

Graduate School of Education and Allied Professions

Clinical Mental Health Counseling
Educational Technology/School Library Media
Elementary Education
Family Studies
Foundations of Advanced Psychology
Human Services Psychology
Industrial/Organizational Psychology
Marriage and Family Therapy
School Counseling
School Psychology
Secondary Education
Special Education
Teaching and Foundations
TESOL/Bilingual Education

Post Master's Degrees, Cross-Endorsement Programs & Advanced Training Certificates

2013-14

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2013-14 Academic Calendar - Graduate School of Education and Allied Professions

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

Fall 2013

July 8	Registration begins for all Graduate Programs for Fall, 2013 (except for non-matriculated GSEAP students) Applications for Degree due for August 30th graduation
July 22	Registration begins for non-matriculated GSEAP students for Fall, 2013
Aug. 1	Last day for students to sign up for Fall 2013 monthly payment plan
Aug. 5	Last day for online registration for Fall 2013
Aug. 30	Last day to apply for GSEAP non-matriculated status for Fall, 2013
Sept. 2	Labor Day - University holiday
Sept. 3	Classes begin for all graduate programs
Sept. 10 - Sept. 16	Late Registration
Sept. 20	Deadline for make-up of Summer, 2013 "Incompletes" Last day to register for Comprehensive Exam Courses
Oct. 14	Columbus Day - University holiday
Oct. 31	Last day to withdraw from Fall course
Nov. 27 - Dec. 1	Thanksgiving Recess
Dec. 2	Classes resume for all schools Applications for Degree are due for January graduation Registration begins for all Graduate Programs for Spring, 2014 (except non-matriculated GSEAP students)
Dec. 11	Last day to complete Fall comprehensive exam - GSEAP
Dec. 16	Registration for GSEAP non-matriculated students for Spring, 2014
Dec. 20	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2014 monthly payment plan

Spring 2014

Jan. 2	Last day for online registration for Spring 2014
Jan. 16	Classes begin
Jan. 15	Last day to apply for GSEAP non-matriculated status for Spring, 2014
Jan. 17	Deadline for Make-up for Fall, 2013 Incompletes for GSEAP
Jan. 20	Martin Luther King, Jr. Day - University Holiday
Jan. 23 - Jan. 29	Late Registration
Jan. 31	Last day to register for Comprehensive Exam Courses
Feb. 17	President's Day - University holiday
Feb. 18	Monday classes meet (To make up for Monday holidays)
Mar. 24 - Mar. 28	Spring Recess
Mar. 31	Classes resume Last day to withdraw from Spring course

April 1	Registration begins for all Graduate Programs for Summer, 2014 (except GSEAP non-matriculated students) Applications for Degree are due for May graduation
April 15	Registration begins for non-matriculated GSEAP students for Summer, 2014
Apr. 17 - Apr. 20	Easter Recess for graduate programs
April 21	Classes resume for graduate programs
April 24	Last day to complete Spring Comprehensive Exams
May 9	Last day of classes/exams for all graduate programs
May 17	Baccalaureate Mass
May 18	64th Commencement Graduate Ceremony - 3 p.m.

Summer 2014

May 19 - June 3	GSEAP Pre Session (Memorial Day Holiday, May 26)
June 4 - July 3	GSEAP Session I
June 4	Deadline for make-up of Spring, 2014 "Incompletes"
July 7	Registration begins for all Graduate Programs for Fall, 2014 (except GSEAP non-matriculated students) Application for Degree due for August 30th graduation
July 7 - Aug. 1	GSEAP Session II
July 21	Registration begins for GSEAP non-matriculated students for Fall, 2014
Aug. 4 - Aug. 13	GSEAP Post Session

A Message from the President

Dear Student,

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

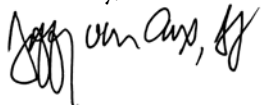
As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

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

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

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

Sincerely,



Jeffrey P. von Arx, S.J.

President

Fairfield University Mission

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

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

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

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

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

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

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

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

Fairfield University Overview

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

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

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

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

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

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

Diversity Vision Statement

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

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

Campus Resources & Services

Student Handbook

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

DiMenna-Nyselius Library

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

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

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

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

Rudolph F. Bannow Science Center

The Rudolph F. Bannow Science Center houses advanced instructional and research facilities that foster the development of science and engineering learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, engineering, mathematics, physics, and psychology.

Early Learning Center

The Early Learning Center provides an early care and education program based on accepted and researched theories of child development; individualized programs designed to meet the needs of each child; a curriculum that is child-oriented and emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

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

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and offers writing assistance and resources to all students. Tutors work with students on any writing project and at any stage of the project's development. For more information or to schedule an appointment, please visit www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

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

Computing Services

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

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

Information Technology Services (ITS)

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

Arts and Minds Programs

Fairfield University serves as an important hub for students and visitors from the region seeking entertaining and inspiring cultural events and activities. The **Regina A. Quick Center for the Arts** houses the Aloysius P. Kelley, S. J. Theatre, the Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series **Open Visions Forum**. The new **Bellarmino Museum of Art** is located in Bellarmino Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit www.fairfield.edu/arts.

Other Requirements

NetID

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

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

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

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

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

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

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

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

All graduate students are issued individual accounts for my.Fairfield, a secure website used to view course schedules, access library services remotely, register for classes and parking permits, view and pay tuition bills, print unofficial transcripts, and much more.

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

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

Accreditations

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

Additional accreditations include:

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

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

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

American Chemical Society

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

Commission on Accreditation of Marriage and Family Therapy Education

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

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

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

National Council for the Accreditation of Teacher Educators (NCATE)

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

National Association of School Psychologists (NASP)

- (GSEAP)
- School Psychology

Program approvals include:

Connecticut State Office of Financial and Academic Affairs for Higher Education

- Elementary and Secondary Teacher certification programs
- Graduate programs leading to certification in specialized areas of education
- School of Nursing programs

Connecticut State Department of Education and National Council for the Accreditation of Teacher Educators (NCATE)

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

Connecticut State Board of Examiners for Nursing

- Undergraduate Nursing programs

Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

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

Compliance Statements and Notifications

Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time. The course listings represent the breadth of the major. Every course is not necessarily offered each semester.

Compliance Statements and Notifications

For information about student rights under the Family Education Rights and Privacy Act (FERPA), the Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.

Graduate School of Education and Allied Professions

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

**Commission on Accreditation for
Marriage and Family Therapy Education (COAMFTE)**

**Council for the Accreditation of Counseling
and Related Educational Programs (CACREP)**

National Association of School Psychologists (NASP)

National Council for the Accreditation of Teacher Education (NCATE)

A Message from the Dean

On behalf of our staff and faculty, welcome to the Graduate School of Education and Allied Professions (GSEAP) at Fairfield University. For over 50 years, Fairfield has offered high-quality graduate programs in education and 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, adults, families, communities and organizations.

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 professional certificates. The schedules for course offerings in the fall, spring, and summer sessions are available on the Fairfield University and the GSEAP website prior to each registration period.

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. Faith-Anne Dohm
Dean

Graduate School of Education and Allied Professions Overview

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

GSEAP offers two levels of professional graduate degree programs: (1) the Master of Arts in applied psychology, bilingual education, clinical mental health counseling, school counseling, curriculum and instruction, educational technology, elementary education, marriage and family therapy, family studies, school psychology, secondary education, special education, and TESOL and (2) the Certificate of Advanced Study (also known as the 6th year certificate) in bilingual education, clinical mental health counseling, school counseling, school psychology, special education, foundations in education, and TESOL.

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

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

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

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

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

- Applied Behavior Analysis
- Early Childhood Studies
- Integration of Spirituality & Religion into Counseling
- School-based Marriage & Family Therapy
- Substance Abuse Counseling

Unit Mission and Conceptual Framework

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

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

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

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

Disposition Statement

Education, psychology, and mental health professionals are vested by the public with a trust and responsibility requiring the highest ideals of professional service. Therefore, candidates of the Graduate School of Education and Allied Professions are required to adhere to the highest standards of ethical and professional conduct. All prospective and admitted candidates of the Graduate School of Education and Allied Professions shall demonstrate personal and professional dispositions that are:

- embodied in the mission statement of the Graduate School of Education and Allied Professions and articulated in the school's expected student learning outcomes;
- outlined in the ethical codes, rules, policies and procedures, administrative regulations, and laws applicable to their chosen profession; and
- mandated by their particular graduate programs and departments as stated in the program handbooks.

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

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

The School

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

Degree Requirements Overview

Master of Arts

- Candidates must complete the number of credits specified by the department.
- Candidates must complete the number of credits in their major field and approved electives as specified by the department.
- 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.
- Candidates must have a minimum grade point average of 3.00 to be eligible to graduate.
- Candidates must submit an Application for Degree (available in the dean's office) by the scheduled deadline.

All candidates must register for the comprehensive examination course relevant to their program of study at the beginning of the semester during which they plan to take the examination. Refer to the graduate school calendar for the registration deadline.

Certificate of Advanced Study

- 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.
 - 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.
 - Candidates must submit an Application for Degree (available in the dean's office) by the scheduled deadline.
-

Graduate School of Education and Allied Professions

Admission Criteria

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

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

Dates for admission vary by program. A complete listing of deadlines can be found at www.fairfield.edu/gseapdeadlines. If a person has been denied admission to the School twice, his or her application will not be considered again.

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

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

Any applicant whose undergraduate GPA is lower than 2.67 must complete a GPA waiver request form as part of the admission process. This form allows candidates to explain any extenuating circumstances that may account for their undergraduate record. The decision to grant the formal GPA waiver will be made based on the candidate's explanation of the low GPA, demonstrated ability to meet the academic expectations of the program of study, fitness for the field, and potential for success in the field. The quality of the applicant's other admission materials (i.e., letters of recommendation, application essay, faculty interview) will also be considered.

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

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

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

Credit for ACTFL Scores: World Language candidates who do not have 30 credits hours of language study, as documented on a university transcript, can earn transfer equivalency credits for their scores on the ACTFL Oral Proficiency Interview (OPI) and the Written Proficiency Test WPT. Credit will vary depending on the score on each test. Candidates must complete the transfer request form, submit their official ACTFL, OPI and WPT test scores to the Director of TESOL, World Languages, and Bilingual Education, and submit a processing fee of \$325.00. A maximum of 24 transfer equivalency hours can be earned.

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

Admission Procedure

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

Those seeking formal admission must complete the following procedure.

Submit to the Office of Graduate and Continuing Studies Admission:

- A completed formal application. Apply online at www.fairfield.edu/geapp
- A non-refundable \$60 application fee
- Official undergraduate and graduate transcripts sent from all colleges/universities attended, including any study abroad or summer programs
- A personal statement. Students should describe why they want to undertake graduate studies in the program for which they are applying.
- A professional resume.
- Two recommendation letters accompanied by the University online recommendation forms, from current employers, supervisors, or professors
- For programs leading to certification: Provide documentation of passing scores on the Praxis I or of a Praxis I waiver. If students provide their social security number to Educational Testing Services (ETS) www.ets.org/praxis when registering for the PRAXIS I exam, the reported score will automatically be uploaded to their Fairfield application file. Fairfield's code is 3390.
- For programs leading to certification: Prior to registering for any courses provide evidence of having been fingerprinted.

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

Additionally, applicants must:

- Participate in an admissions interview
- Consult a faculty advisor about course selection

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

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

B. Applicants for advanced training certificate programs:

Those seeking formal admission to an advanced training certificate program must complete the following procedure. Submit to the Office of Graduate and Continuing Studies Admission:

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

C. Non-Matriculated Applicants

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

- Call the GSEAP Dean's office at (203) 254-4250 to schedule an appointment or to be directed to the advisor for the program that interests you.
- Obtain a copy (official or unofficial) of your undergraduate transcript that shows the undergraduate degree you have earned. You will need to bring this transcript with you to the University to be reviewed. (Note: Those who wish to begin an advanced training certificate program of study as a non-matriculated student need to produce official or unofficial copies of both their undergraduate and graduate transcripts showing their degrees.)
- Complete the online admission application and pay the \$60.00 application fee (access at www.fairfield.edu/gradonline).
- After you have met with the appropriate advisor and your non-matriculated status has been approved and processed by the Dean's office, you may register on or after the date when non-matriculated students may begin registering. Non-matriculated students register in person at the Registrar's Office (Kelley Administrative Center).
- No recommendations are needed at this time. They are needed when you apply for full matriculation.
- Courses taken will count toward degree or certification requirements if you later become a matriculated student, as long as you earn grades of B or better in them. However, successful completion of coursework does not guarantee formal admission.

D. Continuing Education (CEU) Credits

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

Background Check and Fingerprinting

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

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

Mandatory Immunizations

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

International Applicants

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

Students with Disabilities

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

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

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

GSEAP Tuition, Fees, and Financial Aid

Tuition and Fees

The schedule of tuition and fees for the academic year:

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

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

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

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

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two consecutive monthly installments.

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

Reimbursement by Employer

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

Students will be required to sign a promissory note, which requires a \$25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by the due date and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registration.

Refund of Tuition

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

14-15 Meeting Courses

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

10-12 Meeting Courses

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

6-8 Meeting Courses

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

4-5 Meeting Courses

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

Refunds take two to three weeks to process.

Financial Aid

Assistantships

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

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

Applications are available in the dean's office.

There are also assistantships available in other University departments. A list of known assistantships is available online at http://www.fairfield.edu/gradadmission/gfa_assist.html.

Alumni Scholarships

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

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

Federal Direct Stafford Loans

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

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduate or withdrawal before loan payments begin.

How to Apply

Step One:

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

Step Two:

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

Step Three:

- Financial Aid administrators at Fairfield University will process your loan when your file is finalized, entrance counseling completed, and the MPN is signed.

You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

Loan Disbursement

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

Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. It will be made in two installments for the year and transferred electronically to your University account.

The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

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

Alternative Loans

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

Tax Deductions

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

Veterans

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

Consumer Information

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

GSEAP Academic Policies and General Regulations

Academic Advising and Curriculum Planning

All matriculated candidates have an assigned faculty advisor. Candidates will be assigned an advisor at the time they are notified of admission. All matriculated and non-matriculated candidates must meet with their advisors during their first semester to plan a program of study. We recommend that the advisor be consulted each semester about course selection.

