**

All prospective and admitted candidates of the Graduate School of Education and Allied Professions are expected to demonstrate personal and professional dispositions that are:

- embodied in the mission statement of the GSEAP;
- outlined in the ethical codes of their chosen profession; and
- stipulated by their particular graduate departments.

Education, psychology, and mental health professionals must be held to the highest standards as they prepare to serve the public in important ways. Candidates who exhibit attitudes, beliefs, values, or behavior not consistent with these dispositions, or who do not demonstrate the potential to do so, may be:

- denied admission to the program;
- required to participate successfully with academic remediation;
- required to demonstrate emotional and behavioral intervention prior to a decision allowing them to continue their studies; or
- dismissed from the program.

**The School**

Since its first graduation in 1951, the Graduate School of Education and Allied Professions has awarded 8,482 master’s degrees and 2,281 certificates of advanced study (as of August 2006). The current structure of the School consists of four departments that house 17 distinct programs of study. Eight of those programs are accredited by the Connecticut State Department of Education for the issuance of certificates to practice those professions. In addition to the accreditation of state certification programs, the departments of Marriage and Family Therapy and Counselor Education are nationally accredited by their professional organizations. The School has earned the reputation of being a model of excellence and innovation within its various professional communities. By engaging in continual internal program assessment, the School is able to create and maintain curricular offerings and clinical field experiences that keep the GSEAP on the leading edge of all of our disciplines.

**Degree Requirements Overview**

**Master of Arts**

1. Candidates must complete a minimum of 33 credits or the number of credits specified by the department.
2. Candidates must complete the number of credits in their major field and approved electives as specified by the department.
3. Candidates are required to pass a written comprehensive examination or complete other program-specific culminating requirements in the work offered for the degree. To be eligible to register for comprehensive examinations, candidates must complete the minimum number of semester hours of coursework determined by their program. We recommend that candidates take the comprehensive examination at least one semester prior to their anticipated semester of graduation. Candidates who fail the comprehensive examinations twice may be dismissed from their program.
4. Candidates must have a minimum grade point average of 3.00 in order to be eligible to graduate.
5. Candidates must submit an Application for Degree (available in the dean’s office) by the scheduled deadline.

All candidates must register with the dean’s office for the comprehensive examination. Refer to the graduate school calendar for the registration deadline.

**Certificate of Advanced Study**

1. Candidates enrolled in a CAS program must complete a minimum of 30 credits in an approved program. Those whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for advanced study.
2. Candidates must complete 15 credits in the major field and all other courses required by the department.
3. Candidates must have a minimum overall grade point average of 3.00. Any grade below a B- will not be credited toward a certificate of advanced study.
4. Candidates must submit an Application for Degree (available in the dean’s office) by the scheduled deadline.
Faculty
Diana Hulse-Killacky (chair)
Virginia A. Kelly
Bogusia Molina
Tracey Robert
Richard Madwid (clinical coordinator)

The Counselor Education Department currently offers the master of arts degree in community counseling and school counseling. The Counselor Education Department also offers a certificate of advanced study (C.A.S.) in community counseling and school counseling. The community counseling concentration prepares candidates to work in a variety of human service settings, including community 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 Community and School Counseling M.A. programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation. 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 will not be recommended for matriculation or continuation in the department. In addition, the disposition statement presented on page 23 is applicable to these programs as it is to all programs in the Graduate School of Education and Allied Professions.

Admission to the Department
Admission decisions are made three times a year. The deadlines for submission of application materials are January 15 and April 15 for summer and fall admission and October 1 for spring admission.

In addition to the basic admission application, applicants are required to complete an application supplement. Applicants are notified regarding an interview after a paper review of their credentials. Passing or waiving Praxis I testing is required before formal admission to the School Counseling program. School counseling candidates can take a maximum of six credits before formal admission; community counseling candidates can take a maximum of nine credits before formal admission.

Requirements for the M.A.
Counselor education candidates in both concentrations must complete a minimum of 48 credits for the M.A. and 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 community 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 Counselor Education master’s degree programs will have completed the requirements to sit for the national certification exam and some of the requirements to become a licensed professional counselor within the state of Connecticut. Individuals wishing to complete these requirements will need an additional nine to 12 credits of graduate study within the field. The department offers the national certification exam; passing this exam results in national
counselor certification. In addition, this exam serves as the counselor licensing examination in Connecticut. Candidates who complete 60 credits and pass the exam will be required to obtain 3,000 supervised clinical hours and 100 hours of supervision under a licensed professional counselor prior to applying for state licensure.

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. The Counselor Education Department is an approved National Board for Certified Counselors continuing education units provider.

Programs of Study – M.A.

Community 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 437 Psychopathology and Classification II

Professional Orientation (three credits)
CN 468 Professional Issues in Counseling

Helping Relationship (nine credits)
CN 500 Theories of Counseling and Psychotherapy
CN 553 Counseling Relationships and Skills
FT 550 Introduction to Marriage & Family Therapy

Group Work (three credits)
CN 455 Group Work: Theories and Practice

Lifestyle and Career Development (three credits)
CN 457 Career Development: Theory and Practice

Appraisal (three credits)
CN 467 Assessment in Counseling

Research and Evaluation (three credits)
CN 566 Research Methodology

Clinical Instruction (nine to 15 credits)**
CN 558 Counseling Practicum
CN 590S Internship: School Counseling

Specialized Curriculum (nine credits)
CN 531 School Counseling: Procedures, Organization, and Evaluation
ED 429* Philosophical Foundations of Education
SE 405* Exceptional Learners in the Mainstream

Elective courses

Comprehensive examination, which may be taken during the last semester of study or one semester prior.

*Grades of B or better are required in the sequence of clinical coursework.

School Counseling
(minimum of 48 credits)

Social and Cultural Foundations (three credits)
CN 433 Multicultural Issues in Counseling

Human Development (six credits)
CN 447 Lifespan Human Development
PY 436 Psychopathology and Classification I

Professional Orientation (three credits)
CN 468 Professional Issues in Counseling

Helping Relationship (six credits)
CN 500 Theories of Counseling and Psychotherapy
CN 553 Counseling Relationships and Skills

Group Work (three credits)
CN 455 Group Work: Theories and Practice

Lifestyle and Career Development (three credits)
CN 457 Career Development: Theory and Practice

Appraisal (three credits)
CN 467 Assessment in Counseling

Research and Evaluation (three credits)
CN 566 Research Methodology

Clinical Instruction (nine to 15 credits)**
CN 558 Counseling Practicum
CN 590S Internship: School Counseling

Specialized Curriculum (nine credits)
CN 531 School Counseling: Procedures, Organization, and Evaluation
ED 429* Philosophical Foundations of Education
SE 405* Exceptional Learners in the Mainstream

Elective courses

Comprehensive examination, which may be taken during the last semester of study or one semester prior.

* Not required for M.A., but required for school counseling certification when the candidate lacks a valid Connecticut Educator Certificate.

**Grades of B or better are required in the sequence of clinical coursework.
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 described in semester bulletins. One credit.

**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 432  Community 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, adult, and family development, the course examines the modification of family structures over time and psychosocial development within family systems and cultural contexts. Cross-referenced as PY 447 and FT 447. Three credits.

**CN 454  Introduction to Counseling Children and Adolescents**
This course provides an overview of theories and research pertinent to counseling children and adolescents. Candidates examine factors that promote and hinder healthy human development and receive information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. The course addresses multicultural dynamics and identifies issues relevant to divorce, grieving, and coping with crisis. Procedures include activities designed to help candidates conceptualize an ecosystemic framework for the counseling process. (Prerequisites: CN 447, CN 500 or permission of the instructor, CN 553.) Three credits.

**CN 455  Group Work: Theories and Practice**
This laboratory course focuses on group counseling theories and tasks in an interpersonal context. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the theories/laws of their development. (Prerequisite: matriculation in a counselor education program, CN 500, CN 553, or permission of the instructor.) Three credits.

**CN 457  Career Development: Theories and Practice**
Candidates examine the psychology of work and theories of career development while exploring vocational interest tests and the uses of various counseling techniques. The course emphasizes career counseling and guidance throughout life. Three credits.

**CN 465  Introduction to Substance Abuse and Addictions**
Candidates explore basic information about the history and current use and abuse of various drugs and alcohol. Topics include addiction, 12-step programs, physiological effects, FAS, COAs, and family systems, as well as culturally relevant prevention, intervention, and treatment strategies for individuals and families. Cross-referenced as FT 465. Three credits.

**CN 466  Substance Abuse Interventions**
This course uses didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. Topics include the role of motivational counseling and techniques developed by the Johnson Institute. (Prerequisite: CN 465 or a basic understanding of the addictions field.) Three credits.

**CN 467  Assessment in Counseling**
This course establishes an understanding of principles and procedures associated with standardized and non-standardized assessment in community and school settings. Candidates acquire skills necessary for conducting basic assessments and explore principles of diagnosis, individual, group, and environmental assessments. The course includes an overview of intelligence, attitude, interest, motivation, aptitude, achievement, personality, adjustment, and development; examines legal, ethical, and multicultural concerns; and presents considerations unique to individuals with special needs. (Prerequisite: CN 553.) Three credits.
CN 468 Professional Issues in Counseling
This course provides an orientation to the counseling profession, including the history of professional counseling; professional identity; the social, economic, and philosophical bases of the profession; the major legal and ethical issues facing the profession; and current and future issues and trends in counseling. Three credits.

CN 500 Theories of Counseling and Psychotherapy
This course examines philosophical bases for counseling theory, ethical and professional issues, and eight to nine theories that contribute to the practice of professional counseling, including psychoanalytic, humanistic/existential, cognitive/behavioral, and systemic approaches. Three credits.

CN 531 School Counseling: Procedures, Organization, and Evaluation
This course provides candidates with the information necessary to understand the development of effective group facilitation skills and knowledge of organizing, implementing, and evaluating groups. The course addresses theoretical and experiential understanding of group dynamics. Three credits.

CN 533 Advanced Multicultural Counseling Strategies and Skills
This course explores the use of counseling strategies and skills that are appropriate and relevant when counseling clients from various cultural backgrounds. Candidates learn to evaluate and assess the systems of individual clients, couples, and/or families, and how those systems impact client wellbeing. Candidates use role-playing, the Triad Model, and reflecting teams to develop cultural competency in working with clients from diverse backgrounds. This course emphasizes culturally specific counseling approaches. (Prerequisite: CN 433.) Three credits.

CN 553 Counseling Relationships and Skills
This introductory course equips candidates with various techniques of interpersonal communication and assessment, and reviews their application in counseling. The course emphasizes role-playing with the use of videotape and two-way mirror observation. Three credits.

CN 554 Group Facilitation
Candidates explore the dynamics of interpersonal relationships in a laboratory setting as participants and leaders in a group. The course focuses on identifying the structure and leadership of counseling groups and analyzing the dynamics that render them therapeutic. (Prerequisites: CN 455, CN 553.) Three credits.

CN 558 Counseling Practicum
Candidates develop their individual, group, and consultation skills in this course through placement in a counseling setting, while receiving individual and group supervision on campus weekly. Participation requires video or audio taping at the practicum site for supervision and demonstration of diagnosis and treatment planning skills. Additional requirements include 100 clock hours, including 40 direct service hours. Candidates may repeat this course once for credit. (Prerequisites: Matriculation in Counselor Education, completion of core requirements, and practicum review.) Three credits. (Not offered in the summer)

CN 566 Research Methodology
This course covers statistical procedures and research design for the consumer of human services research, with an emphasis on selecting appropriate experimental designs, 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 Clinical Supervision
Intended for post-master's degree practitioners in counseling, marriage and family therapy, psychology, or social work, who are engaged in the practice of clinical supervision or preparing to become supervisors, this course covers major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course offers experiential components to supplement didactic material. Cross-referenced as FT 585. Three credits.

CN 590C Internship: Community 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 own internships with the assistance of the coordinator of clinical instruction. (Prerequisites: CN 558, permission of advisor.) Six credits. (Not offered in the summer)

CN 590S Internship: School Counseling
In elementary, middle, and/or secondary school setting placements, candidate interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Candidates make their own internship arrangements with the assistance of the coordinator of clinical instruction. (Prerequisites: CN 558, permission of advisor.) Six to 12 credits. (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.
Faculty
Patricia Calderwood (chair)
Marsha Alibrandi
Aidin Amirshokoohi
Anne Campbell
Jennifer Goldberg
Mahsa Kazempour
Wendy Kohli
Emily Smith
Barbara Wells-Nyström

Affiliated Faculty
Faye Gage, Director, Connecticut Writing Project
Roben Torosyan, Associate Director,
Center for Academic Excellence

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

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

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

Programs of Study in the Department of Curriculum and Instruction

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 a Certificate of Advance Study in TESOL, Foreign Language and Bilingual/Multicultural Education. Pending approval by the Connecticut State Departments of Education and Higher Education, we will be introducing a new Certificate of Advanced Study in Literacies program beginning with the summer 2009 semester. Please contact the department chair for information about this upcoming new program.

Decisions for formal admission to all programs are made three times a year. The deadlines for submission of application materials are January 15 and April 15 for summer and fall admission, and October 1 for spring admission.

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: advanced study in elementary education; advanced study in secondary education; curriculum, foundations, and policy; literacies; technology in curriculum; and New Frontiers in Education (offered on an occasional basis).
Master’s in Secondary Education with Initial 7-12 Certification
The M.A in Secondary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial 7-12 licensure in one of five subject areas: English, Math, Science (Biology, Chemistry, Physics, or General Science), Social Studies/History, and World Language (French, German, Latin, or Spanish). Through a combination of foundational and subject-specific coursework, field experiences, and a culminating master’s project, candidates earn both their initial licensure and master’s degree. (The above program includes a change in the degree, pending final approval by the Connecticut State Department of Higher Education.) (Formerly Master’s in Teaching and Foundations with initial Secondary Teaching Certification)

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.