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

Programs of Study

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

Durational Shortage Area Permit (DSAP) Study

The Durational Shortage Area Permit (DSAP) may be available to 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 or ACTFL examinations. Once a recommendation has been secured, the candidate may present a DSAP application to the associate dean for consideration. DSAP applications will be considered only by the programs leading to certification in elementary education, secondary education, school counseling, TESOL, world languages, bilingual education, and school library media.

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

Academic Freedom and Responsibility

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

Freedom of Expression

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

Student Rights

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

Fairfield University students are both citizens and members of the academic community. As citizens of a private institution, Fairfield's students enjoy the same freedom of speech, peaceful assembly, and right of petition that students at other private institutions enjoy as accorded by law, and as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to deprive students of their rights as accorded to them by law and

University policy. At the same time, the institution has an obligation to clarify those standards which it considers essential to its educational mission and its community life. These expectations and regulations should represent a reasonable regulation of student conduct.

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

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

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

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

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

Student Responsibilities

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

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

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

Academic Honesty

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

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

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

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

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code: "I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

University Course Numbering System

Undergraduate

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

Graduate

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

Course Acronyms

CN Counselor Education
ED Education
EDL Education Literacies
ER Early Childhood Studies
FT Marriage & Family Therapy
MD Educational Technology
PY Psychology
SE Special Education
SL TESOL/Bilingual Education

Option for Graduate Level Courses

Fairfield University undergraduates, with permission, could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. Student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree. An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence. Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

Normal Academic Progress

Academic Load

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

Academic Standards

Candidates are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate must maintain a 3.00 grade point average. Because of the clinical nature of graduate programs, department faculty members also require demonstration of personal and dispositional qualities that are conducive to the selected professional role. Attending and participating appropriately in classes is both an academic requirement and a professional responsibility. Instructors may assign a failing grade if a student misses too many classes or does not participate appropriately.

Auditing

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

Independent Study

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

Continuation/Academic Probation/Dismissal

To remain in good academic standing, a candidate must maintain a 3.0 cumulative grade point average. A candidate whose cumulative grade point average falls below 3.0 in any semester is automatically placed on academic probation for the following semester. Formal notification is not required. Candidates are responsible for monitoring their grades and GPA closely. Candidates on academic probation must meet with their advisors to make program adjustments to their course load. If, at the end of the probationary semester, the candidate's overall average is again below 3.0, he or she may be dismissed from the University. Also, candidates who earn more than one grade below 2.67 or B- may be dismissed from the University, whether or not their GPA is below 3.0.

Continuation in a state certification program requires the equivalent of B (3.0) or better performance in advanced courses and field experiences, and the recommendation of the area faculty.

Time to Complete Degree

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

Applications for and Awarding of Degrees

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

Graduation and Commencement

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

Disruption of Academic Progress

Course Withdrawal

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

Readmission

All inactive students who wish to resume their studies must apply for readmission. Students who have been inactive for three or more terms must submit a written update to the dean's office for consideration of reinstatement by the dean and department. Depending on the individual circumstances it may be necessary for the student to complete a new full application for admission. Students who wish to apply for readmission should contact the dean's office to find out what they need to submit for review and how they should proceed. Degree requirements for readmitted students will be those in place at the time of the student's readmission. Also, courses that were taken more than five years before the date of readmission and courses for which the student earned a grade below B may need to be re-taken. Candidates who receive a master's degree from Fairfield University and who want to begin programs leading to a certificate of advanced study are required to file a new application of admission and be approved for admission. All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

Comprehensive Examination

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

- Pass with Distinction
- Pass
- Fail

It is strongly recommended that candidates take the comprehensive examination at least one semester before they anticipate graduating. Candidates are eligible to register for the examination after the completion of prerequisite semester hours defined by their program. If the first examination is failed, one retake examination is permitted. Passing the comprehensive examination may be a requirement for all programs leading to the master of arts. Candidates who fail the comprehensive examination twice may be dismissed from their program.

Connecticut State Certification

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

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

Grades; Academic Average

The work of each candidate is graded on the following basis:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
I	Incomplete
W	Withdrew without penalty

Incomplete

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

Transfer of Credit and Course Waiver

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

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

Maximum Credits Allowed Before Formal Admission

The total number of credits earned before formal admission to a program (i.e., the total number of transfer credits plus any credits earned as a non-matriculated student) may not exceed 6 (six) credits for applicants to certification programs or 9 (nine) credits for applicants to non-certification programs.

Grade Reports

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

Scholastic Honors

Alpha Sigma Nu

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

Chi Sigma Iota

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

Phi Delta Kappa

Phi Delta Kappa, the international professional association for educators, strives to prepare the next generation of educators and serve practicing teachers, administrators, college educators, and those concerned about public education through a wide range of innovative initiatives based on visionary leadership, relevant research, and dedicated service. It was founded in 1906 and has chapters in the United States, Canada, and nations in Europe and Asia.

Psi Chi

Psi Chi, the national honor society in psychology, was founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. It inducts both undergraduate and graduate members. It currently has 868 chapters nationwide, and during the first 66 years, inducted 287,000 members. The Fairfield University chapter celebrated its 20th anniversary on May 4, 1997.

Academic Grievance Procedures

Purpose

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

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. This procedure is concerned solely with academic grievances. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for those for which other structures within the university serve as an agency for resolution.

Academic grievances relate to procedural appeals, academic dishonesty appeals, or quality of work appeals.

Procedural appeals are defined as those seeking a remedy in which no issue of the quality of a student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

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

Quality of work appeals are defined as those seeking a remedy, following the completion of a course, because the evaluation of the quality of a student's coursework is alleged to be prejudiced or capricious.

Time Limits

The procedure herein defined must be initiated by the end of the subsequent fall or spring semester after the event that is the subject of the grievance. If the grievance moves forward, all subsequent steps of the informal process must be completed and the formal process must be initiated before the end of the second semester subsequent to the event that is the subject of the grievance.

Informal Procedure

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

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

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. After conversation with the instructor of record and the department chair/program director, the dean will inform the student whether or not the grade shall be changed by the instructor of record. If the student is dissatisfied with the outcome, the dean will inform the student of the right to initiate formal review procedures.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following the informal procedures above, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Senior Vice President for Academic Affairs (SVPAA). Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA determines whether it is a procedural appeal, an academic dishonesty appeal, or a quality of work appeal.

For procedural appeals and academic dishonesty appeals, the SVPAA will convene a Grievance Committee according to the process described below, providing the committee with the written documentation resulting from the previous steps in the appeal process.

For quality of work appeals, the SVPAA will request that the chair of the department through which the course is taught, or if the chair is the subject of the grievance a senior member of the department, assemble an ad hoc committee of three department/program members to review the appeal, providing the committee with the written documentation resulting from the previous steps in the appeal process.

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

For quality of work appeals, the department committee shall make itself available to meet and discuss the appeal with the student, and shall discuss the appeal with the instructor of record for the course. If the final consensus of the department committee is that the academic evaluation that led to the course grade was neither prejudiced nor capricious, the appeals process ends here.

Step four: For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation. Should the Grievance Committee conclude that a change of grade is warranted, the two faculty members on the Grievance Committee will recommend an appropriate grade. In case of disagreement between the two faculty members, the dean chairing the Grievance Committee will decide which of the two recommended grades to accept. The recommended grade change shall be included in the report.

For quality of work appeals, if the final consensus of the department committee is that the academic evaluation that led to the course grade was prejudiced or capricious, the department committee will recommend an alternative course grade. If the instructor of record agrees to change the grade to that recommended by the committee, the appeals process ends here. If the instructor of record declines to change the grade, the department committee shall prepare a written report, including the department committee's recommended grade. The report will be forwarded to the SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five: For procedural appeals and academic dishonesty appeals, the SVPAA renders a final and binding judgment, notifying all involved parties. If such an appeal involves a dispute over a course grade given by a faculty member, the SVPAA is the only university official empowered to change that grade, and then only to the grade recommended by the Grievance Committee.

For quality of work appeals, if the SVPAA agrees with the department committee that the academic evaluation that led to the course grade was prejudiced or capricious, she or he is authorized to change the course grade to the grade recommended in the department committee's report.

Structure of the Grievance Committee

The structure of the Grievance Committee will be as follows:

- Two faculty members to be selected from the Student Academic Grievance Board. The faculty member against whom the grievance has been directed will propose four names from that panel, the student will strike two of those names, and the two remaining faculty members will serve.
- Two students to be selected from a standing pool of eight students elected by the student government. The student filing the grievance will propose four names from that panel, the faculty member will strike two of those names, and the two remaining students will serve.

In the event that any faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel will serve as an alternate.

The Grievance Committee will be chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the SVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

Due Process Procedure

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

Grievance Process Complaints

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

Transcripts

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

Student Records

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

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

- Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
 - Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
 - 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.
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Graduate School of Education and Allied Professions
Graduate Programs
2013 - 2014

Counselor Education

Faculty

Diana Hulse (Chair)
Virginia A. Kelly
Tracey Robert
Bogusia Skudrzyk

Overview

The Counselor Education Department offers the master of arts degree in clinical mental health counseling and school counseling. The Counselor Education Department also offers a certificate of advanced study (C.A.S.) in clinical mental health counseling and school counseling.

The Clinical Mental Health concentration prepares candidates to work in a variety of human service settings, including community and mental health counseling centers, career centers, substance abuse centers, crisis counseling centers, and other community agencies offering counseling services. The school counseling concentration prepares candidates to work as counselors in elementary, middle, and secondary schools. Candidates are endorsed for certification and/or job placement only in their area of concentration.

The M.A. in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary accreditation. The 48-hour M.A. in Community Counseling is accredited by CACREP. This program has recently transitioned to a 60-hour M.A. in Clinical Mental Health Counseling. The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation in March of 2017, as per CACREP guidelines. In addition, the M.A. degree fulfills some of the requirements for licensure as a licensed professional counselor within the state of Connecticut.

In view of the responsibilities and role of the counselor in school and clinical settings, candidates whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor may be terminated from the program. Candidates are expected to abide by the policies and procedures described in the student handbook and to behave in accordance with the American Counseling Association code of ethics. In addition, the disposition statement is applicable to these programs as it is to all programs in the Graduate School of Education and Allied Professions.

Admission to the Department

Application deadlines are listed online at www.fairfield.edu/gseap/gseap_appdeadlines.html.

In addition to the basic admission application, applicants are required to complete an application supplement. Applicants are notified regarding attending a mandatory admissions day program after a paper review of their credentials. Acceptance into the department includes attending a mandatory new student orientation. Passing or waiving Praxis I testing is required before formal admission to the School Counseling program. Qualified school counseling candidates may take a maximum of six credits before formal admission; qualified clinical mental health counseling candidates may take a maximum of nine credits before formal admission.

Requirements for the M.A.

Counselor education candidates in the school counseling M.A. program must complete a minimum of 48 credits. Candidates in the clinical mental health counseling M.A. program must complete a minimum of 60 credits. Candidates in both programs are expected to maintain an overall grade point average of 3.00. The M.A. program of study in school counseling allows candidates to complete the state certification requirements.

Requirements for the C.A.S.

The C.A.S. programs in clinical mental health counseling and school counseling require a minimum of 30 post-masters' graduate-level credit hours, including clinical courses, and completion of requirements as outlined on an individual plan of study.

School Counselor Certification

Candidates who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing a full-time, yearlong academic internship in a public school setting prior to completion of the M.A.

Preparation for Connecticut State Licensure and National Counselor Certification

Candidates who graduate from the clinical mental health master's degree program will have completed the requirements to sit for the National Counselor Exam and the 60 credit hours required to become a licensed professional counselor within the State of Connecticut. Candidates who graduate from the school counseling master's degree program will have completed the requirements to sit for the National Counselor Exam and 48-54 of the 60 credit hours required to become a licensed professional counselor within the State of Connecticut.

Candidates graduating with a Certificate of Advanced Study are not covered under these guidelines and need to obtain national certification and state licensure on an individual basis according to guidelines outlined by the National Board of Certified Counselors and Connecticut Department of Public Health.

Programs of Study - M.A. Clinical Mental Health Counseling* (minimum of 60 credits)

Social and Cultural Foundations (three credits)

CN 433 Multicultural Issues in Counseling

Human Development (six credits)

CN 447 Lifespan Human Development

PY 437 Psychopathology and Classification II

Professional Orientation (three credits)

CN 468 Professional Issues in Counseling

Helping Relationship (six credits)

CN 500 Theories of Counseling and Psychotherapy

CN 553 Counseling Relationships and Skills **

Group Work (three credits)

CN 455 Group Work: Theory and Practice

Lifestyle and Career Development (three credits)

CN 457 Career Development: Theories and Practice

Appraisal (three credits)

CN 467 Assessment in Counseling

Research and Evaluation (three credits)

CN 566 Research Methodology

Clinical Instruction (nine credits) **

CN 558 Counseling Practicum (three credits) **

CN 590C Internship: Clinical Mental Health Counseling (six credits) **

Specialized Curriculum (eighteen credits)

CN 432 Clinical Mental Health Counseling: Management, Delivery, and Evaluation

CN 465 Introduction to Substance Abuse and Addictions

CN 515 Trauma and Crisis Intervention

CN 585 Introduction to Clinical Supervision

FT 550 Introduction to Marriage and Family Therapy

PY 480 Consulting Theory and Practice

Elective courses (three credits)

CN 99-01 Comprehensive Exam in Clinical Mental Health Counseling, which may be taken during the last semester of study or one semester prior.

Note: Registration is required to sit for the exam.

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

** Grades of B (3.0) or better are required in all clinical coursework.

School Counseling

(minimum of 48 credits)

Social and Cultural Foundations (three credits)

CN 433 Multicultural Issues in Counseling

Human Development (six credits)

CN 447 Lifespan Human Development

PY 436 Psychopathology and Classification I

Professional Orientation (three credits)

CN 468 Professional Issues in Counseling

Helping Relationship (six credits)

CN 500 Theories of Counseling and Psychotherapy

CN 553 Counseling Relationships and Skills *

Group Work (three credits)

CN 455 Group Work: Theory and Practice

Lifestyle and Career Development (three credits)

CN 457 Career Development: Theory and Practice

Appraisal (three credits)

CN 467 Assessment in Counseling

Research and Evaluation (three credits)

CN 566 Research Methodology

Clinical Instruction (nine to 15 credits) *

CN 558 Counseling Practicum *

CN 590S Internship: School Counseling *

Specialized Curriculum (nine credits)

CN 531 School Counseling: Procedures, Organization, and Evaluation

ED 429 Philosophical Foundations of Education **

SE 405 Exceptional Learners in the Mainstream **

CN 99-02 Comprehensive Exam in School Counseling, which may be taken during the last semester of study or one semester prior.

Note: Registration is required to sit for the exam.

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

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

Advanced Training Certificates

Prior master's or higher degree in a relevant field required.

Advanced Training Certificate in Substance Abuse Counseling(18 credits)

The following six courses are based on the competencies established by the Connecticut Certificate Board for Drug and Alcohol Counseling. Completion of these courses is required in order to sit for the certification exam that can lead to credentialing as a Licensed Alcohol/Drug Abuse Counselor (LADC).

CN 455 Group Work: Theory & Practice

CN 465 Introduction to Substance Abuse & Addictions

CN 466 Substance Abuse Interventions

CN 555 Substance Abuse Counseling: Skills & Strategies

CN 557 Co-occurring Disorders in Substance Abuse & Addictions Counseling

CN 565 Substance Abuse & the Family

Advanced Training Certificate in the Integration of Spirituality & Religion in Counseling(18 credits)

The following six courses are based on the nine competencies specified by the Association of Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), a division of the American Counseling Association. The Council for the Accreditation of Counseling & Related Educational Programs (CACREP) has encouraged all counselor education programs to infuse and integrate these competencies into the curriculum.

CN 410 Grief & Loss Counseling
CN 446 Spirituality & Counseling
CN 515 Trauma & Crisis Intervention
CN 520 Spiritual Interventions:Tools for Competent Practice
CN 525 Spirituality & Wellness
CN 533 Advanced Multicultural Counseling Strategies & Skills

Course Descriptions

CN 400 Special Topics in Counseling

This one-credit weekend course offers candidates a concentrated examination of one counseling issue. Topics vary and are publicized on the Fairfield University website, through the counselor education student distribution list, and in course booklets. One to three credits.

CN 403 Seminar in Special Topics

This course explores advanced topics in the field of counselor education. Topics vary each term, are determined by the counselor education department chair, and reflect current trends and themes in the field of counseling. Three credits.

CN 410 Grief and Loss Counseling

An introductory course in the exploration of conceptual models and clinical interventions related to grief and loss. The focus of this course is on developing sensitivity, knowledge, and practical skills working with grief, bereavement, and end of life issues in counseling and cross-cultural approaches. It is designed to inform students how loss is a pervasive, natural process of life and with skilled understanding and intervention can provide healing, meaning, and transformation to self and others. The impact of religious and spiritual belief systems on bereavement, grief, and loss will be covered. Family interventions and conceptualizing grief and loss from a systems perspective will be discussed. Three credits.

CN 432 Clinical Mental Health Counseling: Management, Delivery, and Evaluation

Designed to familiarize candidates with the workings of community-based human service programs, this course focuses on organizational structure, agency goals and human resources, program development, needs assessment, grant writing, consultation roles, and program evaluation. Three credits.

CN 433 Multicultural Issues in Counseling

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

CN 446 Spirituality and Counseling

An introductory course in the exploration of developmental models and clinical interventions related to the interface of spirituality and counseling. The focus of this course is on developing knowledge and practical skills in working with spiritual and religious issues in counseling. Three credits.

CN 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. Presenting theoretical perspectives for studying child, adolescent, adult, and family development, the course examines the modification of family structures over time and psychosocial development within family systems and cultural contexts. Cross-referenced as 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: Theory and Practice

This course focuses on the broad methodology of group work and theories and tasks in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. Understanding of group work with substance abusers will be explored. (Prerequisites: matriculation in a counselor education or applied psychology program and either CN 500 and CN 553 for counselor education candidates or PY 435 and PY 471 for applied psychology candidates; or permission of the instructor.) Three credits.

CN 457 Career Development: Theories and Practice

This course explores theories of career development across the lifespan and applications used in practice. Career assessment tools, world of work information, and the career counseling process are included. Three credits.

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 various theories that contribute to the practice of professional counseling, including psychoanalytic, humanistic/existential, cognitive/behavioral, and systemic approaches. Three credits.

CN 515 Trauma and Crisis Intervention

This course addresses current theory, research, and models relevant to trauma and crisis intervention. Specific focus will be placed on understanding the role of spirituality, across cultures, in counseling children, men, women, and families. In addition, skills essential for response to trauma while working with groups will be addressed. Conceptualization from a systems perspective will be addressed. Forgiveness, hardiness, resiliency, and the dynamics of violence, religious and political, will be discussed. Emphasis will be placed on understanding the role of spirituality while working with individuals and groups. An overview of the affective, behavioral, cognitive, and neurological sequelae in response to trauma and crisis will be discussed, with emphasis on skills essential for crisis intervention, including assessment of safety and security concerns, triage, lethality, mass disaster, death notification, suicide, murder, and natural disaster. In addition, models essential for the care of the caregiver will be identified. The course's instructional format will combine experiential, demonstration, and discussion methods. Active learning is essential to continued development. Three credits.

CN 520 Spiritual Interventions: Tools for Competent Practice

Spiritual interventions tap into the affective domain and provide counselors and clients with the opportunity to explore their creativity, self-expression, and drive to be fully human. This course will allow counselors to learn the therapeutic benefits and process of using spiritual interventions in counseling that inform the process of healing and transformation. Interventions will include mindfulness meditation, creating mandalas, and guided imagery. Counselors will learn competencies for effective use of integrating spirituality into the counseling process, conceptualizing from a systems perspective and explore several spiritual interventions to enhance self-awareness and improve their ability to be present and attend to their clients. (Prerequisites: CN 446, CN 553) Three credits.

CN 525 Spirituality and Wellness

This course provides a holistic approach to wellness integrating mind, body, and spirit interventions into the counseling process. An overview of wellness models, assessment tools, and spiritual practices as strength resources will be explored. Students will explore lifespan and cross cultural influences on wellness. Development of wellness and prevention plans and research on health and spirituality will be a focus. Three credits.

CN 531 School Counseling: Procedures, Organization, and Evaluation

This course provides candidates with the information necessary to apply basic counseling knowledge and skills in a school setting. The American School Counseling Association (ASCA) and Connecticut school counseling models are presented, and issues pertinent to working in the school system are explored. Three credits.

CN 533 Advanced Multicultural Counseling Strategies and Skills

This course provides in-depth opportunities for students to deepen and expand their multicultural competencies and counseling skills for working with diverse belief systems and populations. Exploration of diverse spiritual, religious, ethnic, and systemic belief systems will allow students to develop cross-cultural competencies and understanding of the impact of the cultural context on the therapeutic process. Topics included will be pedagogy of the oppressed, religious violence and trauma, refugee and immigration concerns. (Prerequisite: CN 433 or equivalent and CN 553) Three credits.

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 555 Substance Abuse Counseling: Skills and Strategies

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

CN 557 Co-Occurring Disorders in Substance Abuse and Addictions Counseling

This course will introduce students to major concepts in the treatment of co-occurring substance use disorders and mental health disorders. Students will develop an awareness of the unique challenges that face clients who are struggling with multiple diagnoses. Students will practice conducting assessments, recovery plans, counseling skills and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning opportunities. (Prerequisite: CN 465) Three credits.

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 565 Substance Abuse and the Family

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. Cross-referenced as FT 566. (Prerequisites: CN 465) Three credits.

CN 566 Research Methodology

This course covers statistical procedures and research design for the consumer of human services research, with an emphasis on program evaluation, understanding the inferential potential of statistical procedures, and evaluating published research. Candidates focus on research in their respective disciplines (school counseling, family therapy, etc.) Three credits.

CN 585 Introduction to Clinical Supervision

Intended for post-master's degree practitioners in counseling, marriage and family therapy, psychology, or social work, who are engaged in the practice of clinical supervision or preparing to become supervisors, this course covers 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. Three credits.

CN 590C Internship: Clinical Mental Health Counseling

In community counseling setting placements consistent with their career goals, candidate interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Candidates arrange their internships with the assistance of the clinical coordinator. (Prerequisite: CN 558) Three to six credits (a total of six credits is required)(Not offered in the summer).

CN 590S Internship: School Counseling

In elementary, middle, and/or secondary school setting placements, candidate interns receive individual supervision. University faculty conduct weekly group supervision on campus that includes an emphasis on clinical work, prevention, and consultation, as well as professional issues related to practice. Internship requirements include 600 clock hours, including 240 direct service hours. Candidates make their internship arrangements with the assistance of the clinical coordinator. Six to 12 credits (Prerequisite: CN 558) (Not offered in the summer).

CN 595 Independent Study in Counseling

Candidates undertake individual projects in consultation with a faculty member, based on proposals submitted one semester in advance. Three to six credits.

CN 99-01 Comprehensive Exam in Clinical Mental Health Counseling

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple choice exam with 136 questions that requires candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

CN 99-02 Comprehensive Exam in School Counseling

The Counselor Preparation Comprehensive Exam (CPCE) is a standardized multiple choice exam with 136 questions that requires candidates to demonstrate understanding and mastery of content reflecting the eight core CACREP areas. It is highly recommended that candidates complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

Educational Studies and Teacher Preparation

Faculty

Emily Smith (Chair)

Wendy Kohli (Advisor, 5-year Programs)

Patricia Calderwood

Anne Campbell (Director, TESOL, World Languages, and Bilingual Education)

Ryan Colwell (Director, Childhood Education)

Bryan Crandall (Director, Connecticut Writing Project)

Stephanie Burrell Storms (Director, Secondary Education)

Barbara Welles-Nyström

Overview

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

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

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

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

Programs of Study in the Department of Educational Studies and Teacher Preparation

At the Master's level, the department offers four distinctive, research-based degree tracks, geared to the level of professional expertise and experience of the applicant. The department also offers Certificates of Advanced Study (C.A.S.) in TESOL, Bilingual Education, and Foundations of Education.

Master's in Teaching and Foundations (TEFO) for Advanced Candidates

The M.A. in Teaching and Foundations is an advanced professional degree for experienced educational professionals and community educators who wish to deepen and expand their knowledge of teaching and learning in a socio-cultural context. Candidates for this degree may select from several possible cluster/concentrations, including: Curriculum Studies; Literacy, Language and Culture; and Integrating Technologies.

Master's in Secondary Education with Initial 7-12 Certification

The M.A. in Secondary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial 7-12 licensure in one of five subject areas: English, Math, Science (Biology, Chemistry, Physics, or General Science), Social Studies/History, and World Language (French, German, Latin, or Spanish). Through a combination of foundational and subject-specific coursework, field experiences, and a culminating Master's project, candidates earn both their initial certification and Master's degree. Candidates can earn their Master's and certification in Secondary Education through the post-baccalaureate Master's degree program or through the Five-Year Integrated Bachelor's-Master's degree program.

Credit for ACTFL Scores

World Language candidates who do not have 30 credit hours of language study, as documented on a university transcript, can earn transfer equivalency credits for their scores on the ACTFL Oral Proficiency Interview (OPI) and the Written Proficiency Test WPT. Credit will vary depending on the candidate's score on each test. Candidates must complete the transfer request form, submit their official ACTFL OPI and WPT test scores to the Director of TESOL, World Languages, and Bilingual Education, and submit a processing fee of \$325.00. A maximum of 24 transfer equivalency hours can be earned.

Master's in Elementary Education with Initial Elementary Education Certification

The M.A. in Elementary Education provides candidates with the theoretical and pedagogical knowledge and skills needed for initial certification in Elementary Education (grades 1-6) within an advocacy based, culturally responsive framework. Candidates can earn their Master's and certification in Elementary Education through the post-baccalaureate Master's degree program or through the Five-Year Integrated Bachelor's-Master's degree program.

Certificate of Advanced Study in Foundations in Education

The Certificate of Advanced Study (CAS) degree in Foundations in Education is an advanced professional degree for experienced educational professionals and community educators who wish to deepen and expand their knowledge of teaching and learning in a socio-cultural context. Candidates for this degree may select from several possible cluster/concentrations, including: Curriculum Studies and Literacy, Language, and Culture.

Master's in TESOL with Initial Certification, a Master's for Advanced Candidates in TESOL or Bilingual Education with a Cross-Endorsement, and a Master's without Certification in TESOL or Bilingual Education

The M.A. in TESOL and Bilingual Education offers experienced and prospective teachers, educational professionals and community educators an opportunity to deepen and expand their knowledge of Teaching English to Speakers of Other Languages (TESOL) and bilingual teaching and learning. Applicants interested in the bilingual education cross-endorsement must be certified elementary or secondary teachers and demonstrate proficiency in English and at least one other language in accordance with current Connecticut State Department of Education regulations. Fairfield University is the only university in Connecticut NCATE and TESOL accredited to offer the MA with initial certification in TESOL at the graduate level. Candidates interested in initial certification can earn their Master's and certification in TESOL Education through the post-baccalaureate Master's degree program.

Certificate of Advanced Studies in TESOL or Bilingual Education

This advanced program offers educators with Master's degrees in Bilingual or TESOL Education and educators with extensive experience teaching bilingual students the opportunity for further professional study in Bilingual and TESOL education.