Master’s in TESOL & Bilingual/Multicultural Education for Initial and Advanced Candidates
The M.A. in TESOL & Bilingual/Multicultural Education offers experienced and aspiring teachers, educational professionals and community educators an opportunity to deepen and expand their knowledge of TESOL and Bilingual/Multicultural teaching and learning in a sociocultural context. Candidates for this degree may select from several concentrations, including advanced professional study, initial or cross-endorsements in Bilingual or TESOL Education. Pathways to initial state certification and cross-endorsements in Bilingual and TESOL Education are designed for teachers and prospective teachers in the areas of teaching English to speakers of other languages 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.

Certificate of Advanced Studies in TESOL & Bilingual/Multicultural Education
This advanced program offers educators with master’s degrees in Bilingual or TESOL Education the opportunity for further professional study in Bilingual and TESOL education.

Information About Teaching Certifications
All candidates for teaching certification programs must be matriculated into a degree program. Information about prerequisite requirements for current and pending degree and certification programs is available from the GSEAP dean’s office, the Office of Graduate and Continuing Studies Admission, the University website www.fairfield.edu, and from the department faculty. Potential candidates are encouraged to discuss these prerequisites with program faculty or graduate admissions staff before or during the admission process. Information about the most recent certification requirements and applications for certification can be downloaded directly from the Connecticut State Department of Education website at www.state.ct.us/sde.

In view of the teacher’s role in the school and community, candidates whose relevant academic productivity is marginal or inadequate, who do not embody a socially responsible 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
1. Prerequisites for Initial Certification:
   a. Matriculation in the Secondary M.A. program, the Elementary Education M.A. program, or the TESOL & Bilingual Education program following review of all application materials, academic credentials, and an interview with faculty. Minimum academic credentials for certification include:
Curriculum and Instruction

1. An earned bachelor’s degree that includes an appropriate major for the certification sought (Additional course requirements are required for some licensure subjects. Consult state regulations and program faculty for details.)
2. Additional courses as required for the content area
3. Additional general education coursework as specified in CT state regulations and program requirements
4. A survey course in U.S. history covering at least 50 years
5. A minimum undergraduate GPA of 2.67
6. Passing score or waiver from the PRAXIS I exam
7. Completion of all required program courses
8. Passing scores on the appropriate required PRAXIS II or ACTFL tests
9. Successful completion of all program expectations and recommendation by program faculty for certification

There are two state teaching certification tracks in bilingual education: Elementary/Bilingual Endorsement and Secondary/Bilingual Endorsement. To receive an institutional endorsement when applying for an initial educator certification from the Connecticut Department of Education, a candidate must have completed all coursework in the planned program as well as all PRAXIS and ACTFL assessments as required by the state for the intended certification.

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.

Testing Requirements for Bilingual Education
Those who wish to be certified in bilingual education or add it as an endorsement must demonstrate proficiency in English and the language of the bilingual program. The reading and writing components of Praxis I must be successfully completed to demonstrated proficiency in English. The Oral Proficiency Interview (OPI) of the American Council on the Teaching of Foreign Languages (ACTFL) in English as well as the OPI and Written Proficiency Test (WPT) in the native language of instruction must also be passed at the Intermediate High level or higher to demonstrate proficiency.

Secondary Education Durational Shortage Area Permit
Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching instead of student teaching plus the student teaching seminar course.

Degree Requirements

Requirements for the M.A. in Teaching and Foundation

1. Complete a minimum of 36 graduate credits.
2. Complete the following foundational core requirements: (18 credits)
   a. ED 429 Philosophical Foundations of Education
   b. ED 512 Contemporary Schooling in Society
   c. ED 441 Teaching and Learning within Multicultural Contexts of Education; or ED 493 The Educational Imagination: Exploring Multi-cultural Identities and Curriculum in a Cross-cultural Context; or ED 536 School Community and Culture; or ED 558 Youth, Identity and Culture, depending on background of the candidate
   d. ED 565 Principles of Curriculum Development and Evaluation; or ED 575 Theory and Practice of Integrated Curriculum Design
   e. MD 400 Introduction to Educational Technology or an advanced technology course depending on background of the candidate
   f. ED 523 Global and Socio-cultural Perspectives on Learning and Development.
3. Complete a concentration/cluster of 4 courses (12 credits).
   a. Advanced Elementary Education Cluster
   b. Advanced Secondary Education Cluster
   c. Curriculum, Foundations, and Policy Cluster
   d. Literacies Cluster
   e. Technological Literacy Cluster
   f. New Frontiers Cluster
4. Complete a six-credit Integrative Inquiry/Advocacy Sequence:
   a. ED 552 Participatory Research and Advocacy in School and Community Settings

Requirements for M.A. in Secondary Education with Initial 7-12 Certification

1. Complete all core and discipline-specific course work, including:
2. Complete 21 credits in the required Core Curriculum:
   a. ED 429 Philosophical Foundations of Education
   b. ED 441 Teaching and Learning within Multicultural Contexts of Education
Required Discipline-Specific Coursework

**English**
- ED 459 Developmental Reading in the Secondary School
- EN 405 Literature for Young Adults
- EN 411 Teaching Writing in the 3-12 Classroom
- EN 417 Traditional and Structural Grammar
- ED 466 English Methods
- ED 581 Directed Observation & Supervised Student Teaching: Secondary Education
- ED 589 English Seminar

**Mathematics**
- ED 415 Graduate Math Elective I
- ED 416 Graduate Math Elective II
- ED 464 Math Methods & Lab
- ED 581 Directed Observation & Supervised Student Teaching: Secondary Education
- ED 591 Mathematics Seminar

**Science**
- ED 572 Guided Research in Science
- ED 573 Independent Study in Science
- ED 462 Science Methods & Lab
- ED 581 Directed Observation & Supervised Student Teaching: Student Teaching
- ED 592 Science Seminar

**World Language**
- SL 467 Language Acquisition or SL 477 Culture & Second Language Acquisition
- SL 436 Methods & Materials for Second Language Teaching
- ED 463 World Language Methods & Lab
- ED 581 Directed Observation & Supervised Student Teaching: Secondary Education
- 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 & Lab
- ED 581 Directed Observation & Supervised Student Teaching: Secondary Education
- ED 594 Social Studies/History Seminar

Secondary Field Work Competency
Secondary candidates are required to complete a minimum of 20 hours of field work in an approved field setting prior to student teaching. This field work cannot replace field work required for a course. A critical reflective essay of seven to 10 pages that documents and synthesizes a minimum of 20 hours of their teaching experiences and learning is required for progression to student teaching. Candidates are required to submit a letter documenting their completion of at least 20 hours of teaching experiences. Successful completion of the field work competency is required in order to progress to student teaching.

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

1. Complete a minimum of 48 credits.*
2. Complete the core elementary certification courses
   - ED 405 Contexts of Education in the Primary Grades
   - ED 429 Philosophical Foundations of Education
   - ED 437 Developing Literacy in the Elementary School: Primary Grades
   - ED 447 Learning Mathematics in the Elementary Classroom
   - ED 497 Supporting Science and Health-based Inquiry and Action by Elementary Students
   - ED 512 Contemporary Schooling In Society
   - ED 522 Learning and the Child’s Experience
   - ED 531 Extending Literacy in the Elementary School: Grades 3-6
   - ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action
   - MD 400 Introduction to Educational Technology
   - SE 405/430 Special Learners in the Regular Classroom/ Exceptional Learners in the Mainstream

   OR

   - ED 585/586 Supervised Teaching, Parts 1 & 2.

3. Complete a six-credit Integrated Inquiry/Advocacy Sequence:
   - ED 499 Introduction to Educational Research (prerequisites: 12 credits toward M.A.)

Based on elementary education faculty evaluations, teacher candidates may also be required to take ED 441 Teaching and Learning within Multicultural Contexts of Education and/or ED 442 Educational Psychology.

* For the rare candidate who is unable to complete the full planned program for elementary certification, an M.A. in elementary education may be offered at faculty discretion; this degree will NOT meet all CT requirements for initial certification as an elementary educator.
Course Descriptions for Teaching and Foundations, Secondary and Elementary Education

ED 405  Contexts of Education in the Primary Grades
Based on current theory and practice in multicultural education, learning theory, child development, and classroom management, this course provides the opportunity to learn about and design learning environments in which primary grade children thrive, build supportive learning communities, and develop social conscience. 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 questions examined include: the meaning of one's chosen vocation; the purposes of education and schooling in a democratic society; the ethical dimensions of the teaching/learning relationship; and the role of the social imagination in transforming the world. Three credits.

ED 430  Storytelling in the Classroom
Studies have shown that our brain organizes, retains, and accesses information through story. Therefore, teaching with story allows students to remember what is being taught, access it, and apply it more easily. This course is designed for the school media specialist and the regular classroom teacher (K-8) to assist them in employing the art of storytelling in teaching. The course aims at developing candidates’ understanding of folklore, fairytale, myth, and legend; discovering stories from different genres and cultures; learning to select and share stories; learning to incorporate storytelling into the curriculum; and developing strategies to help children learn to write and tell their own stories. Cross-referenced as MD 430. Three credits.

ED 437  Developing Literacy in the Elementary School: Primary Grades
This course explores developmental literacy, with an emphasis on the primary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates assess and develop children’s literacy strategies and skills; organize and implement group and individual instruction in reading and writing; develop a technologically current, literate classroom environment; and design curriculum to support literacy development and social responsibility. Course requirements include: collaborative work with peers and cooperating teachers, an extensive case study, and at least two hours per week of fieldwork in a priority school district. 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 candidates; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students’ daily life experiences and education; and critique systemic processes of discrimination that marginalize and silence various groups of students. Cross-referenced as SL 441. Three credits.

ED 442  Educational Psychology
Designed to provide an understanding of the psychology of teaching and learning, this course emphasizes child and adolescent development, motivation techniques, teaching and learning theories, strategies for working with culturally diverse student populations, student performance monitoring and assessment, and current issues in educational psychology. Especially appropriate for those new to the profession, this course helps participants develop insights into student behavior. Course requirements include field experience in a culturally diverse school setting approved by the instructor, for a minimum of 20 hours. Three credits.

ED 443  Integrating Instructional Technologies into Elementary School Education
This course focuses on the applications of a variety of instructional technologies, including the Internet, spreadsheets, databases, graphics programs, multimedia programs, and audio and video programs to structure effective learning environments for elementary education students. Emphasis is placed on reviewing available teacher resources including lesson plans, collaborative projects, and cultural diversity projects. (Prerequisite: MD 400 or permission of instructor) Cross-referenced as MD 433/CS 443. Lab fee: $45. Three credits.
ED 447 Learning Mathematics in the Elementary Classroom

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

ED 452 Integrating Technology in Content Areas: Language Arts and Social Studies

This course addresses the infusion of conventional and 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. Based upon a sound theoretical framework, instructional models, and the best practices, participants design and create units of instruction and lesson activities integrating technology resources, including audio, video, computer software, and Web-based resources. Participants also participate in online collaborative learning experiences with the purpose of establishing an ongoing community of learners for long-term collaboration. The course examines legal, ethical, and equity issues as they relate to the language arts and social studies classroom and discusses concepts of universal access to curriculum and universal design to help individualize instruction for all learners, particularly in the inclusive classroom. Participants create an electronic portfolio that can be expanded upon completion of the course. Cross-referenced as CD 452/MD 452. Lab fee: $45. Three credits.

ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-121

In this course, designed for experienced and new middle and high school educators, candidates explore and use cutting edge theory and best practices in literacies to support powerful student learning across curricular areas. Candidates learn a repertoire of research-based strategies and tools to help diverse learners to make meaning from a variety of texts in their subject area, including non-print and media texts. As reflective educators who advocate for equity and justice in education, candidates will infuse critical and strategic literacies into content area curriculum and document their effect on student learning. Candidates not currently teaching will be expected to work with a teacher in a high needs school for about 25 hours in order to complete this aspect of the course. Three credits.

ED 459 Developmental Reading in the Secondary School

This course emphasizes enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies, and assessment. Three credits.

ED 462 Science Methods & Lab

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 20 hours working with a practicing science teacher. In addition, candidates work with a science educator in a Methods Lab. These labs introduce candidates to curriculum and pedagogy in science and provide opportunities for candidates to design science learning experiences for diverse learners. Taught by experienced educators in science, the Methods Lab engages candidates with up-to-date curriculum and best practices in science education. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of Program Coordinator) Four credits.

ED 463 World Language Methods & Lab

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching world language at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching world language through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 20 hours working with a practicing language teacher. In addition, candidates work with a language educator in a Methods Lab. These labs introduce candidates to curriculum and pedagogy in world language and provide opportunities for candidates to design language learning experiences for diverse learners. Taught by experienced educators in world language, the Methods Lab engages candidates with up-to-date curriculum and best practices in language education. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of Program Coordinator) Four credits.
**ED 464 Mathematics Methods & Lab**
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 20 hours working with a practicing mathematics teacher. In addition, candidates work with a mathematics educator in a Methods Lab. These labs introduce candidates to curriculum and pedagogy in mathematics and provide opportunities for candidates to design mathematics learning experiences for diverse learners. Taught by experienced educators in mathematics, the Methods Lab engages candidates with up-to-date curriculum and best practices in mathematics education. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of Program Coordinator) Four credits.

**ED 467 Teaching and Learning for the Practicing Teacher**
This course is designed for secondary certification candidates holding a DSAP (Durational Shortage Area Permit) with a public school district. Effective elements of instruction are explored as they relate to practical applications in the classroom. Study of teaching specific subject areas and grade levels is addressed through class work and readings. This course includes strategies for the beginning teacher to plan, implement, and assess students. Attention is paid to issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues, sexual harassment, motivation, gender equity, integration of technology, professional organizations, and the BEST program. Guest speakers are invited to present information on pertinent topics. Problem Based Assessment is used to address the needs of the class. Communication is established with the candidates' mentors and evaluations are provided to the instructor by the student from evaluators in the district that is providing the DSAP. Candidates use the Common Core of Teaching, the Common Core of Learning, and State and National Standards in conjunction with their experience. Candidates must obtain permission to take this course from the Director of Secondary Certification Programs. (Prerequisites: must have formal acceptance into the Teacher Preparation program and be a viable DSAP teacher) Three credits.