Information about Teaching Certifications

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

In view of the teacher's role in the school and community, candidates whose relevant academic productivity is marginal or inadequate, who do not embody a socially responsible and professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for matriculation, continuation in the teacher preparation program, student teaching placement, or state certification. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Some Additional Information about Teaching Certification

Prerequisites for Initial Certification:

- a. Matriculation in the Secondary M.A. program, the Elementary Education M.A. program, or the TESOL and Bilingual Education M.A. program following review of all application materials, academic credentials, and an interview with faculty.
- b. Minimum academic credentials for certification include:
 - An earned bachelor's degree that includes an appropriate major for the certification sought (additional course requirements are required for some licensure subjects. Consult state regulations and program faculty for details.)
 - Additional courses as required for the content area.
 - Additional general education coursework as specified in CT state regulations and program requirements.
 - A survey course in U.S. history covering at least 50 years.
 - A minimum undergraduate GPA of 2.67. A minimum 3.0 GPA in the certification subject area (secondary candidates).
 - Passing score or waiver from the PRAXIS I exam.
 - Completion of all required program courses.

- Passing scores on the appropriate required subject area assessment(s): PRAXIS II, Foundations of Reading or ACTFL tests (World language candidates must pass the ACTFL OPI with minimum scores of Advanced Low and the WPT with a minimum score of Intermediate High before progressing to student teaching. It is recommended that candidates take the tests early in their program in case additional world language coursework is required).
- Successful completion of all program expectations and recommendation by program faculty for certification.

Student Teaching Waivers

Candidates who have completed 10 school months of successful teaching within 10 years prior to entry into an approved program (at the grade level, subject or field appropriate to the endorsement area, excluding substitute teaching) may apply to the State of Connecticut for a waiver of the student teaching requirements. The waiver must be recommended by the candidate's department. Candidates who qualify should request a waiver immediately upon admission to the program. They should submit their requests in writing to the certification officer in the dean's office (Dr. Evelyn Bilias Lolis), with a copy to their advisor, along with a completed copy of State Department of Education form ED 126 and at least one year's worth of teaching evaluations from their supervisor.

Certification Requirements for Bilingual Education

The Elementary and Secondary Bilingual Cross-Endorsements are for teachers who already have or are completing their Initial Educator certification requirements. To receive a Bilingual Cross-Endorsement with initial elementary or secondary teacher certification, the candidate must have completed the institutional requirements for initial educator certification in elementary education or a middle school/secondary academic subject (other than a World Language) and complete an additional 18 hours of Bilingual Education coursework.

Language and Testing Requirements for Bilingual Education

Praxis I Pre-Professionals Skills Test is required for all Initial Educator Certificates. In addition, Bilingual Education Cross-Endorsement candidates must demonstrate proficiency in English and at least one other world language in accordance with current Connecticut State Department of Education regulations. The candidate must pass the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) in English, as well as the OPI and Written Proficiency Test (WPT) in the bilingual program's language of instruction. A score of Intermediate High or higher is required by the State to demonstrate proficiency.

Elementary Education Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching seminar.

Secondary Education Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching seminar.

TESOL or Bilingual Education Durational Shortage Area Permit

Completion of all prerequisites to student teaching is required for University endorsement on the DSAP. Candidates will enroll in a two-semester, six-credit sequence of University-supervised teaching and a three-credit student teaching seminar the first semester of the DSAP assignment.

Program Requirements

Requirements for the M.A. in Teaching and Foundations

- Complete a minimum of 36 graduate credits.
- Complete 18 credits of foundational core requirements: 3 credits in each of the following foundational areas, with approval of faculty advisor.
 - Philosophical Foundations
 - Social Foundations
 - Multicultural Foundations
 - Curriculum Foundations
 - Technology Foundations
 - Learning and Development Foundations
- Complete a 12 credit concentration/cluster of 4 courses with approval of faculty advisor. Clusters include:
 - Curriculum Studies
 - Literacy, Language and Culture
 - Integrating Technologies
 - Individualized Concentration/Clusters
- Complete a six-credit Integrative Inquiry/Advocacy Sequence:
 - ED 552 Participatory Research and Advocacy in School and Community Settings
 - ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

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

- Complete all core and discipline-specific course work, including:
- Complete 24 credits in the required Core Curriculum:
 - a. ED 429 Philosophical Foundations of Education
 - b. ED 441 Teaching and Learning within Multicultural Contexts of Education
 - c. ED 442 Educational Psychology
 - d. SE 405 Exceptional Learners in the Mainstream
 - e. MD 413 Technology Methods for Middle School
 - f. ED 530 Assessment & Differentiated Instruction
 - g. ED 499 Introduction to Educational Research
 - h. ED 512 Contemporary Schooling in Society
- Complete 18-24 credits in Discipline-Specific coursework (see below)
- Complete Master's project: Product of Learning (ED 599), Capstone Seminar (ED 511), or Thesis (ED 498 Thesis Seminar)
- Grade of B (3.0) or better in student teaching.

Required Discipline-Specific Coursework

English

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

Mathematics

Two graduate-level math courses in Statistics and Geometry (if taken previously; alternate courses can be taken with advisor approval). Courses taken through Fairfield's M.A. program in Math, with advisor approval.

ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
 ED 464 Math Methods
 ED 581 Directed Observation & Supervised Student Teaching
 ED 591 Mathematics Seminar

Science

ED 462 Science Methods
 ED 572 Guided Research in Science
 ED 573 Instructional Issues in Teaching Science
 ED 581 Directed Observation & Supervised Student Teaching
 ED 592 Science Seminar

World Language

ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
 ED 463 World Language Methods
 SL 467 Language Acquisition
 SL 439 Methods of Foreign Language Teaching for Elementary School
 ED 581 Directed Observation & Supervised Student Teaching
 ED 593 World Language Seminar History/Social Studies

History/Social Studies

ED 510 Teaching Cultural & Political Geography
 ED 515 Teaching Economic & Physical Geography
 ED 468 Social Studies/History Methods
 ED 581 Directed Observation & Supervised Student Teaching
 ED 594 Social Studies/History Seminar

**Course Requirements for The Five-Year Integrated Bachelor's-Master's degree Program in
Secondary Education with Initial 7-12 Certification
Mathematics Education Track (51 Credits: 21 undergraduate, 30 graduate)**

Undergraduate Courses

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
ED 241 Educational Psychology
ED 329 Philosophy of Education: An Introduction
ED 350 Special Learners in the Mainstream Classroom
MD 413 Technology Methods for Middle School

Diversity course from educational studies minor menu
Cognate course from educational studies minor menu

Graduate Courses

ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
ED 464 Math Methods
ED 499 Introduction to Educational Research
ED 530 Assessment & Differentiated Instruction
ED 581 Directed Observation and Supervised Student Teaching
ED 591 Math Seminar
Two graduate-level math courses from the graduate math department (must be geometry and statistics if not taken previously), approved by advisor.
ED 599 Professional Writing Seminar: Product of Learning (3 credits)

Grade of B (3.0) or better in student teaching.

English Education Track(51 Credits: 21 undergraduate, 30 graduate)

Undergraduate Courses

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
ED 241 Educational Psychology
ED 329 Philosophy of Education: An Introduction
ED 350 Special Learners in the Mainstream Classroom
EN 311 Teaching Writing in the 3-12 Classroom (cognate course)
EN 317 or EN 417 Teaching and Learning Grammar
Diversity course from educational studies minor menu

Graduate Courses

EN 405 Literature for Young Adults
ED 459 Developmental Reading in the Secondary School
ED 466 English Methods
ED 499 Introduction to Educational Research
ED 530 Assessment & Differentiated Instruction
ED 581 Directed Observation and Supervised Student Teaching
ED 589 English Seminar
MD 413 Technology Methods for Middle School

One of the following:

ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
OR
ED 599 Professional Writing Seminar: Product of Learning (3 credits)

World Language Education Track (51 Credits, 21 Undergraduate, 30 Graduate)

Undergraduate Courses

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
 ED 241 Educational Psychology
 ED 329 Philosophy of Education: An Introduction
 ED 350 Special Learners in the Mainstream Classroom
 SL 467 Language Acquisition

Diversity course from educational studies minor menu
 Cognate course from educational studies minor menu

Graduate Courses

MD 413 Technology Methods for Middle School
 ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
 ED 463 World Language Methods
 SL 439 Methods of Foreign Language Teaching for Elementary School
 ED 499 Introduction to Educational Research
 ED 530 Assessment & Differentiated Instruction
 ED 581 Directed Observation and Supervised Student Teaching
 ED 593 World Language Seminar

One of the following:

ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

OR

ED 599 Professional Writing Seminar: Product of Learning (3 credits)

Science Education Track (51 Credits: 21 undergraduate, 30 graduate)

Undergraduate Courses

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
 ED 241 Educational Psychology
 ED 329 Philosophy of Education: An Introduction
 ED 350 Special Learners in the Mainstream Classroom
 MD 413 Technology Methods for Middle School

Diversity course from educational studies minor menu
 Cognate course from educational studies minor menu

Graduate Courses

ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
 ED 462 Science Methods
 ED 499 Introduction to Educational Research
 ED 530 Assessment & Differentiated Instruction
 ED 572 Guided Research in Science
 ED 573 Instructional Issues in Teaching Science
 ED 581 Directed Observation and Supervised Student Teaching
 ED 592 Science Seminar

One of the following:

ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

OR

ED 599 Professional Writing Seminar: Product of Learning (3 credits)

Social Studies Education Track (51 Credits: 21 undergraduate, 30 graduate)

Undergraduate Courses

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling
 ED 241 Educational Psychology
 ED 329 Philosophy of Education: An Introduction
 ED 350 Special Learners in the Mainstream Classroom
 MD 413 Technology Methods for Middle School

Diversity course from educational studies minor menu
 Cognate course from educational studies minor menu

Graduate Courses

ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12
 ED 468 Social Studies Methods
 ED 499 Introduction to Educational Research
 ED 510 Teaching Cultural and Political Geography
OR
 ED 515 Teaching Economic and Physical Geography
 ED 530 Assessment & Differentiated Instruction
 One course from menu of approved graduate-level social studies courses
 ED 581 Directed Observation and Supervised Student Teaching
 ED 594 Social Studies Seminar

One of the following:

ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar
OR
 ED 599 Professional Writing Seminar: Product of Learning (3 credits)

Degree requirements for M.A. in Elementary Education leading to Initial Elementary Education (1-6) Certification

- Complete a minimum of 51 credits.*
- Complete Core Courses (12 credits): ED 429 Philosophical Foundations of Education, ED 522 Learning and the Child's Experience, MD 400 Introduction to Educational Technology, SE 405 Exceptional Learners in the Mainstream
- Complete Elementary Education Coursework (33 credits)
 - ED 405 Contexts of Education in the Primary Grades
 - ED 437 Developing Literacy in the Elementary School: Primary Grades
 - ED 447 Learning Mathematics in the Elementary Classroom
 - ED 497 Teaching Science in the Elementary Classroom
 - ED 512 Contemporary Schooling in Society
 - ED 531 Extending Literacy in the Elementary School: Grades 3 - 6
 - ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry & Action
 - ED 559 Empowering Struggling Readers and Writers in the Elementary Grades
 - ED 583 Student Teaching: Immersion in a Community of Practice
 - ED 584 Reflective Practice Seminar: Elementary Education
- OR**
- ED 585/586 Supervised Teaching Parts 1 & 2
- AND**
- ED 584 Reflective Practice Seminar: Elementary Education
- Complete Integrated Inquiry/Advocacy Sequence (6 credits)
 - ED 499 Introduction to Educational Research
 - ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

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

Grade of B (3.0) or better in student teaching.

Course Requirements For The 5-Year Integrated Bachelor's-Master's With Elementary Certification Program(57 Credits: 27 undergraduate, 30 graduate credits)

Undergraduate Courses

ED 200 Explorations in Education: Introduction to Teaching, Learning And Schooling
 ED 241 Educational Psychology
 ED 329 Philosophy of Education: An Introduction
 ED 350 Special Learners in the Mainstream Classroom
 ED 437 Developing Literacy in the Elementary School: Primary Grades
 ED 447 Learning Mathematics in the Elementary Classroom
 MD 300 Introduction to Educational Technology
 Diversity course from educational studies minor menu
 Cognate course from educational studies minor menu

Graduate Courses

ED 405 Contexts of Education in the Primary Grades
 ED 497 Supporting Science and Health-based Inquiry and Action by Elementary Students
 ED 499 Introduction to Educational Research
 ED 531 Extending Literacy in the Elementary School: Grades 3-6
 ED 545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action
 ED 559 Empowering Struggling Readers And Writers In The Elementary Grades
 ED 583 Student Teaching; Immersion in a Community of Practice
 ED 584 Reflective Practice Seminar: Elementary Education
 ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

Grade of B (3.0) or better in student teaching.

Degree Requirements for the C.A.S. in Foundations in Education

Complete a minimum of 30 graduate credits.

- Complete the following foundational core requirements: (12 credits)
 - a. ED 493 The Educational Imagination
 - b. ED 540 Ethics and Advocacy in Educational Contexts
 - c. ED 534 Theories of Learning
 - d. ED 565 Principles of Curriculum Development and Evaluation
- Complete a 12-credit concentration in one of the following areas:
 - a. Curriculum Studies
 - b. Literacy, Language and Culture
 - c. Individualized Concentration/cluster with approval of program advisor
- Complete a 6-credit integrated inquiry/advocacy sequence
 - a. ED 552 Participatory Research and Advocacy in School and Community Settings
 - b. ED 590 Reflective Research Practicum in Teaching

Requirements for the M.A. and C.A.S. Programs in TESOL & Bilingual Education

(Requirements for the M.A. with initial certification in a World Language are listed under Secondary Education)

TESOL & Bilingual Education Programs

Requirements for the M.A. and C.A.S. Degrees

The TESOL and Bilingual Education programs are designed for teachers and prospective teachers in the areas of teaching English to speakers of other languages (TESOL) and bilingual education. Applicants interested in concentrating in bilingual education must demonstrate proficiency in English and at least one other language in accordance with current Connecticut State Department of Education regulations. When deemed appropriate, certain courses will be taught on two levels: 1) Initial - candidates seeking the M.A. degree with initial educator certification and 2) Advanced - candidates who are already certified seeking an M.A. degree with cross-endorsement or seeking the M.A. degree only. This adjustment will be indicated in the semester course syllabus. Required courses are outlined below. Some courses may be substituted at the discretion of the program coordinator.

NEW Connecticut State TESOL Certification and Cross-endorsement Requirement

Effective September 1, 2013, Connecticut will require all TESOL initial certification and cross-endorsement candidates to pass the new PRAXIS Test *Teaching English to Speakers of Other Languages TEST #0361* with a score of 146 or higher. Initial certification candidates will be required to pass this test before they can do student teaching.

Requirements for the M.A. with Initial Educator Certificate (TESOL)

(66 credits maximum)

- Complete 39 credits General Education Requirements
- Complete Praxis I Pre-Professional Skills Test (or waiver)
- Complete the following required education courses (12 credits):
 - a. ED 429 Philosophical Foundations of Education
 - b. ED 442 Educational Psychology
 - c. MD 400 Introduction to Educational Technology
 - d. SE 405 Exceptional Learners in the Mainstream
- Complete ten (10) required TESOL/Bilingual courses (5 required and 5 elective for a total of 30 credits)
 - a. SL 423 Principles of Bilingualism OR SL 467 Second Language Acquisition
 - b. SL 436 Methods and Materials for Second Language Teaching
 - c. SL 441 Teaching and Learning Within Multicultural Contexts of Education
 - d. SL 451 Infusing Content Language Instruction into TESOL/Bilingual Programse. SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programsf. Elective Courses (5) to be determined with advisor and include one course in English Language Syntax and Composition
- Complete three courses in areas of bilingualism (9 credits may include undergraduate courses).
- Complete SL 581 Directed Observation and Supervised Student Teaching TESOL (6 credits) with 7-8 weeks in an elementary and 7-8 weeks in a secondary TESOL education placement.
- Complete SL 582 Student Teaching and DSAP 1 Seminar (three credits)

Grade of B (3.0) or better in student teaching.

Additional M.A. Degree Requirements (6 credits)

1. ED 499 Introduction to Educational Research
2. ED 512 Contemporary Schooling in Society
3. Complete SL 99-01 Comprehensive Examination (non-credit course) or a Master's Thesis (3 credits)

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

The Integrated Bachelor's/Master's with TESOL Certification Program is not currently accepting applicants .

Requirements for the M.A. with Elementary or Secondary Bilingual Cross-Endorsement(33 credits)

(Competence in a second language such as Spanish or Portuguese is required.)

1. Complete the following required education courses (12 credits):
 - a. ED 429 Philosophical Foundations of Education
 - b. ED 552 Participatory Research and Advocacy in School and Community SettingsORED 499 Intro to Educational Research
 - c. ED 512 Contemporary Schooling in Society
 - d. MD 400 Introduction to Educational Technology
2. Complete the following required TESOL/Bilingual courses (18 credits):
 - a. SL 423 Principles of Bilingualism
 - b. A state approved bilingual education methods class to be determined with advisor
 - c. SL 436 Methods and Materials for Second Language Teaching
 - d. One state approved culture coursee. SL 527 Testing and Assessment in ESL/Bilingual Programsf. One course in the area of Strategies for Modifying English Content Area Instruction (3 credits)
3. One elective (3 credits)
4. Pass the American Council of Foreign Language Teachers (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test with a minimum score of "Intermediate High" in the world language of instruction

5. Complete one of the following options:
 - a. Pass SL 99-01 Comprehensive Examination
 - b. Complete a Master's Thesis
 - c. Complete ED 599: Professional Writing Seminar: Product of Learning (1 credit)
 - d. Complete a capstone course ED 511: Capstone Seminar.

Requirements for the M.A. in TESOL (M.A. degree only or M.A. with Cross-Endorsement)

- 1a. M.A. Only: Complete a minimum of 33 credits
- 1b. M.A. with Cross-Endorsement: Complete a minimum of 36 to 42 credits (M.A. with cross-endorsement)
2. Complete the following required education courses (12 credits):
 - a. ED 429 Philosophical Foundations of Education
 - b. ED 552 Participatory Research and Advocacy in School and Community Settings OR ED 499 Introduction to Educational Research
 - c. MD 400 Introduction to Educational Technology (or an advanced technology course, depending on background in technology)
 - d. ED 512 Contemporary Schooling in Society
3. Complete the following required TESOL courses (12 credits):
 - a. SL 423 Principles of Bilingualism
 - b. SL 436 Methods and Materials for Second Language Teaching
 - c. SL 475 Sociolinguistics
 - d. SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs
- 4a. M.A. only: Complete nine credits selected from program offerings with permission of advisor.
- 4b. M.A. with Cross-Endorsement: Complete 12 to 21 credits selected from program with permission of advisor.
5. Complete one of the following options:
 - a. Pass the Comprehensive Examination (SL 99-01)
 - b. Complete a Master's thesis
 - c. Complete a capstone course ED 511: Capstone Seminar.

Requirements for the C.A.S. in TESOL or Bilingual Education

- Complete a minimum of 30 credits.
- Complete 12 credits from the following required courses:
 - a. ED 540 Ethics and Advocacy in Educational Contexts
 - b. ED 534 Theories of Learning
 - c. ED 565 Principles of Curriculum Development and Evaluation
 - d. SL 590 C.A.S. Practicum in Teaching
- Complete 18 credits in area of concentration and/or approved program electives.

Requirements for Cross-Endorsements Only

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

Bilingual Elementary and Secondary Cross Endorsements: 18 hours of approved coursework including study in each of the following: first and second language acquisition, including language and literacy development; linguistic and academic assessment; cross-cultural sensitivity and communication, and implications for instruction; strategies for modifying English content area instruction; methods of teaching English as a second language; and methods of teaching bilingual education.

Advanced Training Certificate in Early Childhood Studies

The Advanced Training Certificate in Early Childhood Studies is currently not being offered.

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

- ER 402 Infant & Child Development
- ED 414 Assessment in Early Childhood Education
- SE 465 Early Childhood Special Education
- Alternative early childhood studies electives, with advisor approval.

Course Descriptions for Teaching and Foundations, Elementary and Secondary Education Undergraduate Level Courses

ED 200 Explorations in Education: Introduction to Teaching, Learning and Schooling

In this course, students/candidates discover how education is accomplished in schools through the social construction of teaching and learning. Through participant observation, service learning, reflections, assigned readings, class discussions and collaboration, candidates contribute positively to student learning in local schools and communities with diverse (socioeconomic, linguistic, race/ethnicity) populations, understand the complexities of schooling from multiple insider perspectives, and engage in the process of discerning whether to pursue a career in education. Successful completion of this course is one of the prerequisites for admission to the teacher education program, and is open to all interested students. Approximately 25 hours of service in a local school is required. Three credits.

ED 241 Educational Psychology

This course considers a particular application of the more important psychological principles to educational theory and practice, embracing a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. The course, which includes a 15-hour field experience in an approved, ethnically diverse public school setting, also examines individual differences, transfer of training, interest, attention, and motivation insofar as they influence the teaching process. Three credits.

ED 329 Philosophy of Education: An Introduction

This course applies the basic concepts of philosophy to education in general and to contemporary education theory in particular to acquaint educators with philosophical terminology, to improve the clarity of their thinking, and to encourage personal commitment to their own life philosophies. It also provides the opportunity to ask fundamental questions about the aims and purposes of education and schooling in a multicultural democratic society; the ethical dimensions of the teaching/learning relationship; the effects of poverty and injustice on the lives of young people, their families and communities; and the role of the imagination in transforming the world. A range of philosophical perspectives will be explored including Jesuit Education/ Ignatian Pedagogy, Deweyan Progressive education, and Freirian Critical Pedagogy. This course includes an optional service learning experience in an approved, ethnically diverse school setting. Three credits.

ED 350 Special Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and those who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study. Three credits.

ED 369 Developmental Reading in the Secondary School

Topics include methods and materials for improving reading and study skills at the secondary level and the application of developmental reading skills in all curriculum areas. Three credits.

ED 401 K-12 Teaching Internship Seminar for Initial Certification Candidates

In these sequenced seminars, designed for pre-service teachers working as teaching interns while pursuing a graduate degree, candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and develop an identity as educators for social justice and social responsibility. Seminar faculty will spend time with the teaching interns in their schools. Candidates must enroll in the seminar every semester of their teaching internships; the seminar activities increase in sophistication as the teaching internships progress. Prerequisite: Matriculated status in an initial educator certification MA or CAS program in the Graduate School of Education and Allied Professions. Equivalent to one credit (may not be used to fulfill degree requirements.)

ED 402 Teaching Internship Seminar for Certified Teachers

In these sequenced seminars, designed for certified teachers working as teaching interns while pursuing a graduate degree, candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and build their professional portfolios as educators for social justice and social responsibility. Seminar faculty will spend time with the teaching interns in their schools. Candidates must enroll in the seminar every semester of their teaching internships; the seminar activities increase in sophistication as the teaching internships progress. Prerequisites: CT teacher certification or eligibility and matriculated status in an advanced educator MA or CAS program in the Graduate School of Education and Allied Professions. Equivalent to one credit (may not be used to fulfill degree requirements).

ED 403 Special Topics in Education

This course provides faculty and candidates the opportunity to explore advanced and/or timely topics in education. Guided by the foundational premises of the GSEAP conceptual framework, candidates develop knowledge and culturally sensitive professional capacity with regard to the specified topic through readings, class discussion, and authentic activity, including advocacy. Topics may vary each semester and are determined by the Curriculum and Instruction Department as a reflection of pertinent and timely themes that are not otherwise covered in depth in existing courses. Upon faculty advisement, candidates may take two special topics courses during their matriculation. Three credits.

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 413 Differentiating Learning in Early Childhood Settings

The course gives specific ideas and methods for developing learning in all content areas based on the physical, cognitive and social emotional development of the young child. Content areas include practical math activities, appropriate children's literature, health, social studies, experimental science and creative arts, drama, and movement techniques, with a reading readiness and skill approach. The integrated curriculum focus will include exploration of spatial arrangement, classroom organization and adaptations for children with special needs. Course requirements include field experiences in culturally diverse early childhood centers or pre-k through primary grade school settings approved by the instructor, for a minimum of 15 hours. Three credits.

ED 414 Assessment and Observation in Early Childhood Education

In this course, candidates identify and analyze child behavior for the purposes of assessment with a focus on observational skills, and gain practical experience in selecting, evaluating, administering, and interpreting a variety of assessment devices and instruments. They practice effective communication with families with children who have special needs, are at risk, or are developing typically. Laboratory fee and field experience of 20 hours are required. (Prerequisite: ER 402 or permission of instructor) Three credits.

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. (Marriage and Family Therapy candidates need Dean's approval.) 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, multi-media programs, and audio and video programs to structure effective learning environments for elementary education students. Emphasis is placed on reviewing available teacher resources including lesson plans, collaborative projects, and cultural diversity projects. (Prerequisite: MD 400 or permission of instructor) Cross-referenced as MD 433/CS 443. Lab fee: \$45. Three credits.

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 new technologies in teaching language arts and social studies curricula. Participants study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Museum-based education and community partnerships are an integral part of this course. Based upon a sound theoretical framework, instructional models and best practices, participants design and create lesson activities and materials integrating technology resources including digital archives, digital storytelling, Geographic Information Systems (GIS) and other online and publishing tools. Cross-referenced as MD 452. Lab fee: \$45. Three credits.

ED 455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12

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

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

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 20 hours of teaching with a practicing science teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Science Education) Three credits.

ED 463 World Language Methods

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching world language at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching world language through course readings, lesson and unit plan design, and mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing language teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of World Language Education). Three credits.

ED 464 Mathematics Methods

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching mathematics at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching mathematics through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing mathematics teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Mathematics Education) Three credits.

ED 466 English Methods

Candidates explore the organizational pattern in which English can best be taught and analyze the effectiveness of various methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to literature study, and procedures most cogent in the fields of grammar, composition, oral communication, and dialogue. The course addresses teaching English through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course requires a field service component consisting of 10 hours of teaching with a practicing English teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of English Education) Three credits.

ED 468 Social Studies/History Methods

This course combines theory, research and practice through a comprehensive application of the principles, methods, and materials necessary for teaching social studies/history at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching social studies/history through course readings and resources, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing social studies/history teacher. (Prerequisites: Submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Social Studies/History Education) Three credits.

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.

ED 493 The Educational Imagination: Exploring Multicultural Identities and Curriculum in a Cross-cultural Context

This course explores alternative approaches to education. Drawing on the works of liberatory educators, such as Paulo Freire and Maxine Greene, as well as the arts and popular culture, this course provides the basis for dialogue on the transformative power of our imagination. This course views the teacher's role as one of empowering students to think critically about themselves and their relation to education and a multicultural society, and the student's role as one of active participation in the learning process. Connecting theory, practice and personal experience in useful and 'imaginative' ways, we will, in the words of Maxine Greene, begin to see: schooling as it could be otherwise; teaching as it could be otherwise; learning as it could be otherwise; culture as it could be otherwise; the world as it could be otherwise. Three credits.

ED 497 Teaching Science in the Elementary Classroom

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the elementary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through readings, active participation in class activities, lesson/unit plan design and microteaching, class discussions, and individual reflections. Guided by current research and practice in science education, candidates in this course design science curricula for the elementary grades that develop content knowledge, science inquiry skills, critical thinking, problem solving, social responsibility, and technological competence. This course includes a required 20-hour field component. Three credits.

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 510 Cultural & Political Geography

Cultural and political geography can be at once overlaid and in conflict. Geographer Bernard Nietschmann's analysis of indigenous 'nation peoples' conflicts with past and current political states describes many of today's extant political conflicts. Within virtually every political state, 'multi-national' (i.e. multicultural) groups struggle for identity, independence, autonomy, territory, and rights. This course provides a framework for understanding the dual centrifugal and centripetal forces acting on political states, the fragility of the notion of 'nation-states,' sovereignty, boundary, alliances, cartels, and organizations of states as functions of human cultural and political geography. Appropriate technologies and activities for 7-12 students are demonstrated. Three credits.