**ED 468 Social Studies/History Methods & Lab**
This course includes a comprehensive study of the principles, methods, and materials necessary for teaching social studies/history at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching social studies/history through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 20 hours working with a practicing social studies/history teacher. In addition, candidates work with a social studies/history educator in a Methods Lab. These labs introduce candidates to curriculum and pedagogy in social studies/history and provide opportunities for candidates to design learning experiences for diverse learners. Taught by experienced educators in social studies/history, the Methods Lab engages candidates with up-to-date curriculum and best practices in social studies/history education. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of Program Coordinator) Four credits.

**ED 466 Special Methods in Secondary School English**
Candidates explore the organizational pattern in which English can best be taught and analyze the effectiveness of various methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to literature study, and procedures most cogent in the fields of grammar, composition, oral communication, and dialogue. The course addresses teaching English through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course requires a field service component consisting of 20 hours working with a practicing teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of the graduate secondary education program) Four credits.

**ED 472 Information Literacy through Inquiry**
Inquiry-based learning is a curricular framework that develops candidates’ information literacy skills by encouraging rigorous investigation, information retrieval, collaboration, and reflection, paired with transformative learning technologies. Participants learn to locate, evaluate, and use a variety of electronic, print, multimedia, and interpersonal resources, and create a teaching unit using an online learning environment developed by internationally recognized leaders in inquiry-based education. Cross-referenced as MD 472. Three credits.

This course explores alternative approaches to education. Drawing on the works of liberatory educators, such as Paulo Freire and Maxine Greene, as well as the arts and popular culture, this course provides the basis for dialogue on the transformative power of our imagination. This course views the teacher’s role as one of empowering students to think critically about themselves and their relation to education and a
multicultural society, and the student's role as one of active participation in the learning process. Three credits.

ED 497   Supporting Science and Health-based Inquiry and Action by Elementary Students
Guided by current research and practice in science and health education, pedagogy, human development, and multicultural education, candidates in this course design 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 extensive collaborative work. 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 completed thesis. Prior to beginning this course, candidates must consult with their advisor and complete the prerequisite steps, including the preparation and acceptance of a thesis proposal. (Prerequisites: 15-30 credits toward the M.A. degree including either ED 499 or ED 552, and permission of advisor). Three credits.

ED 499   Introduction to Educational Research
In this course, candidates develop critical perspectives on research about education. Guided by current theory and practice in educational research, candidates reflect on ethical considerations of the researcher as well as the methodological tools that are used in educational research. Candidates are introduced to a wide range of qualitative and quantitative methods, which they use in analyzing data and reviewing current educational research articles. Through discussions, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and teaching practices. During the course, candidates connect an area of interest with research methods as they develop research paper proposals. (Prerequisite: at least six credits toward a master's degree) Three credits.

ED 507   Critical Social Studies in School and Community Settings: Elementary Grades
Designed for certified teachers and community leaders, this course is guided by current research and practice in social studies education and multicultural education. Candidates in this course design and implement developmentally appropriate, culturally sensitive and socially responsible social studies curricula for elementary grades that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. The course requires extensive collaborative work and teaching in school and/or community settings. (Prerequisites: initial teaching certification or permission of the instructor) 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 candidates in the Masters in Curriculum and Instruction program for certified teachers and for the Master's in Elementary Education program leading to initial certification. As participants in a community of learners, candidates demonstrate their capacities as reflective, scholar-practitioners who synthesize program learnings to produce an Integrative Master’s Project. This capstone seminar explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families. It includes a participatory research dimension that builds on their prior research course, ED 552, leading to advocacy and service. (Prerequisite: All degree requirements to this point) 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 517   Developing Collaborative Learning Methods
This workshop allows the participant to develop collaborative learning exercises within his or her curriculum. The workshop, which is predominately hands-on, ultimately aims to integrate collaborative exercises into the syllabi for the upcoming school year. Three credits.

ED 521   Comparative Philosophies of Education
This course offers a comparison of philosophical systems influential in education. 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. (Prerequisites: 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 theoretical views on learning and development in local and global contexts and connect these views to specific teaching practices and student learning. Guided by current research and practice in cognitive development, candidates gain a comprehensive, culturally sensitive knowledge of how children and young adolescents think, and interact as social beings. Candidates consider the development of individual children within the larger context of educational institutions and communities. Beginning with an introduction of Piaget’s and Vygotsky’s frameworks for the understanding of development, candidates further explore socio-historical cultural views of learning as they consider the relevance of theory for everyday teaching practices and professional development. (Prerequisite: Advanced course for those already certified or for M.A. degree-only candidate.) Three credits.

ED 529  Critical Literacies
Beyond the Classroom Walls
Designed for K-12 teachers and community leaders, this course explores socio-cultural and developmental models of how varied literacies are constructed, understood and used in and outside schools in the United States. Through the design of extra-curricular and in-school projects and activities for students, families and community members, candidates in this course will recognize, value and employ culturally sensitive understandings of literacies and their powerful role in our society. (Prerequisites: teaching certification or permission of the instructor.) Three credits.

ED 531  Extending Literacy in the Elementary School: Grades 3-6
This course explores the continuation of literacy development and learning, with emphasis on content-area literacy development in the later elementary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates learn to assess and develop children’s literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development and social responsibility. The course addresses the integration of visual and performing arts and appropriate use of electronic technology, includes collaborative work with cooperating teachers, and requires at least two hours per week of fieldwork in priority school districts. (Prerequisite: ED 437 or permission of instructor) Three credits.

ED 533  Learning Values: The Intersections of Individual and Cultural Values and Morality in Schooling
In this course, candidates examine the enculturation processes that transmit and create values and morality in individuals. They examine how schools incorporate values and morality throughout formal and informal curricula. Through the examination of theoretical frameworks and case studies, candidates develop a critique of schooling as a normative institution, locate individual moral development within a cultural context, and examine the intersections of individual and cultural values and morality in schooling. 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 PY 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 schools 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 for Educators
Beginning with an understanding of key ethical theories, this course considers their application to a number of ethical problems facing reflective practitioners. What are the ethical obligations of those who take on the role of educator and can they be captured in a professional code of conduct? If so, what would such a code look like? This course also examines a number of ethical
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 learners, 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, and differentiated instruction for second language learners and students with varied learning needs. Candidates assess and develop student’s literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development and social responsibility. The course emphasizes the integration of visual and performing arts and appropriate use of electronic technology, responsible test preparation, and professional teaming. 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, interdisciplinary curriculum units that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Current emphasis is on social studies, science, and health content. The course requires extensive collaborative work. (Prerequisites: At least two of the following: ED 437, ED 447, ED 497, or ED 531) Three credits.

ED 546 Integrating the Arts and Technology into the K-8 Curriculum
This course demonstrates that music and the arts are an integral part of the school curriculum and that they can be utilized to promote awareness, acceptance, and respect for diverse cultures. Properly conceived, the arts constitute a great integrating force if viewed as a component of every discipline. New art forms and techniques of electronic artistic expressions have emerged with the advent of the new information age. Teachers and school media specialists must develop their awareness of conventional forms of art as well as electronic formats, their abundant resources, and their potential infusion within the K-8 school curriculum. Cross-referenced as MD 546. Three credits.

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 schools or community settings, and through engagement with the literature on participatory research and advocacy, candidates in this course gain knowledge and competence in designing and implementing socially responsible research and advocacy projects with and for students, clients and community members. (Prerequisites: matriculation and six completed credits in the M.A. program in Teaching and Foundations or permission of the instructor) 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: Connecting Theory and Practices
This course offers an interdisciplinary, project-based approach to constructivism for the classroom. Candidates explore issues of planning, implementing, and assessing constructivist-based instructional units and learn about classroom management and equity issues related to constructivist teaching and learning. The course provides an opportunity for participants to engage in hands-on activities that help candidates construct their own knowledge. Three credits.

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

ED 559  Empowering Struggling Readers and Writers Grades 3-12 (formerly ED 559 Remedial Reading)
In this course, candidates meet the literacies learning needs of diverse learners. They use a case study approach in the design and implementation of balanced literacies instruction with individuals or small groups of struggling readers and writers at the elementary and/or at the secondary level. Three credits.

ED 561  Summer Institute in the Teaching of Writing
In this course for certified teachers of grades K-12 in all disciplines, participants become familiar with contemporary theory regarding aspects of literacy, with emphasis on composition theory. Participants explore best practices that extend theory into the classroom. A primary focus for inquiry is language development for students for whom English is a second language and for “at risk” students. In addition, participants explore literacy issues through their own writing and through independent research in an area of study that is appropriate to their professional needs. The Connecticut Writing Project/ Fairfield prepares participants to provide professional development support. Three credits.

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 575  Theory and Practice of Integrated Curriculum Design
In this course candidates explore theories of critical pedagogy design and teaching. They develop and implement differentiated, culturally sensitive inquiry and action-oriented interdisciplinary curriculum units. Candidates learn to develop students’ content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Current emphasis in this course is on integrating science, social studies and health curricula. (Prerequisite: Advanced course for those already certified or M.A. degree-only candidates) Three credits.

ED 579  Directed Observations and Seminar for Secondary DSAP Candidates: Part I
This is part one of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisor who observes and evaluates each candidate a minimum of three times, as well as acting as instructor of the seminar. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Seminars meet weekly as needed. Most of the discussion in seminar flows from the needs of the participants. Candidates create a Teaching and Learning Portfolio. Candidates must obtain permission to take this course from the Director of Secondary Certification Programs at the beginning of the previous semester. (Prerequisites: formal acceptance into the Teacher Preparation program and completion of certification course requirements and all subject area assignments) Three credits.

ED 580  Directed Observation and Seminar for Secondary DSAP Candidates: Part II
This is part two of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-
long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisor who observes and evaluates the candidate a minimum of three times as well as acting as instructor of the seminar. The instructor collaborates with the candidate and keeps a line of communication open with the mentor of the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Seminars meet weekly as needed. Candidates create a Professional Portfolio. Guest speakers address relevant topics. Most of the discussion in seminar flows from the needs of the participants. Candidates must obtain permission to take this course from the Director of Secondary Certification Programs at the beginning of the previous semester. (Prerequisites: Completion of ED 579) Three credits.

ED 581 Directed Observation and Supervised Student Teaching: Secondary Education
This course offers a semester-long experience in a local school for qualified candidates in secondary teaching. Participants engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisors and the cooperating teacher(s), who 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 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 primary grade, one 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 social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Participants must register with the director of student teaching placement at the beginning of the previous semester. (Prerequisites: performance-based assessment including, but not limited to, successful completion of all prerequisite certification track courses and requirements while a matriculated candidate in the Elementary Education M.A. program, permission of the elementary education program director, and an interview with the director of student teaching placements) Three credits.

ED 584 Reflective Practice Seminar: Elementary Education
Participants take this weekly seminar concurrently with student teaching. Although much of the seminar’s subject matter flows from the ongoing student-teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, mandated Connecticut testing, classroom management, conflict resolution, communication with parents/caregivers, sensitivity to multicultural issues, and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Three credits.

ED 585 Supervised Teaching, Learning and Reflection in a Community of Practice: Part 1
This course is the first of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar’s subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of University supervision, teacher candidates assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. (Prerequisites: 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 586   Supervised Teaching, Learning and Reflection in a Community of Practice: Part 2

This course is the second of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. Part one must be taken during the preceding semester. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar’s subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of University supervision, teacher candidates assume full teaching responsibilities including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management; while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families and community members. (Prerequisites: completion of “Supervised Teaching: Part 1,” performance-based assessment, including but not limited to successful completion of at least 30 prerequisite certification track credits and related course requirements while a matriculated candidate in the Elementary Education M.A. program, permission of the Elementary Education program director) Three credits.

ED 589   English Seminar

Candidates take this weekly seminar concurrently with student teaching. The seminar supports English student teachers to enact best practices in English education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the English student teachers. The seminar also addresses more general school issues, such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, sensitivity to multicultural issues, and special education. 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 590   Reflective Research Practicum in Teaching

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

ED 591   Mathematics Seminar

Candidates take this weekly seminar concurrently with student teaching. The seminar supports mathematics student teachers to enact best practices in mathematics education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the mathematics student teachers. The seminar also addresses more general school issues, such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and special education. 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. The seminar supports science student teachers to enact best practices in science education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the science student teachers. The seminar also addresses more general school issues, such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and special education. 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 593   World Language Seminar

Candidates take this weekly seminar concurrently with student teaching. The seminar supports world language student teachers to enact best practices in world language education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the world language student teachers. The seminar also addresses more general school issues, such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and special education. 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 594 Social Studies/History Seminar
Candidates take this weekly seminar concurrently with student teaching. The seminar supports social studies/history student teachers to enact best practices in social studies/history education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the social studies/history student teachers. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and special education. 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 Curriculum and Teaching
This course requires self-selected activity by qualified candidates under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Each candidate submits a preliminary proposal, detailed research design, and a comprehensive report and evaluation. The course requires frequent consultation with the faculty advisor. Three credits.

ED 599 Professional Writing Seminar: Product of Learning
During this one-credit seminar, candidates complete a self-designed Product of Learning. Under advisement of the program faculty, candidates produce a learning outcome that relates directly to their future work as an educator (i.e., design an elective course in their field, submit a manuscript for publication, deliver a presentation at a regional or national conference, etc.). Candidates are expected to develop authentic educational products, with the expectation that candidate-generated products will become contributions to the candidate’s specialty area (i.e., English Education, Social Studies Education, etc). The process for this product will be supported in a one-credit, 10-hour writing seminar course that, with substantial independent work, would be supervised by faculty editorial and revision input toward the development of worthy professional products. Students will be encouraged to work alongside peers who are also completing the Product of Learning. One credit.