ED 511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar

Drawing on contemporary educational theory and best practices, and inspired by the Jesuit educational goal of "forming men and women for others," this capstone seminar is the culminating, integrative experience for approved candidates in the Master's in Teaching and Foundations program for certified teachers and for the Master's in Elementary Education, and the Master's in Secondary Education. As participants in a community of learners, candidates demonstrate their capacities as reflective scholar-practitioners who synthesize program learnings to produce an Integrative Master's Project. This capstone seminar explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families. (Prerequisite: All other degree requirements) Three credits.

ED 512 Contemporary Schooling in Society

Candidates investigate and discuss current issues important to education, seeking to understand the relationship between the systemic nature of particular issues and their specific manifestations in local, national, and global arenas. In addition, candidates identify the ways that they, as educators and as citizens, attend to these issues at the local level. Three credits.

ED 515 Economic & Physical Geography

Economic geography is closely connected to physical geography - the central issue being uneven distribution of resources on a global scale. These resources, be they natural, human or capital resources, constitute the economic interactions of not only nations, but of the past, present, and future of human activities and planetary resource and environmental issues. Therefore, issues of development, poverty and wealth, environmental concerns that will affect the lives of today's students, their children, and their environment are addressed. Appropriate technologies and activities for 7-12 students are demonstrated. Three credits.

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 candidates.) 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 530 Assessment and Differentiated Instruction

Teacher candidates in this course will become familiar with principles and techniques necessary to plan, select, administer, interpret, and assess a differentiated range of student learning activities and instructional methods. Candidates will learn to use traditional norm-referenced instruments, curriculum-based assessments, formal observations, interviews, criterion-referenced assessments, and other alternative assessments to guide differentiated planning and instruction. Three credits.

ED 531 Extending Literacy in the Elementary School: Grades 3-6

This course explores the 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 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 and Advocacy in Educational Contexts

This course examines key ethical theories and their application in authentic educational settings. Case studies of real and potential ethical dilemmas are analyzed from a social justice advocacy perspective, highlighting the individual, professional and social dimensions of ethical reasoning, decision-making and action. Three credits.

ED 542 Literacy Learning in School and Community Settings: Primary Grades

Developed for certified elementary educators and those seeking cross-endorsement in elementary education, remedial reading or language arts, this course explores developmental literacy in the primary grades in depth, with an emphasis on differentiated instruction for second language learners and students with varied learning needs. Requirements include literacy teaching in a primary grade classroom or community-based setting serving children in grades K-2, including a case study of two 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. Fieldwork in local 3-6 classrooms required. (Prerequisites: At least two of the following: ED 437, ED 447, ED 497, or ED 531) Three credits.

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) 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 hand-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 in the Elementary Grades

In this course, elementary teacher candidates work to meet the literacy learning needs of struggling learners. Under the guidance of certified literacy specialists, candidates assess learning needs, and, in collaboration with classroom teachers and appropriate specialists, provide instructional interventions for individuals or small groups of struggling readers and writers. A minimum of 25 hours of fieldwork are required. (Prerequisites: ED 437 and ED 531, or a current teaching certification and permission of the instructor) Three credits.

ED 561 Summer Institute in the Teaching of Writing

This institute is for experienced teachers, grades K-13, in all disciplines. Participants will become familiar with contemporary theory regarding all aspects of literacy with emphasis on composition theory. In addition, participants will explore best practices that extend theory into the classroom. A primary focus for inquiry will be on language of students for whom English is a second language and for low income students. In addition, participants will explore literary issues through their own writing and through independent research in an area of study that is appropriate to their professional needs. All participants who want advanced training as presenters and literacy leaders in Fairfield and New Haven school districts will be encouraged to apply for the practicum following the institute. Fellows will earn four (4) credits for the institute.

ED 565 Principles of Curriculum Development and Evaluation

Candidates examine the principles, problems, theories, and critical issues in curriculum organization. The course emphasizes gaining practical knowledge about curriculum development and improvement, with a focus on the identification and systematic study of concerns and new directions in curriculum development and improvement based on current research and thought. Three credits.

ED 571 Leading Science and Health Inquiry and Action in School and Community Settings: Grades K-6

Developed for certified elementary educators and those seeking cross-endorsement in elementary education, this course explores inquiry and action in science and health learning in the elementary grades in depth. Guided by current research and practice in science and health education, pedagogy, human development, and multicultural education, candidates in this course design and implement socially responsible, inquiry-oriented science and health curricula for the elementary grades that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. The course requires leadership, collaboration and teaching in a school or community based setting serving students in grades K-6. (Prerequisite: Advanced course for those already certified or M.A. degree-only candidates) Three credits.

ED 572 Guided Research in Science

Working closely with both a science education and faculty member in Physics, Chemistry or Biology (depending on licensure field), science education candidates engage in a guided research project. Candidates learn and use the most recent skills and tools of research in their certification area and demonstrate their ability to understand research and successfully design, conduct, report, and evaluate investigations in science. As part of their course requirements, candidates synthesize their research in the form of a scientific paper and develop a unit of instruction that integrates findings from their research and engages 7-12 students in the processes of research in the field. Three credits.

ED 573 Instructional Issues in Teaching Science

Teacher candidates seeking secondary science certification must enroll in an advanced science methods course focusing on contemporary issues in science education. This course will provide candidates with the opportunity to learn the conceptual foundations of current approaches to science instruction and professional development especially as related to student learning at the secondary level. Contemporary issues central to the course include but are not limited to: science education standards, science education reform efforts, equity in science education, teaching through inquiry and assessment strategies in science education. The course will offer students opportunities for active learning and reflection and the construction of new understanding regarding science teaching and learning. This course will also require students to take part in a research component focusing on a particular science education issue of their choice. They will begin a literature review and propose a research project which they may complete if they chose the Master's thesis option. Three credits.

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 for Secondary DSAP Candidates: Part I

This is part one of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. (Prerequisites: Approval of the department and the Dean.) Three credits.

ED 580 Directed Observations for Secondary DSAP Candidates: Part II

This is part two of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. (Prerequisites: Formal acceptance into the Teacher Preparation program, completion of certification course requirements and all subject area requirements, completion of ED 579) Three credits.

ED 581 Part I Directed Observation and Supervised Student Teaching: Secondary Education Part I

This course is the first of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director Required. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements) Three credits.

ED 581 Part 2 Directed Observation and Supervised Student Teaching: Secondary Education Part 2

This course is the second of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisors and the cooperating teacher(s) who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director Required. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements). Three credits

ED 582 Secondary Student Teaching Seminar

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports secondary teacher candidates to enact best practices in secondary education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by secondary teacher candidates. The seminar also addresses more general school issues, such as the culture and organization of schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a teaching portfolio, are also addressed. Candidates receive information on the certification process. Three credits.

ED 583 Part 1 Elementary Student Teaching: Immersion in a Community of Practice Part 1

This course is the first of a two-course, 15 week supervised student teaching experience in a local school, designed for elementary candidates whose student teaching assignment spans two semesters. This course offers a stimulating 15-week 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. Permission of Program Director Required. (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 583 Part 2 Elementary Student Teaching: Immersion in a Community of Practice Part 2

This course is the second of a two course, 15-week supervised student teaching experience in a local school, designed for elementary candidates whose student teaching assignment spans two semesters. This course offers a stimulating 15-week 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. Permission of Program Director Required. (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: State approved waiver of student teaching; performance-based assessment, including but not limited to successful completion of at least 27 prerequisite certification track credits and related course requirements while a matriculated candidate in the Elementary Education M.A. program, permission of the Elementary Education program director.) Three credits.

ED 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 587 Directed Observation and Supervised Student Teaching: Secondary Education Part I

This course is the first of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director required. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification coourse requirements) 3 credits.

ED 588 Directed Observation and Supervised Student Teaching: Secondary Education Part II

This course is the second of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their University supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director Required. (Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements.) 3 credits

ED 589 English Seminar

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The Seminar supports English teacher candidates to enact best practices in English education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the English teacher candidates. The Seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Three credits.

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 or during the first semester of full-time teaching as a DSAP teacher. The seminar supports mathematics teacher candidates to enact best practices in mathematics education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the mathematics teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Three credits.

ED 592 Science Seminar

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports science teacher candidates to enact best practices in science education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the science teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio are also addressed. Candidates receive information on the certification process. Three credits.

ED 593 World Language Seminar

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports world language teacher candidates to enact best practices in world language education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the world language teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Three credits.

ED 594 Social Studies/History Seminar

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports social studies/history teacher candidates to enact best practices in social studies/history education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the social studies/history teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process. Three credits.

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 variable-credit (1-3) seminar, candidates complete a self-designed Product of Learning. Under advisement of the program faculty, candidates produce a learning outcome that relates directly to their future work as an educator (i.e., design an elective course in their field, submit a manuscript for publication, deliver a presentation at a regional or national conference, etc. Math candidates must complete the problem-solving portfolio for their product. Consult with advisor for information) Candidates are expected to develop authentic educational products, with the expectation that candidate-generated products will become contributions to the candidate's specialty area (i.e., English Education, Social Studies Education, etc). The process for this product will be supported in a 10-hour writing seminar course that, with substantial independent work, would be supervised by faculty editorial and revision input toward the development of worthy professional products. Students will be encouraged to work alongside peers who are also completing the Product of Learning. (Prerequisite: Completion of student teaching.) One to three credits.

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 Teaching and Learning Grammar

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

ER 402 Infant and Child Development: Cultural Perspectives

This course examines the child's cognitive and psychosocial development from conception through the third grade in school. Children and families are considered within their immediate and extended contexts within the community and larger cultural milieu. Students will master general and specific developmental concepts and milestones relating the infant's prenatal and early development to subsequent development in the pre-school and elementary school years. Social and cultural issues that affect the development of children in today's diverse and ever-changing world will be examined. Course requirements include field experience in culturally diverse settings, approved by the instructor, for approximately 10 hours. Three credits.

ER 497 Practicum in Early Childhood Education

The Practicum in Early Childhood Education provides candidates with opportunities for supervised internships in infant and toddler programs, pre-school and kindergarten classroom settings. Through participation in a wide range of responsibilities associated with being an early childhood educator, candidates develop and implement instructional methods and materials used in pre-kindergarten and kindergarten settings. Students enrolled in the Practicum will meet together in a weekly seminar, where they will deepen their understanding of the ways in which the cultural, familial and educational context, and diverse educational needs of students, impact students' learning and their socio-emotional, cognitive, and physical progress. (Pre-requisites: ER 402, ED 437, ED 522, SL 522 and ED 413) Three credits.

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.

SE 405 Exceptional Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and/or who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study. Three credits.

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 433 TESOL/Bilingual Advanced Practicum Elementary

This course provides TESOL/Bilingual Education candidates with opportunities for supervised internships in TESOL or bilingual elementary classroom settings. Students complete a minimum of 48 hours fieldwork in classroom settings where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In Practicum Seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress. (Prerequisite: SL 436 or SL 451) Three credits.

SL 436 TESOL Methods and Materials Development

Designed for second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to teaching English language learners, emphasizing the 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 439 Methods of Foreign Language Teaching for Elementary School

This course is designed for pre- and in-service World Language teachers seeking the Elementary World Languages cross-endorsement. Candidates will gain an understanding of current theory and methods of teaching foreign languages in the elementary school (FLES) grades K-6. They will examine similarities and differences between FLES program models and develop and understand of the issues related to program development. Topics will include the selection of developmentally appropriate strategies and materials for elementary foreign language teaching, lesson planning and curriculum development, and use of technology-assisted instruction. Candidates will develop their ability to integrate the ACTFL and CT World Languages Standards into FLES instructional program development and lesson planning. Three credits.

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 450 Second Language Methods for Secondary Teachers (6-12)

This course provides an overview of second language theory and methods, curriculum models, materials selection and development, and content-based ESL for teaching secondary English language learners. The role of literacy in second language acquisition and the appropriate integration of technology to enhance second language teaching and promote secondary students' learning will be examined. Culture, language, dialect variation, and diversity and their implications for the secondary school curriculum will also be addressed. (Prerequisites: SL 423 and SL 527, or permission of the instructor. SL 527 can be taken concurrently.) Three credits.

SL 451 Infusing Content Language Instruction into TESOL/Bilingual Programs

Designed for ESL and bilingual teachers, this course explores teaching strategies that enable the English language learner to understand the discourse of content subjects. Topics include strategies to develop academic language, oral presentation skills, content specific syntax and grammar, and writing. Participants will examine textbooks and develop materials that infuse content-area language into the ESL program. Procedures for assessing student progress in content area language development will be discussed. (Prerequisites: SL 423 or SL 467, and SL 436) Three credits.

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.

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. Approved for the Elementary Foreign Language cross-endorsement. Three credits.

SL 475 Sociolinguistics

This course examines variability in language use according to region, race or ethnic background, gender, and 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 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 489 TESOL/Bilingual Advanced Practicum Secondary

This practicum provides TESOL/Bilingual Education candidates with opportunities for supervised internships in the TESOL or bilingual secondary classroom settings. Students complete a minimum of 48 hours of fieldwork where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In practicum seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress. (Prerequisite: SL 436 or SL 451) Three credits.

SL 498 Thesis Seminar

Candidates who have selected the thesis option for completion of the M.A. degree develop their research proposals, carry out the research, and complete their theses during this seminar. An approved thesis must be submitted to fulfill this degree requirement. Three credits.

SL 504 The English Language Learner in the Regular Classroom

Designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are linguistically and culturally diverse, this course employs an overview of second language acquisition theory as the framework for discussing ways to meet the needs of English language learners. Teachers also learn strategies for developing and adapting materials for creating communicative classroom environments and assessing student performance. Three credits.

SL 520 Foundations of Dual Language Instruction

This course provides a theoretical foundation and practical application of dual language instruction to teachers of first and second language learners, K-12. It presents linguistic, educational, cognitive, socio-cultural, and economic benefits of knowing two or more languages. It provides practical opportunities to implement the instructional process - oral language development, teaching literacy and content in two languages. The course also focuses on assessment procedures and resources. Three credits.

SL 522 Emergent Literacy in Bilingual Early Childhood Education

This course is designed to prepared teachers of early childhood education (pre-k to 3) to work effectively with culturally diverse children who are learning English as an additional language in pre-school and school contexts. The course focus is on first and second language development in the young child with implications for emergent literacy teaching and learning. Culture and childrearing practices, their impact on schooling, and strategies to build successful partnerships with families and communities will also be discussed. (Prerequisites: ER 402 or ED 523) Three credits.

SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education

This course, which is conducted as a seminar, provides an overview of the historical events and philosophical issues underlying bilingual/multicultural/ESL education and discusses contemporary socio-political controversies surrounding bilingual/multicultural and ESL instruction. 3 credits.

SL 527 Testing and Assessment in TESOL and Bilingual Programs

Designed for TESOL and bilingual teachers, this course provides an overview of formal and authentic techniques for assessing second language and bilingual proficiency. Participants evaluate standardized instruments currently in use; analyze techniques for assessing factors relevant to second language and bilingual proficiency such as academic achievement, language aptitude, and competence in reading, writing, speaking, and listening; and discuss controversial issues affecting language assessment. (Prerequisites: SL 423 OR SL 467; and SL 436) Three credits.

SL 528 Second Language Curriculum Development

This course familiarizes foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The course emphasizes devising curricula in accordance with the needs of learners and presents strategies for analyzing needs, developing curricula that focus on communication, and evaluating and choosing appropriate materials and assessment instruments. Three credits.

SL 581 TESOL Directed Observation and Supervised Student Teaching

This course for candidates who have been approved as qualified candidates for teaching in TESOL or bilingual 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 TESOL Student Teaching & DSAP I Seminar

Candidates take this weekly seminar concurrently with student teaching or DSAP: Part I. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar's subject matter flows from the on-going student teaching experience, it address issues such as school governance, school and district organizational patterns in TESOL and bilingual programs, classroom management, conflict resolution, communication with parents, and sensitivity to multicultural issues and inclusion, as well as the job application process, including resume writing, interviewing, and the development of professional and teaching portfolios. Three credits.

SL 588 Directed Observation for TESOL/Bilingual DSAP Candidates: Part I

This course is designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, his/her mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience. (Prerequisite: All prerequisites to student teaching; Approval of program director and dean.) Three credits.

SL 589 Directed Observation for TESOL/Bilingual DSAP Candidates: Part II

These courses are designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, his/her mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience. Three credits each.

SL 590 C.A.S. Advanced Practicum in TESOL/Bilingual Education

Candidates solve a practical problem in classroom teaching, applying educational research to a specific ESL/bilingual school situation. Three credits.

SL 595 Independent Study

Candidates complete individual study with the written permission of the department chair, having submitted their proposals prior to registration. Three credits.

SL 99 Comprehensive Exam in TESOL and Bilingual/Multicultural Education

Candidates are strongly encouraged to register for the comprehensive examination the semester prior to their anticipated semester of graduation.

Marriage and Family Therapy

Faculty

Rona Preli (Chair)

Nicole O'Brien (Clinical Director)

Maryann H. LaBella (Koslow Center Administrator)

Erica E. Hartwell

Overview

The department offers two master's degree (M.A.) programs: one in Marriage and Family Therapy and one in Family Studies. The master of arts (M.A.) degree in marriage and family therapy prepares candidates for careers as marriage and family therapists. The curriculum and clinical training at Fairfield University equips the candidate to work in a wide variety of professional settings with diverse populations who are experiencing a broad range of problems. The program is dedicated to providing a learning context that fundamentally values diversity and nondiscrimination. The core curriculum, the clinical training component of the program and the faculty and supervisors strive to address diversity, power, privilege, and social justice in all aspects of training and education. Toward that end, the faculty is committed to creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty, instructors, and supervisors.

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. Upon completion of the planned program of study, candidates may apply for pre-clinical fellow membership in AAMFT. Upon completion of additional required clinical experience and supervision, according to Connecticut statutes, graduates may apply for Connecticut licensure in marriage and family therapy and Clinical Fellow membership in AAMFT.

The M.A. degree program in Family Studies is an advanced educational track in early childhood, human development, interpersonal relations, and family studies. Graduates of the program may enter a variety of human services vocations and/or pursue further advanced degrees in human and family development including early childhood, adolescence, marriage and geriatrics.

The Family Studies program focuses on basic human developmental and behavioral characteristics of the individual within the context of the family system. The curriculum includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems.

The curriculum is designed to prepare the candidate to pursue doctoral studies in related areas to become educators and researchers. The program also provides an advanced educational track for the candidate who wishes to seek employment in the non-clinical areas of social service delivery, research, family policy and family law, parenting and family life education, health and well-being, prevention and program evaluation. The curriculum covers theory, research and practice with individuals and families across the life span. The curriculum strives to address diversity, power, privilege and social justice with the goal of creating an environment that welcomes and provides mentorship to a diverse student body by a diverse group of faculty and instructors.

Marriage and Family Therapy Program Mission Statement

The Marriage and Family Therapy program at Fairfield University is designed to prepare students for careers as competent professional marriage and family therapists by providing them with a solid conceptual knowledge base and the clinical skills necessary for effective practice. Students are exposed to the broad range of family systems theories and models with a particular emphasis on the utilization of the Structural and Strategic approaches. The program is dedicated to providing a learning context that fundamentally values diversity, nondiscrimination and the promotion of justice. The program seeks to educate students to be socially aware and ethically responsible professionals.

Marriage and Family Therapy Program Philosophy Statement

The philosophy statement of the Marriage and Family Therapy program is an extension of the Mission Statement and incorporates the Conceptual Scholar-Practitioner Framework of the Graduate School of Education and Allied Professions and the Ignatian Jesuit values of the university. The Marriage and Family Therapy program instills in graduates the value of the inherent worth and dignity of all people and promotes the wellbeing of individuals, couples, families and communities, is committed to serving a diverse society; possesses strong conceptual and clinical knowledge and upholds the highest standards of professional conduct. The program supports the development of intellectual rigor, personal integrity, multidisciplinary collaboration, informed decision-making, self reflection and social responsibility.

Admission to the Program

Application deadlines are listed online at www.fairfield.edu/gseap/gseap_appdeadlines.html.

All potential candidates will be required to participate in a mandatory on campus group interview as part of the admission process and will be notified in writing of their eligibility for the group interview.

Given the professional responsibility one assumes as a marriage and family therapist, candidates whose work continues to be of marginal academic quality despite remedial efforts or who demonstrate personal qualities that are not conducive to the role of the marriage and family therapist as cited in the Marriage and Family Therapy Program Student Handbook, or after an unsuccessful attempt to maintain or be placed in a practicum or internship site, may be terminated from the program. All candidates are required to adhere to the AAMFT Code of Ethics and the Marriage and Family Therapy Program policies and procedures. In addition, the disposition statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Requirements for the M.A. in Marriage and Family Therapy

The M.A. degree in marriage and family therapy requires completion of 57 credits. Candidates must maintain an overall grade point average of 3.0, complete a five-semester continuous and uninterrupted clinical training sequence, in which they provide a minimum of 500 direct contact hours of clinical treatment (250 of which must be relational hours) and receive 100 hours of supervision (50 of which must be individual supervision using direct observation of candidates' clinical work). Candidates must evidence required clinical, ethical, and conceptual competencies and pass a comprehensive examination at the end of the program.

The 57-credit master's degree program is typically completed within a 3.5 year period, although students may attend on a full-time basis which will enable them to complete the program more quickly. A personalized program of study is designed for candidates upon admission to determine their progression through the program.

Requirements for the M. A. in Family Studies

The M.A. in Family Studies requires completion of a Minimum of 33 credits. Candidates must maintain an overall grade point average of 3.0 and pass a comprehensive examination and/or master's thesis at the end of the program.

Program of Study Marriage & Family Therapy

Theoretical Foundations (six credits)

FT 550 Introduction to Marriage and Family Therapy

FT 555 Foundations of Marital and Family Therapy

Clinical Practice (27 credits)

FT 525 Divorce, Single-Parenting, and Remarriage

FT 552 Intervention in Structural and Strategic Family Therapy

FT 553 Family Therapy Pre-Practicum

FT 561 Advanced Interventions in Family Therapy

FT 567 Couples Therapy

FT 569 Assessment Techniques in Marriage and Family Therapy

FT 433 Multicultural Issues in Counseling

FT 562 Human Sexuality and Sexual Dysfunction

FT 465 Introduction to Substance Abuse and Addictions

Individual Development and Family Relations (three credits)

FT 447 Lifespan Human Development

Professional Identity and Ethics (three credits)

FT 565 Ethical, Legal, and Professional Issues in Family Therapy

Research (three credits)

FT 556 Research in Marriage and Family Therapy

Supervised Clinical Practice (12 credits; courses must be taken in sequence and without interruption)

FT 559 Practicum in Family Therapy I
 FT 560 Practicum in Family Therapy II
 FT 580 Internship in Family Therapy I
 FT 581 Internship in Family Therapy II
 FT 99 Comprehensive Exam in Marriage & Family Therapy

Additional learning can be chosen from any graduate course offering and include the following to complete the 57-credit requirement if waivers are accepted:

CN 500 Theories of Counseling and Psychotherapy
 CN 466 Spirituality and Counseling
 SE 441 Parents and Families of Individuals with Disabilities
 FT 401 Family Therapy and the Creative Arts
 FT 430 Contemporary Families: Culture, Childrearing & Community
 FT 540 Fundamentals of Mediation & Conflict Resolution
 FT 568 Special Topics in Family Therapy

Requirements for the M.A. in Family Studies

The M.A. in Family Studies requires completion of a Minimum of 33 credits. Candidates must maintain an overall grade point average of 3.0 and pass a comprehensive examination and/or master's thesis at the end of the program.

Program of Study in Family Studies

(Minimum of 33 credits from among the courses listed below. Required courses are FT 99-02 Comprehensive Examination in Family Studies, PY 433 Behavioral Statistics, PY 571 Research in Psychology, and PY 475 Program Evaluation).

- FT 447 Lifespan Human Development
- FT 550 Introduction to Marriage and Family Therapy
- FT 555 Foundations of Marital and Family Therapy
- FT 552 Intervention in Structural and Strategic Family Therapy
- FT 525 Divorce, Single-parenting and Remarriage
- FT 561 Advanced Interventions in Family Therapy
- FT 433 Multicultural Issues in Counseling
- FT 562 Human Sexuality and Sexual Dysfunction
- FT 465 Introduction to Substance Abuse and Addictions
- FT 430 Contemporary Families: Culture, Religion, Childbearing and Community
- FT 565 Ethical, Legal and Professional Issues in Family Therapy
- FT 556 Research in Marriage and Family Therapy
- FT 568 Special Topics in Family Therapy
- PY 433 Behavioral Statistics (required)
- PY 571 Research in Psychology (required)
- PY 475 Program Evaluation (required)
- SE 441 Parents and Families of Children with Disabilities
- FT 99-02 Comprehensive Examination in Family Studies (required)

Certificate in School-Based Marriage and Family Therapy

The School-Based Marriage and Family Therapy (SB-MFT) certificate program prepares candidates to fulfill the requirements for certification with the State Board of Education to work in the public school system. The program is available to current MFT master's students and to licensed graduates of COAMFTE-accredited programs.

State Certification as a School Marriage and Family Therapist

In 2007, Connecticut passed the first school certification law for MFTs in the country. Connecticut State Board of Education Regulations require applicants to meet specialized training and experience requirements for school MFT certification. Applicants must be licensed by the Department of Public Health, meet Praxis I requirements (required of all educators), fulfill a minimum of 300 hours of supervised experience in public schools, and complete graduate coursework in special education, developmental, learning and school-based systems theory.

Section 10-145d-566d of the Regulations of Connecticut State Agencies specifies:

To receive an initial educator certificate to serve as a school marriage and family therapist, the applicant shall meet the following requirements:

- (a) Holds a bachelor's degree from an approved institution;
- (b) Holds a master's degree from an approved institution with a planned program in marriage and family therapy accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE);
- (c) Has successfully met Praxis I requirements;
- (d) Holds a valid license from the Connecticut Department of Public Health pursuant to Section 20-195c of the Connecticut General Statutes to practice marriage and family therapy;
- (e) Has completed graduate coursework in the following areas:
 - (1) Child and adolescent development;
 - (2) Learning theories;
 - (3) School-based systems theory;
 - (4) Federal and state education laws including, but not limited to, the Individuals with Disabilities Education Improvement Act (IDEIA), Americans with Disabilities Act Section 504, professional ethics and code of professional responsibility for educators, Family Educational Rights and Privacy Act (FERPA), and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability; and
 - (5) 300 hours of school-based marriage and family therapy practicum jointly supervised by faculty of a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and a special service staff member of a board of education;
- (f) Has completed a course of study in special education comprised of not fewer than 36 clock hours which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

Fairfield University School-Based Marriage and Family Therapy Certificate Requirements

The seven (7) required courses may be taken concurrently with the candidate's master's program or after completion of the degree. Completion of the master's degree and certificate are noted on the student's transcript. The courses required for the certificate are:

ED 442 Educational Psychology
 ED/PY 534 Theories of Learning
 FT 447 Lifespan Human Development
 FT 555 Foundations of Marriage and Family Therapy
 SE 405 Exceptional Learners in the Mainstream
 FT 570 School-Based Practicum in Marriage and Family Therapy

AND either SE/SL 419 Special Learners in the Bilingual/ESL Classroom

OR SL 477 Culture and Second Language Acquisition

- FT 447 and FT 555 are core courses in the regular MFT master's degree program and are taken as part of the MA curriculum. These courses will count toward the certificate program as well.
- ED/PY 534, SL 477, SE 405, ED 442, SE/SL 419 and FT 570 may be taken by MFT master's degree candidates only after completing a brief paper application for the SB-MFT certificate, providing Praxis I passing scores or waiver, and providing evidence of having been fingerprinted.
- Completion of the SB-MFT admission application does not commit the student to completion of the certificate program. It does ensure that, if the certificate program is completed, notification will be posted on the student's transcript after graduation from the MFT master's degree program.
- FT 570 may be taken concurrently with or after completion of ED 442 and SE 405. Candidates must receive approval prior to enrollment in FT 570. Approval is obtained from the Department Chair after the Department Chair verifies with all instructors that the candidate demonstrates both interpersonal and academic suitability for work in the public school system. Any candidate who is denied permission to take FT 570 may not continue in the program or receive the certificate of completion. Candidates also will not receive endorsement from the program faculty or administrators for certification with the State of Connecticut. Interpersonal suitability refers to all dispositional characteristics that might interfere with the candidate's ability to function effectively in the capacity of a school-based marriage and family therapist. Academic suitability refers to the demonstration of sufficient aptitude conceptually and in coursework to function effectively as a school-based marriage and family therapist.
- Any candidate who does not receive approval to enroll in FT 570 will be UNABLE to use all courses completed at Fairfield University towards certification from the Department of Education.