SE 405 Exceptional Learners in the Mainstream
The course familiarizes the mainstream professional with the special needs of children and youth with mental retardation, learning disabilities, emotional disturbances, severe disabilities, and multiple disabilities, and those who are gifted and talented. Topics include: methods of identifying and working effectively with special needs children and youth 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; laws that impact on assessment, placement, and parent and student rights; and support services. Three credits.

SE 430 Special Learners in the Regular Classroom
This course familiarizes the mainstream teacher with the developmental learning needs of children and youth who are exceptional. Topics include: the special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents; and methods of identifying and working effectively with special-needs children and youth in the regular classroom. 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 who successfully complete this course gain a complex and culturally sensitive understanding of the rich social history of the individuals and groups who are the peoples of the United States of America. Candidates explore and use the central concepts and tools of inquiry of historians as they develop their knowledge. Guided by current theory and practice in culturally sensitive pedagogy, human development, and multicultural education, candidates, as socially responsible, critically informed educators, consider how to facilitate K-12 students’ responsible and effective participation in a pluralistic democratic society. Three credits.

Teaching Fields

ED 572 Guided Research in Science
Working closely with a faculty member in Physics, Chemistry or Biology (depending on licensure field), science 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 final project for the course, candidates 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 Independent Study in Science
After consultation with their academic advisor, Biology/Chemistry/Physics candidates will take an advanced course in Biology/Chemistry/Physics to round out their Biology/Chemistry/Physics background, fill gaps in their preparation, and study advanced and current topics and technology in the field of Biology/Chemistry/Physics. Courses will be selected from advanced
seminars and capstones Fairfield University’s Biology/Chemistry/Physics departments. Candidates will complete advanced-level coursework in these classes and complete a curriculum project that demonstrates their application of the course content to the teaching of Biology/Chemistry/Physics. Three 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 describes many of today’s extant political conflicts. Within virtually every political state, ‘multi-national’ (i.e. multicultural) groups struggle for identity, independence, autonomy, territory and rights. This course provides a framework for understanding the dual centrifugal and centripetal forces acting on political states, the fragility of the notion of ‘nation-states,’ sovereignty, boundary, alliances, cartels, and organizations of states as functions of human cultural and political geography. 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 of human activities and planetary resource and environmental issues. Therefore, issues of development, poverty and wealth, environmental concerns that will affect the lives of today’s students, their children and their environment are addressed. 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 young adolescents that supports the principles of multicultural education and social responsibility. Through assigned and self-selected projects, participants design curricula and examine issues relevant to the intersections of literature and multicultural education and social responsibility. Three credits.

EN 411 Teaching Writing in the 3-12 Classroom
This course provides teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. The course helps teachers develop awareness of their own composing processes and the processes of others. Topics include writing needs of diverse populations, the reading/writing relationship, writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios, and other forms of assessment. Underlying the class is the premise that in sharing their perspectives, teachers at the elementary and secondary levels enhance each other’s performance as writing educators and as writers. Three credits.

EN 417 Traditional and Structural Grammar
Designed for English education majors and for experienced English teachers, this course presents an introduction to the principles of modern descriptive linguistics, especially as it relates to present-day English, its grammatical structure, its sound and spelling systems, and its vocabulary and rules of usage. The course approaches modern English grammar from structural and transformational viewpoints, placing special emphasis on the teaching of language arts, including composition and stylistic analysis. Three credits.

MA 415-416 Graduate Mathematics Electives I & II
After consultation with their academic advisor, mathematics candidates will take two advanced courses in mathematics to round out their mathematics background, fill gaps in their preparation, and study advanced and current topics in the field of mathematics. Courses will be selected from Fairfield University’s Master of Science Program in Mathematics. Three credits, each.

SL 477 Culture and Second Language Acquisition
Designed for foreign/second language and bilingual teachers, this course treats culture and language as interdependent phenomena, exploring the basic concepts, research, and principles applicable to culture and language learning with an emphasis on the practical application of these concepts to the language classroom. Participants also gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence language teaching and learning. Three credits.

SL 436 Methods and Materials for Second Language Teaching
Designed for foreign and second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to ESL and foreign language students, emphasizing the development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. Three credits.
Requirements for the M.A. and C.A.S. programs in TESOL & Bilingual/Multicultural Education

The TESOL and Bilingual/Multicultural Education programs are designed for teachers and prospective teachers in the areas of teaching English to speakers of other languages 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 or those seeking the M.A. degree only, without certification. This adjustment will be indicated in the semester course brochure. Required courses are outlined below. Some courses may be substituted at the discretion of the program coordinator.

Requirements for the M.A.

(Initial level)

1. Complete a minimum of 33 credits.
2. Complete the following required education courses (12 credits):
   a. ED 429 Philosophical Foundations of Education
   b. ED 499 Introduction to Educational Research (Prerequisite: at least six credits towards master’s degree)
   c. MD 400 Introduction to Educational Technology
   d. ED 512 Contemporary Schooling in Society
3. Complete 12 credits from the following area of concentration-required courses:
   a. Emphasis on TESOL
      i. SL 423 Principles of Bilingualism
      ii. SL 436 Methods and Materials for Language Teaching
      iii. SL 441 Teaching and Learning Within Multicultural Contexts of Education
      iv. SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs
   b. Emphasis on Bilingual/Multicultural Education (Competence in a second language such as Spanish or Portuguese is required)
      i. SL 423 Principles of Bilingualism
      ii. SL 426 Methods and Materials in Bilingual Programs
      OR
      SL 436 Methods and Materials for Language Teaching
      iii. SL 441 Teaching and Learning Within Multicultural Contexts of Education

4. Complete nine credits selected from program offerings with permission of advisor.
5. Complete either a comprehensive examination or a master’s thesis.

(Advanced level for those already holding certification or earning M.A. only)

1. Complete a minimum of 33 credits.
2. Complete the following required education courses (12 credits):
   a. ED 429 Philosophical Foundations of Education
   b. ED 552 Participatory Research and Advocacy in School and Community Settings
   c. MD 400 Introduction to Educational Technology (or an advanced technology course, depending on the candidate’s level of technology literacy)
   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 426 Methods and Materials for Bilingual Programs
   OR
   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
4. Complete nine credits selected from program offerings with permission of advisor.
5. Complete either a comprehensive examination or a master’s thesis.

Requirements for the C.A.S.

1. Complete a minimum of 30 credits.
2. Complete 12 credits from the following required courses:
   a. ED 540 Ethics for Educators
   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.
State Certification in Bilingual Education

There are two certification tracks in bilingual education: Elementary/Bilingual Endorsement and Secondary/Bilingual Endorsement. To receive an institutional endorsement from the Connecticut Department of Education, a candidate must have completed all coursework in the planned program as well as all PRAXIS and ACTFL assessments as required by the state for the intended certification.

For all initial certifications, prerequisite completion of a minimum of 39 semester hours of credit in general academic courses in five of the six following subject areas is required: English, natural sciences, mathematics, social studies (including a survey course in U.S. history), foreign language, and fine arts.

Elementary/Bilingual Endorsement

1. Hold a bachelor's degree and complete a subject area major or an interdisciplinary major
2. Complete an approved plan of study and experience specifically designed to prepare elementary school/bilingual education teachers. This includes the following:
   a. Content area coursework in bilingual/elementary education
   b. A planned program of professional study that includes coursework in each of the following:
      i. Foundations of education
      ii. Educational psychology
      iii. Curriculum and methods of teaching
      iv. Supervised observations, full-time student teaching
      v. Special education

Secondary/Bilingual Endorsement

1. Hold a bachelor's degree and complete a subject area major in an approved endorsement
2. Complete an approved plan of study and experience specifically designed to prepare secondary school/bilingual education teachers. This includes the following:
   a. Content area coursework in bilingual/secondary education
   b. A planned program of professional study that includes coursework in each of the following:
      i. Foundations of education
      ii. Educational psychology
      iii. Curriculum and methods of teaching
      iv. Supervised observations, full-time student teaching
      v. Special education

Cross Endorsements

Bilingual Endorsement
A minimum of 18 credits, 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.

TESOL
A minimum of 30 credits in TESOL, including study in each of the following: English syntax and composition, language theory, culture and intergroup relations, linguistic and academic assessment, and curriculum and methods of teaching ESL.

Testing Requirements for Bilingual Endorsement
Those who wish to be certified in bilingual education or add it as an endorsement must demonstrate proficiency in English and the language of the bilingual program. The reading and writing components of Praxis I must be successfully completed to demonstrate proficiency in English. The Oral Proficiency Interview (OPI) of the American Council on the Teaching of Foreign Languages (ACTFL) in English as well as the OPI and Written Proficiency Test (WPT) in the native language of instruction must also be passed at the Intermediate High level or higher to demonstrate proficiency.

State Certification in TESOL

1. Hold a bachelor's degree and complete a subject area major
2. Complete an approved plan of study and experiences specifically designed to prepare TESOL teachers. This includes the following:
   a. 30 credits in TESOL courses
   b. Nine credits in bilingualism, a foreign language, or literacy development
   c. A planned program of professional study to be distributed across each of the following:
      i. Foundations of education
      ii. Educational psychology
      iii. Curriculum and methods of teaching
      iv. Supervised observations, full-time student teaching
      v. Special education
TESOL and Bilingual 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 their students’ acquisition of grammar, to illustrate effective contextualization of grammatical principles, and to examine instructional strategies that draw the learner’s attention to specifically structural regularities. The course also analyzes the theoretical considerations of second language grammar teaching. Three credits.

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 Bilingual Programs
Designed for elementary and secondary bilingual teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to bilingual learners. Participants examine a variety of bilingual education program models, analyze frequently used methods and materials, and discuss the adaptation and development of effective bilingual instructional materials and assessment instruments and the implementation of alternative methods. Three credits.

SL 436  Methods and Materials for Second Language Teaching
Designed for foreign and second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to ELL and foreign language students, emphasizing the development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. Three credits.

SL 441  Teaching and Learning within Multicultural Contexts of Education
This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students’ daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Cross-referenced as ED 441. Three credits.

SL 445  Comprehending and Communicating in a Second Language
Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying the acquisition of speaking and listening skills in a second language, as well as strategies for assessing student performance, evaluating and adapting materials, and enhancing communicative competence in the classroom. Three credits.

SL 451  Content Area Instruction in Bilingual/ESL Classrooms
This course examines language and learning in the content areas while emphasizing the communicative environment of the classroom. Participants explore teaching strategies that enable the learner to understand the discourse of content subjects, to examine textbooks and materials that incorporate content-area instruction, and to discuss procedures for integrating content-area subjects and for assessing student progress in content areas. Three credits.

SL 453  Differentiated Instruction for English Language Learners
Designed for foreign/second language/TESOL and bilingual teachers, this course will also assist content area and classroom teachers. Its purpose is to explore the basic concepts, research, and principles of differentiated instruction as a means to meet the diverse needs of students in today’s classrooms. Participants will be able to align the concepts to their present teaching environments. Three credits.
Curriculum and Instruction

SL 461 Reading and Writing in a Second Language
Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying first- and second-language reading and composing processes. Additional topics include procedures for understanding and analyzing the problems that characterize second language readers and writers; strategies for assessing student performance; evaluating and adapting materials; and enhancing the comprehension and creation of written second language discourse. Three credits.

SL 467 Language Acquisition
This course introduces the core hypotheses of current theory on language acquisition. Participants learn to recognize fundamental patterns of social and cultural contexts that facilitate language acquisition, build upon the processes and stages of language acquisition and literacy to provide comprehensible input, facilitate communicative competence and evaluate teaching and learning strategies across ability levels and within discipline-specific content areas. The principal focus of this course is the development of proficiency in second language acquisition on the secondary level. Three credits.

SL 475 Sociolinguistics
This course examines variability in language use according to region, race or ethnic background, gender, and personality with the goal of developing sensitivity to variation in one's own language and that of others, and examining language variation using the methods and insights of contemporary linguistics. Three credits.

SL 477 Culture and Second Language Acquisition
Designed for foreign/second language and bilingual teachers, this course treats culture and language as interdependent phenomena, exploring the basic concepts, research, and principles applicable to culture and language learning with an emphasis on the practical application of these concepts to the language classroom. Participants also gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence language teaching and learning. Three credits.

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 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs
Designed for foreign/second language and bilingual teachers, this course provides an overview of 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 I.Q., academic achievement, language aptitude, and competence in reading, writing, speaking, and listening; and discuss controversial issues affecting language assessment. 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 Directed Observation and Supervised Student Teaching
This course for candidates who have been approved as qualified candidates for teaching in TESOL or bilingual education involves candidates in observation and teaching five days a week for one semester. In accordance with certification regulations, candidates spend half of the student-teaching period in an elementary setting and half in a secondary setting. The course emphasizes classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates participate in group seminars and individual conferences; the University supervisor(s) and the cooperating teacher(s) assist, observe, and evaluate each candidate. (Prerequisites: formal acceptance into teacher preparation program and completion of all certification requirements) Six credits.

SL 582 Student Teaching Seminar
Candidates take this weekly seminar concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar’s subject matter flows from the ongoing student-teaching experience, it addresses issues such as school governance, school and district organizational patterns, 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 developing a professional portfolio. Three credits.

SL 588 Directed Observation and Seminar for TESOL DSAP Candidates: Part I and 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 589 Directed Observation and Seminar for TESOL DSAP Candidates: Part I and 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 C.A.S. Practicum in Teaching
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.

HI 400 United States History for Educators
This course provides candidates seeking Connecticut teaching certification with an understanding of U.S. history. Candidates who successfully complete this course gain a complex and culturally sensitive understanding of the rich social history of the individuals and groups who are the peoples of the United States of America. Candidates explore and use the central concepts and tools of inquiry of historians as they develop their knowledge. Guided by current theory and practice in culturally sensitive pedagogy, human development, and multicultural education, candidates, as socially responsible, critically informed educators, consider how to facilitate K-12 students’ responsible and effective participation in a pluralistic democratic society. Three credits.

Teaching Fields

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 young adolescents that supports the principles of multicultural education and social responsibility. Through assigned and self-selected projects, participants design curricula and examine issues relevant to the intersections of literature and multicultural education and social responsibility. Three credits.
Curriculum and Instruction

**MA 415-416 Graduate Mathematics Electives I & II**
After consultation with their academic advisor, mathematics candidates will take two advanced courses in mathematics to round out their mathematics background, fill gaps in their preparation, and study advanced and current topics in the field of mathematics. Courses will be selected from Fairfield University’s Master of Science Program in Mathematics. Three credits, each.

**SL 477 Culture and Second Language Acquisition**
Designed for foreign/second language and bilingual teachers, this course treats culture and language as interdependent phenomena, exploring the basic concepts, research, and principles applicable to culture and language learning with an emphasis on the practical application of these concepts to the language classroom. Participants also gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence language teaching and learning. Three credits.

**SL 436 Methods and Materials for Second Language Teaching**
Designed for foreign and second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to ESL and foreign language students, emphasizing the development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. Three credits.

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**EN 411 Teaching Writing in the 3-12 Classroom**
This course provides teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. The course helps teachers develop awareness of their own composing processes and the processes of others. Topics include writing needs of diverse populations, the reading/writing relationship, writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios, and other forms of assessment. Underlying the class is the premise that in sharing their perspectives, teachers at the elementary and secondary levels enhance each other’s performance as writing educators and as writers. Three credits.

**EN 417 Traditional and Structural Grammar**
Designed for English education majors and for experienced English teachers, this course presents an introduction to the principles of modern descriptive linguistics, especially as it relates to present-day English, its grammatical structure, its sound and spelling systems, and its vocabulary and rules of usage. The course approaches modern English grammar from structural and transformational viewpoints, placing special emphasis on the teaching of language arts, including composition and stylistic analysis. Three credits.

**MA 415-416 Graduate Mathematics Electives I & II**
After consultation with their academic advisor, mathematics candidates will take two advanced courses in mathematics to round out their mathematics background, fill gaps in their preparation, and study advanced and current topics in the field of mathematics. Courses will be selected from Fairfield University’s Master of Science Program in Mathematics. Three credits, each.
MARRIAGE AND FAMILY THERAPY

Faculty
Rona Preli (chair)
Ingeborg Haug (clinical director)
Anibal Torres Bernal

The master of arts 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 dedicated to providing a learning context that fundamentally values diversity and nondiscrimination. The core curriculum, the clinical training component of the program and the faculty and supervisors strive to address diversity, power, privilege, and social justice in all aspects of training and education. Toward that end, the faculty is committed to creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty, instructors, and supervisors.

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. Upon completion of the planned program of study, candidates may apply for Associate 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.

Admission decisions are made three times a year. Applicants should submit application materials no later than January 15 or April 15 for summer and fall admission or October 1 for spring admission. All potential candidates will be required to participate in a 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, will not be recommended for continuation in 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.
The M.A. degree in marriage and family therapy requires continuous enrollment and completion of 57 credits. In addition, candidates must maintain an overall grade point average of 3.0, complete a minimum of 500 direct contact hours of clinical treatment (250 of which must be relational hours), plus 100 hours of supervision (50 of which must be individual supervision using direct observation of candidates’ clinical work), and pass a comprehensive examination at the end of the program.

Program of Study
Theoretical Foundations (six credits)
FT 550 Introduction to Marriage and Family Therapy
FT 555 Foundations of Marital and Family Therapy

Clinical Practice (27 credits)
FT 525 Divorce, Single-Parenting, and Remarriage
FT 552 Intervention in Structural and Strategic Family Therapy
FT 553 Family Therapy Pre-Practicum
FT 561 Advanced Interventions in Family Therapy
FT 567 Couples Therapy
FT 569 Assessment Techniques in Marriage and Family Therapy
FT 433 Multicultural Issues in Counseling
FT 562 Human Sexuality and Sexual Dysfunction
FT 465 Introduction to Substance Abuse and Addictions

Individual Development and Family Relations (three credits)
FT 447 Lifespan Human Development

Professional Identity and Ethics (three credits)
FT 565 Ethical, Legal, and Professional Issues in Family Therapy

Research (three credits)
FT 556 Research in Marriage and Family Therapy

Supervised Clinical Practice (12 credits; courses must be taken in sequence and without interruption)
FT 559 Practicum in Family Therapy I
FT 560 Practicum in Family Therapy II
FT 580 Internship in Family Therapy I
FT 581 Internship in Family Therapy II
Additional Learning
(To complete the 57-credit requirement if waivers are accepted)
CN 433 Three credits.

Family Counseling Center at Fairfield University
The Marriage and Family Therapy program operates a clinic on the campus of Fairfield University. The Family Counseling Center is a nonprofit center dedicated to providing therapeutic services to individuals, couples, and families and to training professional marriage and family therapists. Advanced graduate candidates, under the supervision of professional faculty and supervisors, staff the Center. In addition, the program has contractual relationships with 32 off-campus placement sites. These sites are chosen for their ability to expose candidates to diverse populations experiencing a broad range of presenting problems, from normative developmental issues to severe mental illness.

Candidates have the opportunity to work with clients experiencing domestic violence, addiction, terminal and chronic physical illness, incarceration, divorce, infidelity, runaways, suicide, and child abuse. The off-campus settings are varied and include medical facilities, addiction treatment programs, adolescent outpatient and inpatient treatment programs, child guidance agencies, community service agencies, mental health centers, Christian and Jewish counseling programs, court affiliated and alternative to incarceration programs, family service agencies, youth service programs, and domestic violence programs. Fees for services at the Family Counseling Center are based on a sliding scale. For further information, call (203) 254-4000, ext. 2306.

Course Descriptions

FT 433 Multicultural Issues in Counseling
Students examine issues in counseling individuals and families from diverse ethnic, cultural, racial, and socioeconomic backgrounds and discuss the social, educational, economic, and behavioral factors that impact clinical work. The course addresses counseling men, women, and couples, and the issues of gender role stereotyping and changing sex roles, and integrates professional contributions from individual counseling and family therapy literature. Cross-referenced as CN 433. Three credits.

FT 447 Lifespan Human Development
This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adult, and family development, the course examines the modifications of family structures over time and psycho-social development within family systems and cultural contexts. Cross-referenced as CN 447/PY 447. Three credits.

FT 465 Introduction to Substance Abuse and Addictions
Candidates explore basic information about the history and current use/abuse of various drugs and alcohol. Topics include addiction, the 12-step programs, physiological effects, FAS, COAs, and family systems as well as culturally relevant prevention, intervention, and treatment strategies for individuals and families. Cross-referenced as CN 465. Three credits.

FT 525 Divorce, Single-Parenting, and Remarriage
This course considers the implications of divorce, single parenting, remarriage, and step-parenting for families experiencing these transitions and for society at large. Specific topics include boundary issues during transition, legal aspects of divorce custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families, with an emphasis on recent research regarding divorce and its aftermath. Three credits.

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, indications and 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 joining and forming a therapeutic relationship, designing and implementing interventions, and the use of self at the various stages of therapy. The course emphasizes the structural, strategic, and systemic family therapy models and addresses culturally sensitive practice, management, and treatment of cases of suicide, child
abuse, domestic violence, and incest. Successful completion of this course and the requirements determines readiness for clinical practice. (Prerequisites: FT 550, FT 552; candidates must have a signed clinical training agreement on file before registration) Three credits.

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, constructivism, 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 Family Counseling 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 553. (Prerequisites: FT 550, FT 552, FT 553, FT, 565, FT 569) 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 567 Couples Therapy
This course reviews a variety of approaches to understanding, conceptualizing, and treating marital relationships and conflicts with cultural sensitivity, addressing special problems such as 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 department chair as a reflection of pertinent themes of interest in the specialization. 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, psychological treatments, and recognition and critical assessment of cultural factors (recommended to be taken prior to FT 559: Practicum in Family Therapy). 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, FT 561) 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. (Cannot be taken concurrently with FT 559.) 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.
The Department of Psychology, Special Education, and Educational Technology offers concentrations in studies that prepare candidates for careers in a variety of human service 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, youth, and adults;
- Enrichment of child-parent relationships;
- Increased effectiveness of intervention in schools, organizations, and community support agencies;
- Improvement of adaptive behavior and healthy development;
- 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;
- Improvement of teacher-teacher, teacher-child, teacher-parent relationships and employer-employee relationships;
- Integration of special education into total school programs;
- 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 or instructional and telecommunication technologies.

Psychology

Candidates may choose from one of several sequences of study. They may pursue a specialist 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 rehabilitation services, corporate training and development settings, and organizations in the private sector. These relationships provide for the coordination of real life experiences with academic training and serve dual purposes. First, candidates have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by University faculty. Second, the addition of graduate candidates to established staff enhances the resources available in the community.

School Psychology

The School Psychology program at Fairfield University is a 63-credit program that follows the curriculum guidelines as prepared by the National Association of School Psychologists (2000). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct intervention. In addition to the tripartite model, several paradigms form the core philosophy of the School Psychology program. These paradigms include emphases on the scientist-practitioner tradition, reflective practice, primary prevention, developmental and systems theory, and becoming agents of change. These paradigms are also reflected in the GSEAP Conceptual Framework. To assist in the exploration of these paradigms, candidates develop portfolios documenting their personal and professional growth throughout the program. Additionally, candidates are prepared in theoretical foundations and with practicum experiences in schools and/or agencies. The program culminates in an internship experience, consisting of 1200 hours completed in “10 school months, or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution.” (Connecticut Certification Regulations for School Psychology, Section 10145d-59.a.4.)
Admission to the School Psychology Program
Applications to the program are reviewed once a year. The application deadline is January 15.

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' potential for success in the program. After admission, each candidate is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework. Candidates admitted for the fall semester may take courses in the summer prior to their first fall term after obtaining approval from an advisor, or they may wait and begin courses in the fall. Candidates must complete requirements for both the M.A. and C.A.S. programs 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. The advanced thesis option is available to full-time candidates who wish to complete a research project at the C.A.S. level. The advanced thesis option is appropriate for those part-time candidates who wish to more fully investigate a germane aspect of psychology through an organized method of research or an exploration that could be considered a contribution to the field. Candidates must consult with a full-time department faculty member about the process, availability, and procedures related to this option and obtain approval of the thesis topic prior to registering for PY 596 Advanced Thesis in Psychology. A completed and approved thesis must be submitted to fulfill this option. The advanced thesis in psychology cannot be completed in lieu of the master's comprehensive examination.

Requirements for the C.A.S.
Those wishing to be accepted for matriculation at the C.A.S. level and/or those wishing to be endorsed by the University for state certification as a school psychologist must first complete the M.A. course requirements in school psychology. Applicants with related master's degrees may be considered for admission into the C.A.S. program. However, all master's degree requirements in the School Psychology program must be completed.

A separate admission application for the C.A.S. must be submitted.

The Pre-Internship e-Portfolio developed during the master's program and practica experiences must be submitted before the completion of PY 577 Fieldwork in Child Study II. Candidates must submit their Internship e-Portfolio before the completion of PY 599 Internship in School Psychology II. Additionally, candidates must take the Praxis II test in School Psychology to be eligible for state certification endorsement.

Candidates who are accepted into the C.A.S. program with related degrees must fulfill all program course requirements. They must also develop and submit their Pre-Internship and Internship e-Portfolios. A minimum of 30 credits must be completed at Fairfield University in order to receive an institutional endorsement for state certification.

School Psychologist Certification
A graduate candidate who successfully completes this course of study earns an M.A. degree and a sixth year C.A.S. and meets the Connecticut certification requirements. When the entire program has been completed (63 credits), the candidate must apply through the dean's office to receive an endorsement from the Graduate School of Education and Allied Professions for Connecticut's Initial Educator's Certificate in school psychology.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty 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 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)
- CN 433 Multicultural Issues in Counseling
- ED 429 Philosophical Foundations of Education
- PY 430 Issues in Professional Practice in School Psychology
- PY 433 Behavioral Statistics
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 438 Treatment Models for School-Age Youth
- PY 446 Developmental Psychology I: Theory and Application in Professional Practice
- PY 537 Psychoeducational Assessment I: Academic Achievement
- PY 548 Psychotherapeutic Techniques for School-Age Youth
- SE 403 Psychoeducational Issues in Special Education
- OR
- SE 405 Exceptional Learners in the Mainstream
- PY-99-02 Comprehensive Examination in School Psychology *

C.A.S. in School Psychology (30 credits)
- PY 449 Introduction to Clinical Child Neuropsychology
- PY 534 Theories of Learning
- PY 535 Collaborative Consultation
- PY 538 Psychoeducational Assessment II: Cognition
- PY 540 Psychoeducational Assessment III: Social–Emotional Functioning
- PY 544 Psychoeducational Assessment IV: Integrated Assessment
- PY 576 Field Work in Child Study I
- PY 577 Field Work in Child Study II
- PY 598 Internship in School Psychology I
- PY 599 Internship in School Psychology II

Applied Psychology

Different concentrations of study are available to candidates seeking a master’s degree in applied psychology. Some candidates 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. Others seek to increase their understanding of human behavior in order to enhance their current work in community settings. Still others are interested in developing the skills necessary for work as industrial-organizational-personnel specialists in organizational settings.

Admission to the Applied Psychology Program

Applications to the program are reviewed on a rolling basis, between September 1 and May 31.

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.

The Applied Psychology program offers three tracks of study: human services psychology, foundations of advanced psychology, and industrial/organizational/personnel psychology. Requirements for the different tracks include:

1. Human services psychology – This track requires the completion of 39 credits of approved courses. Twenty-seven of these credits must be in psychology.

2. Foundations of advanced psychology – This program of study requires completion of 36 credits of approved
courses. Twenty-seven of these credits must be in psychology.

3. Industrial/organizational/personnel psychology – This program of study requires completion of 39 credits of approved 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 in the Applied Psychology program are expected to act in accordance with the American Psychological Association’s ethical principles. Candidates who behave unethically may be dismissed from the program. The ethical principles are available at www.apa.org/ethics. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Profession.

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**Applied Psychology Program of Study**

**Track I – Human Services Psychology**

(39 credits)

Core (required)
- CN 433 Multicultural Issues in Counseling
- FT 550 Introduction to Marriage and Family Therapy
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 437 Psychopathology and Classification II
- PY 446 Developmental Psychology I
- PY 448 History and Systems in Psychology
- PY 471 Effective Interviewing
- PY 536 Educational and Psychological Testing
- PY 597 Seminar in Psychology
- PY 99-01 Comprehensive Examination in Applied Psychology (non-credit course)

Electives (six credits)
All electives must be approved by Dr. Geller or Dr. Dohm.

- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- PY 455 Group Work: Theories and Practice
- PY 534 Theories of Learning

**Track II – Foundations of Advanced Psychology**

(36 credits)

Core (required)
- CN 433 Multicultural Issues in Counseling
- PY 433 Behavioral Statistics
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 437 Psychopathology and Classification II
- PY 446 Developmental Psychology I
- PY 475 Program Evaluation
- PY 536 Educational and Psychological Testing
- PY 571 Research in Psychology
- PY 597 Seminar in Psychology
- PY 99-01 Comprehensive Examination in Applied Psychology (non-credit course)

Electives (three credits)
All electives must be approved by Dr. Geller or Dr. Dohm.

Recommended electives for Track II are:
- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- PY 534 Theories of Learning

**Track III – Industrial/Organizational/Personnel Psychology**

(39 credits)

Core (required)
- PY 455 Group Work: Theories and Practice
- 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 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 594 Seminar in Applied and Industrial/Organizational Psychology
- OR
- PY 597 Seminar in Psychology
- PY 99-01 Comprehensive Examination in Applied Psychology (non-credit course)

Electives (three credits)
All electives must be approved by Dr. Geller or Dr. Dohm.

Recommended elective for Track III are:
- CN 433 Multicultural Issues in Counseling
- CN 554 Group Facilitation
- PY 448 History and Systems in Psychology
- PY 480 Consulting Theory and Practice
- PY 534 Theories of Learning
- MD 400 Introduction to Education Technology
Course Descriptions

PY 403 Introduction to Play Therapy
This course provides candidates with instruction in client-centered play therapy. Course objectives include enhancing sensitivity to children’s issues, developing an awareness of the world as viewed by children, increasing the ability to communicate effectively with children using play techniques, understanding children’s behavior, communicating effectively with parents, and developing basic play therapy skills. Candidates also view demonstrations of actual play therapy sessions and gain experience applying play therapy strategies with children. (Prerequisite: This course is available to candidates enrolled in a certification program or those who are already certified.) Three credits.

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 433, PY 435, 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 School Psychology
Among the first courses that should be taken in the School Psychology program, this course presents a realistic view of school psychology, permitting participants to interview school psychologists and other school personnel in the field about the role of the school psychologist. It serves as a vehicle to affect the future of school psychology by empowering future school psychologists, and it introduces the issues primary to the profession and practice of school psychology. Topics include special education law; professional ethics; the history of school psychology; a tripartite model of service delivery; the “scientific practitioner” approach; consultation; child development and system theory as a basis for practice; advocacy for and education about the school psychologist’s role; and an introduction to federal and state educational systems within which the profession operates. Three credits.

PY 433 Behavioral Statistics
Participants study descriptive and inferential statistics with an emphasis on methodological and technological applications in the behavioral sciences. Topics range from measures of central tendency to parametric and nonparametric tests of significance. (Candidates with a prior course in statistics may try to test out of PY 433 before the first class. Contact the instructor well in advance of the first class to make arrangements. Candidates who successfully test out of this course will substitute another approved three-credit course appropriate to their program.) Three credits.

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. Three credits.

PY 436 Psychopathology and Classification I
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 children and adolescents who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Three credits.

PY 437 Psychopathology and Classification II
This course introduces candidates to advanced adult psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating people who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-IV and current research in psychopathology, and emphasizes understanding and identifying mental disorder symptoms and syndromes. Three credits.

PY 438 Treatment Models for School-Age Youth
In this course, candidates learn to develop treatment plans for children and adolescents in schools. Various psychotherapy models bridge the gap between theory and practice. Case studies serve as the primary learning vehicle. Given that children and adolescents frequently demonstrate emotional difficulties in the school setting, the course highlights theoretically informed therapeutic interventions that are pragmatic for use in the school setting, and emphasizes the importance of recognizing individual differences (cognitive, cultural, etc.) when designing interventions. (Prerequisites: PY 435, PY 436) Three credits.
PY 446 Developmental Psychology I: Theory and Application in Professional Practice
Candidates study human development from birth through adolescence. Designed for graduate candidates pursuing careers as clinical practitioners, this course helps participants develop the basic skills necessary to understand their clients in the context of the various domains of human development. Candidates learn to identify deviations in development and craft corresponding intervention plans. The course also emphasizes cultural competence, providing candidates with an understanding of individuals and families within a cultural context. Three credits.

PY 448 History & Systems in Psychology
The purpose of this course is to introduce candidates to various systems of thought in psychology and to an historical perspective on the development of the field. The course uses an approach that covers major historical figures, relevant themes, and schools of psychology. The course relies upon Internet-based resources, library work, readings, and class discussion to convey this body of knowledge. Three credits.

PY 449 Introduction to Clinical Child 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 neuropsychological processes of childhood and adolescence, with case illustrations. Because of the emphasis placed on educational outcomes of neuropsychology, the course addresses dyslexia, attention deficit disorder, and non-verbal learning disability. (Prerequisites: PY 538, PY 540) Three credits.

PY 450 Theories of Child Psychotherapy
This course introduces candidates to the social, developmental, and functions as the child grows to adulthood. Discussion topics include cognitive, academic, and behavioral sequelae of commonly encountered neuropsychological processes of childhood and adolescence, with case illustrations. Because of the emphasis placed on educational outcomes of neuropsychology, the course addresses dyslexia, attention deficit disorder, and non-verbal learning disability. (Prerequisites: PY 435, PY 471) Cross-referenced as CN 455. 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 means for achieving these goals, attending to overt and covert language and non-language messages, and dealing with the emotional dimensions of the interview. Candidates learn and experiment with a variety of interviews in different contexts. Three credits.

PY 475 Program Evaluation
This course focuses on concepts and principles in performing evaluations of psychological and social programs. Evaluations are an amalgam of political and scientific perspectives that require numerous skills and talents. A number of topics and models of evaluation are presented. However, no two evaluations are alike. Therefore, solid training in methodology and technical techniques is imperative for performing evaluations. The objectives of this course are to develop skills in designing evaluations, to develop survey instruments, to develop proposals, and to communicate evaluation results. In each of these areas, ethical issues are addressed. Quantitative methods are emphasized, but qualitative approaches are presented. (Prerequisites: PY 433, PY 571) Three credits.

PY 480 Consulting Theory and Practice
This course is designed to assist candidates in developing an understanding of and skills in the practice of consultation in both internal and external roles. The core psychological principles and techniques apply equally well in business, non-profit, and educational settings. The course focuses upon the psychological concepts, models, and principles for effective consultation. A variety of contemporary models are examined. Candidates are expected to develop insight into their own consultation approaches and their strengths and needs. Three credits.

PY 530 Behavior Therapy
This introductory course on the origins, assumptions, learning theories, and techniques of behavior therapies focuses on respondent and operant therapies, while integrating some recent methodologies such as rational-emotive and cognitive therapies. (Pre-requisites: PY 435, PY 436) Three credits.
PY 534  Theories of Learning
This course considers, in detail, the conditions of human learning found in the principal schools of psychology on the contemporary scene. Candidates investigate other theories for individual reports. Cross-referenced as ED 534. Three credits.

PY 535  Collaborative Consultation
Designed to give candidates knowledge and consultation skills, this course presents consultation as a collaborative problem-solving process that is empowering and prevention-oriented. The course focuses on mental health consultation as described by Gerald Caplan. Candidates learn the major models of consultation, the generic stages of consultation, and four levels of consultation service. The course also addresses practice issues, such as consultee resistance, consultee perspective, and consultant self-awareness. The course includes a practicum component in which candidates consult with a teacher at a school site once a week for approximately 10 weeks, beginning with the fifth week of class. (Prerequisites: PY 430, PY 548) Three credits.

PY 536  Educational and Psychological Testing
This course examines, in depth, the basic concepts and principles of psychological and educational assessment, including issues related to the assessment of special and diverse populations. The course provides the conceptual foundation for subsequent courses that train candidates how to do assessments and emphasizes the ethical practice of assessment. Development of an understanding of what makes a test or assessment measure psychometrically sound is emphasized. Three credits.

PY 537  Psychoeducational Assessment I: Academic Achievement
Designed for school psychology candidates, this course is the first in a four-course sequence in the psychoeducational evaluation of school-aged children. Following an introduction to multi-source/multi-method evaluation, the course focuses on the collection, analysis, and interpretation of student achievement data. The methods reviewed include, but are not limited to, (a) analysis of the student's educational history, (b) assessment of the instructional environment, (c) observation of academic-related behaviors in classroom settings, (d) curriculum-based assessment, (e) implementation of evidence-based instructional interventions, and (f) monitoring of response to intervention. Beginning with this course, and continuing throughout subsequent courses in the sequence, school psychology candidates are taught to integrate data about student functioning across multiple domains (i.e., cognitive, academic, and social-emotional) in order to provide a comprehensive understanding of the student, which aids in educational planning and decision-making. Three credits.

PY 538  Psychoeducational Assessment II: Cognition
For school psychology candidates, this course is designed to advance their knowledge of, skills for, and attitudes regarding the cognitive assessment of children and adolescents. This course will include (a) review of historical and current theories of intelligence, (b) review of psychometric constructs relevant to the measurement of intelligence and achievement, (c) review of cross-battery assessment, (d) practice in the administration and scoring of measures of intelligence, (e) practice in the interpretation of test scores, (f) practice in the preparation of written reports summarizing test results, (g) exploration of multicultural issues related to the assessment, and (h) review of the application of intelligence testing in school and clinical settings. Formerly "Educational and Psychological Assessment." (Prerequisite: completion of all M.A. degree requirements; co-requisite: PY 540). Lab fee: $45. Three credits.

PY 540  Psychoeducational Assessment III: Social-Emotional Functioning
This course provides an introduction to social-emotional assessment for candidates in the school psychology program. It focuses on social-emotional functioning as one component of the comprehensive evaluation of school-age children. A variety of assessment techniques will be presented and critically reviewed, including both projective and objective measures of personality and behavior with emphasis on those methods that are most applicable to students in school settings. Students will gain practice in the administration and interpretation of social-emotional assessments as well as basic report writing. Formerly “Projective Techniques.” (Prerequisite: completion of all M.A. degree requirements; co-requisite: PY 538) Lab fee: $45. 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 433 and PY 435, and approval of advisor; IOP track

PY 420, PY 435) 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 Field Work in Child Study I
This course supports candidates taking the first semester of their school psychology fieldwork practica requirement. Taken concurrently with PY 544, this course primarily provides opportunities to gain practice and facility in testing and report writing. Candidates gain additional practice in individual and group counseling, behavior modification, and interviewing skills. Candidates take this course during the spring semester. (Prerequisite: permission of instructor) Three credits.

PY 545 Designing and Developing Training Programs
Designed for prospective trainers, training specialists, personnel generalists, or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and allow content to be tailored to participant needs and working environments. (Prerequisites: PY 420, PY 435) Cross-referenced as MD 545. Three credits.

PY 577 Field Work in Child Study II
This course supports candidates during the summer term of the school psychology fieldwork practica requirement. Candidates placed in a mental health setting continue to gain facility in individual and group counseling, behavior modification, and interviewing. 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 human services and industrial/organizational/personnel tracks undertake approved, supervised fieldwork in an area related to their professional interests. Course requirements include a site supervisor and a faculty supervisor for each candidate, and a fieldwork placement that involves at least 20 days of on-site experience. (Prerequisites: completion of 21 credits in psychology including PY 433 and PY 435, and approval of advisor; IOP track candidates also must have completed PY 420, PY 545, PY 406, and PY 571) Three credits.

PY 594 Seminar in Applied and Industrial/Organizational Psychology
The culminating experience for candidates preparing for roles in organizations in human resources, industrial/occupational psychology, or consulting, this seminar for candidates in the IOP track examines the issues of role definition, professional responsibilities, ethics, confidentiality, and professional communications. (Prerequisite: completion of 21 credits in psychology) 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
Candidates matriculated in school psychology may engage in a master’s thesis project as an alternative to taking the master’s comprehensive exam. The candidate’s project must demonstrate an advanced, sophisticated knowledge of psychology and be considered a contribution to the field. Activities in the development of the thesis include an initial outline of the project, proposal (including a review of the related literature and proposed thesis), and final report. Candidates submit proposals in the semester preceding registration for this thesis course and may register only during the normal registration period preceding each semester. (Prerequisites: PY 433, PY 571, approval of the candidate’s advisor, and agreement of a psychology faculty member to serve as thesis advisor) Three credits.

PY 597 Seminar in Psychology
The culminating experience for candidates preparing for roles in settings where graduate candidates synthesize their psychological knowledge and skill, this seminar for candidates in the human services and foundations track examines the issues of role definition, professional responsibility, ethics, confidentiality, and professional communications. (Prerequisite: completion of 21 credits in 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. The Connecticut Certification Bureau requires an internship experience “consisting of 10 school months or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution.” This internship allows candidates to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. The course stresses a tripartite approach to school psychology, with equal emphasis on assessment, direct intervention, and consultation. (Prerequisite: all course work and approval of program coordinator) Three credits.
Psychology, Special Education, and Educational Technology

Special Education

Special education has, as its primary objective, the education and training of professional educators to serve children and youth 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; the improvement of teacher-teacher, teacher-child, and teacher-parent relationships; and the integration of special education into total school programs.

Including the master of arts degree and the certificate of advanced study programs (please note that the certificate of advanced study will not be admitting candidates during this academic year while the program is being reviewed), graduate candidates may choose one of several sequences of study leading to certification that provide the preparation required by the Connecticut State Department of Higher Education, the Connecticut State Department of Education, and the Council for Exceptional Children. They 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 endorsement), or a cross-endorsement certificate in comprehensive special education when certification in classroom teaching has already been earned.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth 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

The special education program admits candidates three times a year. The deadlines for submitting a formal application and all supporting documentation are Jan. 15 and April 15 for fall and summer admission and Oct. 1 for spring admission.

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 can-
didate. 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. requires
completion of a minimum of 33 credits; the C.A.S.
requires 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.:

M.A. – 33 credits must include:
1. ED 429 Philosophical Foundation of Education
   OR
   PY 534 Theories of Learning (determined in
   consult with advisor)
2. CN 433 Multicultural Issues in Counseling
   ED 441 Teaching and Learning within
   Multicultural Contexts of Education
   OR
   SL 441 Teaching and Learning with Multicultural
   Contexts of Education
3. SE 599 Seminar in Special Education
4. Successful completion of the comprehensive exam-
   ination
5. Of the remaining 24 credits, all must be in special
   education

C.A.S. – For this academic year, the CAS program is
under review and will not be admitting candidates.

Certification Requirements
The certification program in comprehensive special edu-
cation 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:

1. 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.

2. Diagnosis of children and youth with disabili-
ties
   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.

3. Program planning and education of children
   and youth with disabilities
   Courses survey, analyze, and evaluate programs
available for children with disabilities. Theory, devel-
opment, diagnostic procedures, curricula, and meth-
ods are used as the baseline for comparison and for
the development of individualized education plans
designed to meet each student’s needs.

4. 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 educa-
tion 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.

5. Practica or Student Teaching in Special
   Education
   The practica or student teaching experiences are
designed to provide opportunities for the graduate
candidate to engage in professional practice as a
special education teacher under the supervision of
University, school, and educational agency person-
nel. 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.

6. **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.

- **CN 433** Multicultural Issues in Counseling
- **OR**
- **ED 441** Teaching and Learning Within Multicultural Contexts of Education
- **OR**
- **SL 441** Teaching and Learning with Multicultural Contexts of Education
- **MD 400** Introduction to Educational Technology
- **SE 403** Psychoeducational Issues in 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 534** Skill Development for Individual Educational 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
- **SE 593** Student Teaching in Special Education (six credits)
- **SE 99-01** Comprehensive Examination in Special Education

Note: Student teaching credits cannot be used to fulfill degree requirements. Specific student teaching requirements for the initial certificate in special education are designed to meet state regulations, including use of a trained cooperating teacher.

**Cross-Endorsement Certification in Special Education**

Only candidates holding a teaching certificate in another state-approved area are eligible for the cross-endorsement in special education. Candidates must pass the appropriate state-mandated Praxis II examination.

Cross endorsement in special education is 30 credits and is in alignment with the state of CT guidelines in that courses in each of the following content areas specified under the current Connecticut state cross-endorsement regulations must be taken. A review of students’ transcripts and individual advisement will determine course selection in each of the content areas. Those marked with an asterisk (*) are likely requirements, unless the student has taken a similar course as part of their initial certification or degree. Students will have a minimum of one course in each area. The following are the areas of required content concentration and course options within each area. Each course is three credits.

**Psychoeducational theory and development of handicapped children**

- **SE 403** Psychoeducational Issues
- **SE 411** Introduction to Intellectual Disabilities*
- **SE 413** Theories of/Intro to Learning Disabilities*
- **SE 417** Introduction to Children and Youth with Emotional Disturbances*
- **SE 441** Parents and Families

**Diagnosis of handicapped children**

- **SE 436** Administration of Educational Tests
- **SE 561** Diagnostic Procedures*

**Program planning and evaluation of handicapped children**

- **SE 534** Skill Development for IEPs*
- **SE 550** Collaboration and Consultation
Psychology, Special Education, and Educational Technology

Curriculum and methods of teaching handicapped children

SE 429  Developmental and Remedial Reading and Language Arts
SE 432  Management Techniques
SE 537  Curriculum and Methods for Students with Mild to Moderate Disabilities*

Two or more practica in special education*

SE 591  Practica in Special Education
SE 592  Practica in Special Education
* – both courses are required

Bilingual Special Education

Applicants must demonstrate proficiency in English and either Spanish or Portuguese. A program of studies includes the following courses, some of which may be substituted/waived at the discretion of the coordinator if it meets state and University standards and adheres to program requirements/depending on previous certification.

For full descriptions of courses, refer to the TESOL, Foreign Language, and Bilingual/Multicultural Education section for SL courses and to the Special Education section for SE courses.

MD 400  Introduction to Educational Technology
SE 403  Psychoeducational Issues in Special Education
SE 411  Introduction to Individuals with Intellectual Disabilities
SE 413  Theories of and Introduction to Learning Disabilities
SE 417  Introduction to Children and Youth with Emotional Disturbances
SE 429  Developmental and Remedial Reading and Language Arts
SE 432  Management Techniques in Special Education
SE 436  Administration of Educational Tests
SE 441  Parents and Families of Individuals with Disabilities

SE 534  Skill Development for Individualized Educational 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 591  Practicum in Special Education I and
SE 592  Practicum in Special Education II or
SE 593  Student Teaching in Special Education

SE 99-01  Comprehensive Examination in Special Education

Additionally, candidates must take a minimum of one SL course in each of five or six different content areas, depending on whether the TESOL or the bilingual education endorsement is being pursued. These courses are selected with the approval of the candidate's advisor. Candidates are encouraged to access the Connecticut State Department of Education website for updates to course requirements for these endorsements and to ensure that they have successfully completed all requirements. Listed below are examples of some of the courses generally taken to fulfill the bilingual cross-endorsement component of the Bilingual Special Education program. TESOL cross-endorsement requires additional, and perhaps, different courses than those listed below.

SL 423  Principles of Bilingualism
SL 426  Methods and Materials in Bilingual Programs
SL 436  Methods and Materials for Second Language Teaching
SL 441  Teaching and Learning within Multicultural Contexts of Education
SL 451  Content Area Instruction in Bilingual/ESL Classrooms
SL 527  Testing and Assessment in Foreign Languages

Course Descriptions

SE 403  Psychoeducational Issues in Special Education

Designed to introduce special educators, school psychologists, and other related pupil service providers to a variety of complex issues and problems that affect children and youth with exceptional learning needs, this course emphasizes themes such as public laws, psychological planning and placement of children and youth, inclusive education, multicultural and family issues, ethics and professional standards, and stressors affecting professional performance. Three credits.
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 those who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Cross-referenced as SE 430. Three credits.

SE 411 Introduction to Individuals with Intellectual Disabilities

Candidates develop an understanding and working knowledge of intellectual and developmental disabilities in this course, which emphasizes the definitional, medical, psychosocial, and educational issues that affect the lives of people who have been diagnosed as having intellectual and/or developmental disabilities. This course may require a fieldwork component as part of the evaluation process. Three credits.

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. Three credits.

SE 429 Developmental and Remedial Reading and Language Arts

This course delineates a conceptual framework of reading and language arts as being not only related to decoding, syntax, and comprehension, but also its relationship to the associated constructs of executive functions, working memory, and attention. Candidates explore current research regarding reading, language development, and associated constructs; examine case studies; become familiar with specific reading 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 430 Special Learners in the Regular Classroom

This course familiarizes school personnel with the learning needs of children and youth who have intellectual and developmental disabilities, learning disabilities, emotional disturbances, and/or who are gifted and talented. The course also examines methods of identifying and working effectively with children and youth with disabilities in inclusive settings. The course may require a fieldwork component as part of the evaluation process. Cross-referenced as SE 405. 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. Three credits.

SE 436 Administration of Educational Tests

This course includes selection, administration, scoring, and interpretation of individually administered cognitive processing and academic achievement diagnostic instruments. 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 psychosocial stages of family structure and systemic interaction. Topics include family systems theories and their clinical applications; the grief process; family coping strategies; and significant professional issues for family therapists, counselors, special educators, psychologists, nurses, and other human service personnel. Three credits.
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. (Prerequisites: SE 413, SE 561; Pre-or co-requisite: SE 429). 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 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 varied diagnostic procedures by using various models of interpretation and theoretical foundations. Also, the course provides a foundation for understanding the strengths and weaknesses of students undergoing diagnostic evaluations. (Pre- or co-requisite: SE 413) 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 429, SE 432, SE 436, SE 534, 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 BEST-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 and the Director of Student Teaching Placement. (Minimum prerequisites: permission of the advisor and successful completion of SE 411, SE 413, SE 417, SE 429, SE 432, SE 436, SE 534, SE 537, and SE 561. Candidates must notify their University advisor 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 synthesizing seminar directs the candidate toward an in-depth study of special topics in the field, using a research-oriented approach. (Prerequisite: completion of 24 credits) Three credits.
Educational Technology

The Educational Technology program empowers teachers to teach and students to learn in today’s information age. The program emphasizes theory, production, and applications of instructional technologies in education. Graduates of the Fairfield program are well regarded and much in demand in K-12 education. A number of graduates hold positions in the instructional/training and multimedia departments of major corporations and production houses.

Candidates can earn a master of arts degree in Educational Technology or may choose to pursue a specialization in School Media Specialist. Certification as a School Library Media Specialist is offered for both initial educator candidates and those already holding a Connecticut educator certificate.

Admission
Applications to the program are reviewed three times a year. The deadlines for submission of application materials are January 15 and April 15 for summer and fall admission and October 1 for spring admission. 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’ potential for success as candidates. After admission, each candidate is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework.

Passing or waiving Praxis I is required for formal admission to the School Media Specialist Certification area.

Considering the role of the school media specialist in the school and community, 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. 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

The major in educational technology requires a minimum of 33 credits. Some courses may be substituted at the discretion of the program director.

Requirements for the M.A. in Educational Technology

Foundation (12 credits):

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<tr>
<td>ED 429</td>
<td>Philosophical Foundations of Education</td>
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<tr>
<td>ED 441</td>
<td>Teaching and Learning within Multicultural Contexts of Learning</td>
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With permission of the program director, candidates may substitute the following courses for MD 499:

- MD 590 Internship in School Media*
- MD 591 Internship in TV Production*
- MD 592 Internship in Multimedia Production*

*Must be arranged at the beginning of the previous semester.

Choose one of the following:

Media Production (3 credits):

- MD 431 Video Production I
- MD 442 Design & Development of Multimedia Programs
- or other advisor-approved media production course

Media Literacy (3 credits):

- MD 403 The School Library
- MD 433 Critical Viewing of TV & Children’s Safety on Mass Media & the Internet
- MD 472 Information Literacy through Inquiry
- or other advisor-approved media literacy course

Electives (15 credits):

- Complete 15 credits in approved MD courses.

Comprehensive exam:

- MD 099-01 Comprehensive Exams
- Pass the comprehensive exam, offered in the fall and spring semesters. Registration for the comprehensive exam is in the first weeks of the fall and spring semesters.

Requirements for the M.A. in Educational Technology with School Media Specialist certification

The M.A. in School Media Specialist requires a minimum of 33 credits. Additional coursework is required for certification.

Foundation (12 credits):

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<tr>
<td>ED 429</td>
<td>Philosophical Foundations of Education</td>
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<tr>
<td>ED 441</td>
<td>Teaching and Learning within Multicultural Contexts of Learning</td>
</tr>
<tr>
<td>MD 400</td>
<td>Introduction to Educational Technology</td>
</tr>
</tbody>
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and one of the following:

- MD 499 Research in Educational Technology*
- MD 590 Internship in School Media*

*Must be arranged at the beginning of the previous semester.

Library Core (12 credits):

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<th>Course</th>
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<tbody>
<tr>
<td>MD 403</td>
<td>The School Library</td>
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<tr>
<td>MD 405</td>
<td>School Library Automation</td>
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</tbody>
</table>
MD 406  Introduction to Reference
and one of the following:
EN 405  Literature for Young Adults
EN 406  Multicultural Literature K-8
MD 430  Storytelling in the Classroom
MD 433  Critical Viewing of Television and Children’s Safety on Mass Media and the Internet

Electives (9 credits):
Complete 9 credits in approved school media-related MD courses.

Comprehensive exam:
MD 099-02 Comprehensive Exams
Pass the comprehensive exam, offered in the fall and spring semesters. Registration for the comprehensive exam is in the first weeks of the fall and spring semesters.

Requirements for
School Library Media Specialist Certification
1. Candidates holding a Connecticut educator certificate with at least one year of successful teaching must complete a minimum of 30 credits of approved school media courses. The advisor will plan an appropriate program of courses with each candidate.
2. Candidates without an educator certificate who wish to earn initial educator certification must complete a minimum of 24 credits of approved school media and related courses and 24 credits from the following required pedagogy courses:
   ED 429  Philosophical Foundations of Education
   ED 441  Teaching and Learning within Multicultural Contexts of Learning
   ED 442  Educational Psychology
   ED 465  Teaching Methods for Secondary Schools
   OR
   ED 565  Principles of Curriculum Development
   MD 400  Introduction to Educational Technology
   MD 581  Directed Observation and Supervised Student Teaching in Media
   MD 582  Student Teaching Seminar
   SE 405  Exceptional Learners in the Mainstream
   OR
   SE 430  Special Learners in the Regular Classroom
   ED 465  Teaching Methods for Secondary Schools
   OR
   ED 565  Principles of Curriculum Development

To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the Connecticut Department of Education, a candidate must have completed all coursework and assessments in the planned program required by the state for the intended certification.

Course Descriptions

CS 429  The World Wide Web in Education and in Training
Teachers learn to use the services and resources offered by the Internet and the World Wide Web. They study ways in which schools and training institutions use the Internet, becoming familiar with Internet-based resources that are of particular value to K-12 education. Participants also learn the basics of designing and developing school homepages. Lab fee: $45. Three credits.

CS 590  Internship in Computers in Education
Full-time students obtain firsthand experience in school computer technology. Credit by arrangement.

CS 595  Independent Study in Computers
Students undertake independent study in computers with a faculty member, submitting a proposal for independent study for consideration prior to course registration. 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 and skills in using digital technologies to design and implement effective learning environments. Lab fee: $45. Three credits.

MD 403  The School Library
Candidates examine the role of the school library in the teaching-learning process through such topics as recent trends in planning and using school libraries; remodeling as a means to enhance efficient use of existing libraries; future developments; and techniques for teaching elementary and secondary students to efficiently use the school library. Three credits.

MD 405  School Library Automation
This course provides candidates with the hands-on experiences needed to implement a circulation and catalog automation system in a library. Topics include barcoding, MARC records, retrospective conversion, catalog searching, and networking. Each candidate creates a fully functional circulation/catalog system, complete with overdue books, statistics reporting, reserve and temporary items, and special collection groups. No previous computer or automation skills are required. Lab fee: $45. Three credits.

MD 406  Introduction to Reference
In this course, candidates learn information retrieval techniques, Internet search strategies, and methods for teaching effective information retrieval to elementary and secondary school students using traditional and online references. Three credits.
MD 410  Sounds of Learning
Candidates study basic principles of writing an audio program, developing children's listening skills, using radio and recorded materials in teaching, and using audio in computerized multimedia. They also review select audio teaching programs that emphasize individualized and group instruction. Lab fee: $45. 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 assist them in employing the art of storytelling in teaching. The course aims at developing candidates' understanding of folklore, fairytale, myth, and legend; discovering stories from different genres and cultures; learning to select and share stories; learning to incorporate storytelling into the curriculum; and developing strategies to help children learn to write and tell their own stories. Cross-referenced as ED 430. Three credits.

MD 431  Video Production I
Using a single-camera videotape-recorder system, this course explores simple and creative production techniques and the use of television in education and training. Candidates also learn basic analog and digital video postproduction and have an opportunity to become familiar with multiple-camera systems using the University's color television studio. Lab fee: $45. Three credits.

MD 433  Critical Viewing of Television and Children’s Safety on Mass Media and the Internet
Children without discriminating parents and teachers lack models for intelligent use of the television programming they view for long hours each day. Critical television viewing skills can, however, be taught. This course enhances candidates' understanding of television and critical viewing skills, and presents methods and curricula for developing critical viewing skills in children and teenagers. The course also examines issues of children's safety on the Internet, applying information about critical viewing of motion pictures and television to this issue. Three credits.

MD 442  Design and Development of Multimedia Programs
Candidates design interactive multimedia programs using Flash. The use of Flash in Web site design for businesses is on the rise and its use in education is catching up. Candidates publish their production on the Web and save it on a CD-RW. (Prerequisite: MD 400) 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 conventional and new technologies in teaching language arts and social studies curricula. Candidates study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Based upon a sound theoretical framework, instructional models, and the best practices, participants design and create units of instruction and lesson activities integrating technology resources, including audio, video, computer software, and Web-based resources. They also participate in online collaborative learning experiences with the purpose of establishing an ongoing community of learners for long-term collaboration. The course examines legal, ethical, and equity issues as they relate to the language arts and social studies classroom and discusses concepts of universal access to curriculum and universal design to help individualize instruction for all learners, particularly in the inclusive classroom. Candidates work toward creating an electronic portfolio that can be expanded upon completion of the course. 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 467  Introduction to Networking: Concepts and Applications
This course examines the application of computer networking 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. 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 need for understanding and education becomes glaringly apparent. Technologically connected learning communities around the globe occur through students forming partnerships to learn about each others' customs, languages, and cultures; teachers collaborating on teaching strategies and curriculum development; or administrators and policymakers exchanging views on educational issues. Candidates in this course examine the instructional issues and concerns for connecting communities of learning worldwide along with the related technological tools and techniques. To complement classroom instruction, candidates apply course concepts via select online assignments. Lab fee: $45. Three credits.

MD 470  Distance Teaching in the Information Age
Distance teaching has become a major teaching and training form worldwide. This course examines the nature of teaching at a distance, the development of distance teaching courses and activities, the role of technology in delivering distance teaching, the current and potential applications of the Internet in distance teaching, and the use of integrated media resources in distance teaching. (Prerequisites: MD 400, CS 429, or permission of department chair) Lab fee: $45. Three credits.

MD 472  Information Literacy through Inquiry
Inquiry-based learning is a curricular framework that develops candidates' information literacy skills by encouraging rigorous investigation, information retrieval, collaboration, and reflection, paired with transformative learning technologies. Participants learn to locate, evaluate, and use a variety of electronic, print, multimedia, and interpersonal resources, and create a teaching unit using an online learning environment developed by internationally recognized leaders in inquiry-based education. Cross-referenced as ED 472. 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 M.A. students. (Prerequisite: 24 credit hours in educational technology) Three credits.

MD 531  Video Production II
Students examine the picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, script-writing basics, and production of a training/instructional television program. (Prerequisite: MD 431) Lab fee: $45. Three credits.

MD 545  Designing and Developing Training Programs
Designed for prospective training specialists, personnel generalists, school media specialists or line personnel in business and industry, this course focuses on designing and developing training programs for administrative professionals, management employees, and school personnel. Course assignments provide individualization and tailoring of course content to candidate needs and working environments. Cross-referenced as PY 545. Three credits.

MD 546  Integrating the Arts and Technology into the K-8 School Curriculum
This course demonstrates that music and the arts are an integral part of the school curriculum and that they can be utilized to promote awareness, acceptance, and respect for diverse cultures. Properly conceived, the arts constitute a great integrating force if viewed as a component of every discipline. New art forms and techniques of electronic artistic expressions have emerged with the advent of the new information age. Teachers and school media specialists must develop their awareness of conventional forms of arts as well as electronic formats, their abundant resources, and their potential infusion within the K-8 school curriculum. 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 observe and evaluate each candidate. The instructor collaborates with the candidate to keep a line of communication open with those assigned to assess the candidate at the district level. Candidates must obtain permission to take this course from the Educational Technology Director at the beginning of the previous semester. Only candidates who have completed all coursework except for student teaching will be approved for this course. Three credits.

MD 580 Directed Observation for Library Media Specialists DSAP (Durational Shortage Area) Candidates (Part Two)
This is part two of a two-semester course designed for those library media specialist candidates working in the public schools under a DSAP. Participants engage in working as a library media specialist five days each week. Candidates receive assistance from their University supervisor who observe and evaluate each candidate. The instructor collaborates with the candidate to keep a line of communication open with those assigned to assess the candidate at the district level. Candidates must obtain permission to take this course from the Educational Technology Director at the beginning of the previous semester. Only candidates who have completed all coursework except for student teaching will be approved for this course. Three credits.

MD 581 Directed Observation and Supervised Student Teaching in Media
Under the supervision of the media librarian, 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 582 Student Teaching Seminar
This seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar’s subject matter flows from the ongoing student teaching experience, it addresses issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues and inclusion, as well as the job application process, including résumé writing, interviewing skills, and developing a professional portfolio. Three credits.

MD 590 Internship in School Media
This internship provides full-time candidates with firsthand 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.
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Department of Public Safety’s policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Department of Public Safety office, located on the ground floor of Loyola Hall, Room 2, or by accessing our website at www.fairfield.edu/clery. The Department of Public Safety is open 24 hours per day, 365 days a year. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

Fairfield is a drug-free campus and workplace.

Catalog
The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time.

Non-Discrimination Statement
Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Notification of Rights Under FERPA
Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of the Dean of Students.

Listed below are the rights afforded to students with respect to their education records under FERPA are:

1. The right to inspect and review the student’s educational records within 45 days of the day the University receives a request for access: Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading: Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent: One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Title II Report
The Title II Higher Education Reauthorization Act Report is available online at <http://www.fairfield.edu/gseap_certification.html>.
Tuition and Fees

The schedule of tuition and fees for the academic year:

- Application for matriculation (not refundable) ................. $60
- Registration per semester ........................................ $25
- Tuition per credit ...................................................... $525
- Audit fee (per three-credit course) .................. $787.50
- Change course fee ...................................................... $10
- Computer lab fee ......................................................... $45
- Student teaching, practicum, and internship fees (each) .... $25
- Materials fee ............................................................. $15 - $50
- Commencement fee (required of all degree recipients) ........ $150
- Transcript fee ............................................................ $4
- Promissory note fee .................................................. $25
- Returned check fee ...................................................... $30

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

Full payment of tuition and fees, and authorization for billing a company must accompany registration. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/tuition. All checks are payable to Fairfield University.

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

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition as follows:

1. For students taking fewer than six credits: At registration, the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.

2. For students taking six credits or more: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments.

Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations pay their employees’ tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable at the time of registration.

Students will be required to sign a promissory note, which requires a $25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration with a MasterCard, VISA, or American Express credit card. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registration.

Refund of Tuition

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

14-15 Meeting Courses

- Before first scheduled class ............ 100 percent
- Before second scheduled class ......... 90 percent
- Before third scheduled class .......... 80 percent
- Before fourth scheduled class ........ 60 percent
- Before fifth scheduled class .......... 40 percent
- Before sixth scheduled class .......... 20 percent
- After sixth scheduled class ............ No refund
10-12 Meeting Courses
Before first scheduled class .......... 100 percent
Before second scheduled class ...... 80 percent
Before third scheduled class ........ 60 percent
Before fourth scheduled class ...... 40 percent
Before fifth scheduled class ...... 20 percent
After fifth scheduled class .......... No refund

6-8 Meeting Schedule
Before first scheduled class .......... 100 percent
Before second scheduled class ...... 60 percent
Before third scheduled class ........ 30 percent
After third scheduled class .......... No refund

4-5 Meeting Schedule
Before first scheduled class .......... 100 percent
Before second scheduled class ...... 50 percent
After second scheduled class ...... No refund

Refunds take two to three weeks to process.

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

A graduate assistant will be appointed to a curriculum area or to the dean’s office and assigned duties as determined by the dean and the faculty responsible for the curriculum area. The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship, the student must work a maximum of 20 hours per week under the direction of the department chair or program director. In addition, the Disposition Statement presented on page 17 is applicable to this student position as it is to all students in the Graduate School of Education and Allied Professions.

There are also assistantships available in other University departments. A list of known assistantships is available in the dean’s office. Applications are available in the dean’s office and must be submitted to the dean by May 1 for the fall semester and Dec. 1 for the spring semester. Summer assistantships are generally available for the Marriage and Family Therapy program only.

Alumni Scholarships
The Elementary Education Scholarship
Due to the generosity of an anonymous alumnus, this needs-based award supports up to nine credits per semester for underrepresented candidates who are preparing for elementary educator certification. An eligible candidate may receive full or partial tuition support during multiple semesters. Contact Dr. Patricia Calderwood, the elementary education program director, for specifics.

Dr. Thomas A. O'Meara ’65, MA ’67 Memorial Scholarship
Beginning in academic 2005-2006, it was Dr. Thomas O’Meara’s intent that over a 20-year period one graduate secondary English education student annually would be awarded a partial tuition scholarship for his or her student teaching course. The recipient will be selected based on recommendations from the program faculty. Please contact Dr. Emily Smith, coordinator for graduate secondary education students, for more information.

Federal Stafford Loans
Under this program, graduate students may apply for up to $20,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to $8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first $8,500 for which the student has not demonstrated need (as well as the remaining $12,000 should they borrow the maximum loan), would be borrowed on an unsubsidized basis.

When a loan is subsidized, the federal government pays the interest for the borrower as long as he or she remains enrolled on at least a half-time basis and for a six-month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply
To apply for a Federal Stafford loan, apply online at:
http://www.fairfield.edu/fa_loans.html

Follow the instructions on how to set up your account online and apply for a Federal Stafford online with Sallie Mae.

After successfully applying for your Federal Stafford loan online, you can electronically sign (E-sign) the loan
online. However, if you do not want to use E-Sign, you can still print out the MPN, sign it, and mail it directly to Sallie Mae at the address they list on the MPN.

*Stafford Loan Borrowers must have a current FAFSA form on file and have completed Entrance Counseling via www.mapping-your-future.org before your loan can disburse. To apply online for the FAFSA go to: www.fafsa.ed.gov (Fairfield’s school code is 001385).

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

Approved loans will be disbursed in two installments. Students borrowing from Sallie Mae lenders will have their funds electronically disbursed to their University accounts. Students who borrow from other lenders will need to sign their loan checks in the Bursar’s Office before the funds can be applied to their accounts. Receipt of financial aid requires full matriculation in a degree program.

Alternate Loans Program
These loans help graduate and professional students pay the cost of attending the University. For information contact the office at (203) 254-4125 or finaid@mail.fairfield.edu.

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

Veterans
Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file numbers at the time of registration. The University Registrar’s office will complete and submit the certification form.
GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS ADMINISTRATION

Susan D. Franzosa, Ph.D.
Dean and Professor of Education

Faith-Anne Dohm, Ph.D.
Professor & Interim Assistant Dean

Kristy Lisle, Ph.D.
Assistant Dean & Certification Officer

DEPARTMENT CHAIRS

Diana Hulse-Killacky, Ph.D.
Counselor Education

Patricia E. Calderwood, Ph.D.
Curriculum and Instruction

Rona Preli, Ph.D.
Marriage and Family Therapy

Daniel Geller, Ph.D.
Psychology, Special Education, and Educational Technology

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Ph.D., Indiana University

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Ph.D., University of Pennsylvania

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Ph.D., University of Connecticut
Faculty Emeriti

Marguerite R. Carroll 1966-1988
Professor of Education, Emerita

Rosalie M. Colman 1978-1988
Associate Professor of Education, Emerita

Anthony Costa 1964-1999
Assistant Professor of Education, Emeritus

Robert Dubroff 1966-1988
Associate Professor of Education, Emeritus

Ibrahim M. Hefzallah 1968-2005
Professor of Educational Technology, Emeritus

Julianna Poole, S.S.N.D. 1988-2008
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The Advisory Board for the Marriage and Family Therapy Department is being restructured at the time of publication of this catalog. Please contact Dr. Rona Preli, department chairperson, with any questions about the Board, its new membership, and schedule.

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