Admission and Matriculation Requirements for the School-Based Marriage and Family Therapy Certificate

- To apply for the School-Based Marriage and Family Therapy certificate, go to the Dean's Office of the Graduate School of Education and Allied Professions to complete the two-page paper portion of the application.
- To complete the application, candidates must provide passing scores on the Praxis I test (or evidence of a waiver of the Praxis I). When you take the Praxis I exam, use the University's code of 3390 and provide ETS with your social security number so that your scores will be sent to the Dean's Office and uploaded into the system. Information on applying to take the Praxis I examination can be obtained at www.ets.org. Information about Praxis waivers can be found at www.ct.gov/sde/certapps.
- To complete the application, candidates also must be fingerprinted at one of the State-identified fingerprinting centers. Information about the fingerprinting requirement is available at www.fairfield.edu/documents/admission/ga_fingerprinting.pdf.

An important note about Praxis requirements and fingerprinting: Do not leave these tasks to the last minute. It takes quite some time for the Praxis scores to be processed by ETS and/or a Praxis waiver to be obtained from the State, and for the fingerprinting to be processed and confirmation sent to the University. If the Praxis scores/waiver or fingerprinting are not on file with the Dean's Office, you will not be permitted to register for SB-MFT classes.

Kathryn P. Koslow Center for Marriage and Family Therapy at Fairfield University

The Marriage and Family Therapy program operates a clinical service on the campus of Fairfield University. The Kathryn P. Koslow Center for Marriage and Family Therapy is a new, state-of-the-art facility that was made possible through a generous gift. The Center is a beautiful facility that is equipped with the latest in technology which enables advanced master's degree candidates to receive the finest professional training for students entering the profession. The Center offers a wide range of clinical services available to the community, as well as new and exciting opportunities for students to engage in research, grants, and community partnerships.

The Koslow Center for Marriage and Family Therapy is dedicated to providing therapeutic services to individuals, couples, and families; to excellence in the training of professional marriage and family therapists; and to creating a community of professionals where both graduates and current students can be engaged and remain connected. In keeping with Fairfield University's identity as a Jesuit and Catholic institution of higher learning, the Center is committed to the ideals of embracing difference, examining social systems critically, and becoming directly involved with those who are underprivileged and underserved.

Course Descriptions

FT 401 Family Therapy and the Creative Arts

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

FT 430 Contemporary Families: Culture, Childrearing and Community

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

FT 433 Multicultural Issues in Counseling

Students examine issues in counseling individuals and families from diverse ethnic, cultural, racial, and 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. 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 540 Fundamentals of Mediation and Conflict Resolution

The course is an elective course that provides students with exposure to areas of practice and clinical skills that will be helpful in their work with individuals, couples and families. The course acquaints students as well, with a specialized area of clinical practice that is relatively new and in great demand. The course addresses cross disciplinary collaboration between lawyers and therapists in the areas of divorce mediation, child custody and dispute resolution which are issues of critical importance that are frequently encountered by mental health professions. 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 Koslow Center plus five to 10 hours per week of service in a community agency offering family therapy treatment under super-vision. The practicum follows consecutively after FT 553. (Prerequisites: FT 550, FT 552, FT 553, FT, 565) Three credits.

FT 560 Practicum in Family Therapy II

Continuation of FT 559. (Prerequisite: FT 559) Three credits.

FT 561 Advanced Interventions in Family Therapy

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

FT 562 Human Sexuality and Sexual Dysfunction

This course examines issues related to sexuality in human life and treatment of sexual problems. Issues include sexual value systems, cultural context, sexual identity and orientation, gender issues and development of gender identity, forms of sexual conduct, sexuality across the life span, and sexual issues in couple relationships. Three credits.

FT 565 Ethical, Legal, and Professional Issues in Family Therapy

This course examines issues specific to the clinical practice and profession of marriage and family therapy. Areas of study include ethical decision-making and the code of ethics; professional socialization and the role of professional organizations; licensure and certification; legal responsibilities and liabilities of clinical practice; research, family law, confidentiality issues, AAMFT Code of Ethics, interprofessional cooperation, and mental health care delivery systems. (Prerequisite: FT 550) Three credits.

FT 566 Substance Abuse and the Family

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns within families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance abusing family systems. Relational clinical models including developmental, systemic, solution-focused and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. Cross-referenced as CN 565. (Prerequisite: FT 465). Three credits.

FT 567 Couples Therapy

This course reviews a variety of approaches to understanding, conceptualizing, and treating couple relationships and conflicts with cultural sensitivity, addressing special problems such as interracial and same-gender relationships, extramarital affairs, alcoholism, and ethics in couples work. Three credits.

FT 568 Special Topics in Family Therapy

This course explores advanced topics in the field of family therapy. Topics may vary each semester and are determined by the marriage and family therapy faculty as a reflection of pertinent themes of interest in the field. One to three credits.

FT 569 Assessment Techniques in Marriage and Family Therapy

This advanced family therapy course addresses clinical diagnosis and assessment in the treatment process. Topics include major family therapy assessment methods and instruments, familiarity with the DSM V, pharmacological treatments, and recognition and critical assessment of cultural factors. Three credits.

FT 570 School-Based Practicum in Marriage & Family Therapy

This course is a requirement in the Area of Specialization in School Marriage & Family Therapy and provides an opportunity for candidates to apply theory to practice in the context of the public school system. The practicum is an advanced level clinical experience that is specifically designed to meet the requirements established by the Connecticut State Board of Education for certification in School Marriage & Family Therapy. (Prerequisite: Permission of advisor and Dean's approval) Three credits.

FT 580 Internship in Family Therapy I

During internship candidates provide 10 to 15 hours of clinical services at an off-campus internship site. They receive weekly individual and group supervision by an approved site supervisor and weekly group supervision by University faculty. (Prerequisites: FT 560) Three credits.

FT 581 Internship in Family Therapy II

Continuation of FT 580. Candidates must complete all clinical and supervisory hours by the close of the grading period to be eligible for graduation. (Prerequisite: FT 580) Three credits.

FT 595 Independent Study in Marriage and Family Therapy

Candidates undertake individual projects in consultation with a faculty member based on proposals submitted one semester in advance of course registration. Three to six credits.

FT 99-01 Comprehensive Exam in Marriage and Family Therapy

Candidates are strongly encouraged to register for the comprehensive examination the semester prior to their anticipated semester of graduation.

FT 99-02 Comprehensive Exam in Family Studies

Students are to register for the comprehensive exam at the beginning of the semester when they apply to graduate.

Psychological and Educational Consultation

Faculty

Paula Gill Lopez (Department Chair and Director, School Psychology)

Evelyn Biliias Lolis

Gayle Bogel (Director, Educational Technology)

Belinha De Abreu

Deborah Edelman (Director, Special Education)

Faith-Anne Dohm

Hyun Uk Kim

Paul Maloney (Director, Applied Psychology)

Christine Siegel

David Alojzy Zera

Overview

The Department of Psychological and Educational Consultation offers concentrations in studies that prepare candidates for careers in a variety of human service and consultative areas. The department has, as its primary objective, a collaborative approach to contributing to the quality of life in our changing schools, organizations, and society. The department is dedicated to making significant contributions to the:

- Enhancement of self-awareness and self-understanding;
- Improvement of service delivery options to children, adolescents, and adults;
- Resolution of problems through effective consultation skills;
- Promotion of effective communication skills and working relationships;
- Increased effectiveness of interventions in schools, organizations, and community support agencies;
- Leadership in schools and community agencies in the areas of theory, assessment, and understanding of differences among children, youth, adults, and those with disabilities, with special emphasis on differentiating typical cultural characteristics from pathology;
- Development of effective strategies in curricular, behavioral, technological, therapeutic, and organizational interventions;
- Enhancement of human potential, facilitation of healthy development, and primary prevention of problems in school, at home, in organizations, and in the community;
- Development and implementation of a wide and effective range of instructional and telecommunication technologies.

Psychology

Candidates may choose from one of several sequences of study. They may pursue certification preparation in school psychology; elect a program in psychology that finds application in the promotion of organizational effectiveness and work productivity; select courses that enrich competencies required in human services and community work; or strengthen their knowledge of psychology in preparation for further graduate study. All of the programs provide for the development of a basic foundation of knowledge in psychology and related fields, as well as emphasize the application of knowledge in assessment, problem-solving and understanding others.

To supplement course work, the faculty has established working relationships within settings where psychological skills are applied. These settings include schools, child and family mental health and rehabilitation services, corporate training and development settings, and organizations in the private sector. These relationships provide for the coordination of real life experiences with academic training and serve dual purposes. First, candidates have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by University faculty. Second, the addition of graduate candidates to established staff enhances the resources available in the community.

School Psychology

The School Psychology program at Fairfield University is a 63-credit program approved by the National Association of School Psychologists (NASP). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct and indirect intervention. The program is shaped by the belief that school psychologists are best prepared when they are instilled with a scientist/practitioner problem-solving orientation, encouraged to think reflectively, motivated to intervene at the primary prevention level, and inspired to be proactive agents of change. Throughout the program, candidates develop and integrate who they are as individuals with their emerging professional identity. Candidates evolve as professionals through classroom experiences and opportunities to apply their growing knowledge and skills in school and mental health settings. The program culminates in an internship experience, consisting of 1200 hours. Throughout the program, candidates develop portfolios documenting their personal and professional growth, which assist them in finding employment. To be endorsed for state certification, a student must complete both the M.A. and C.A.S. degree requirements. Upon completing the M.A., students must submit a formal application for entry into the C.A.S. program.

Those wishing to enter the program initially at the C.A.S. level must hold a relevant master's degree, have a GPA of at least 3.0, and must complete a minimum of 30 credits at Fairfield University.

Admission to the School Psychology Program

The application deadline is listed online at www.fairfield.edu/gseap/gseap_appdeadlines.html.

After a successful initial paper review, applicants are invited to campus for a group interview. The interview is intended to clarify applicants' understanding of the program and the profession, and to assess applicants' potential for success in the program. After admission, each candidate is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework. Candidates must complete requirements for both the M.A. and C.A.S. degrees to be eligible for Connecticut State Certification as a school psychologist.

Requirements for the M.A.

All candidates admitted to the School Psychology program must satisfy the requirements for the M.A. degree as listed in the program of study. Those candidates admitted into the M.A. program who did not complete an undergraduate major in psychology may be required to take additional coursework as identified by their advisor.

Before candidates take the comprehensive examination they must complete, or be in the process of completing, 24 credits. These credits must include PY 430, PY 433, PY 435, PY 436, PY 438, and PY 446.

Requirements for the C.A.S.

A separate admission application for the C.A.S. must be submitted. Those wishing to be accepted for matriculation at the C.A.S. level must first complete all the M.A. course requirements in school psychology. Applicants with related M.A. degrees may be considered for admission into the C.A.S. program. However, all M.A. degree requirements in the School Psychology program must be completed.

Candidates must submit their e-Portfolio before the completion of PY 599 Internship in School Psychology II. Additionally, candidates must pass the Praxis II test in School Psychology.

Candidates who are accepted into the C.A.S. program with related degrees must fulfill all program course requirements. They must also develop and submit their e-Portfolios.

School Psychologist Certification

A candidate who successfully completes all program requirements meets the Connecticut certification requirements. When the entire program has been completed (63 credits), and the C.A.S. degree is posted, the candidate must apply for an endorsement from the Graduate School of Education and Allied Professions for Connecticut's Initial Educator's Certificate in School Psychology from the Connecticut State Department of Education.

Completion of all M.A. and C.A.S. degree requirements for those entering at the M.A. level, or completion of a minimum of 30 credits at Fairfield University for those entering at the C.A.S. level is required for university endorsement for state certification as a school psychologist.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty reserve the right to discontinue the program of any candidate, at any time in the program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are not appropriate to the field. Practica and internship candidates are also expected to demonstrate the NASP Professional Work Characteristics (Section 4.5, Standards for the Credentialing of School Psychologists, 2000). A candidate may be denied recommendation of certification for not demonstrating the NASP Professional Work Characteristics. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

School Psychology Program of Study

M.A. in School Psychology (33 credits)

PY 430 Issues in Professional Practice in School Psychology
PY 433 Behavioral Statistics
PY 435 Psychology of Personality
PY 436 Psychopathology and Classification I
PY 438 Treatment Models for School-Age Youth
PY 446 Developmental Psychology I: Theory and Application in Professional Practice
PY 534 Theories of Learning
PY 537 Psychoeducational Assessment I: Behavioral Approaches
PY 99 Comprehensive Examination in School Psychology
SE 405 Exceptional Learners in the Mainstream
SE 429 Developmental and Remedial Reading and Language Arts
CN 433 Multicultural Issues in Counseling

C.A.S. in School Psychology (30 credits)

PY 449 Introduction to Clinical Child Neuropsychology
PY 535 Collaborative Consultation
PY 538 Psychoeducational Assessment II: Standardized Approaches
PY 540 Psychoeducational Assessment III: Clinical Approaches
PY 544 Psychoeducational Assessment IV: Integrated Assessment
PY 548 Psychotherapeutic Techniques for School-Age Youth
PY 576 Practicum I: Assessment and Group Process
PY 577 Practicum II: Counseling and Group Process
PY 598 Internship in School Psychology I
PY 599 Internship in School Psychology II

Prior master's or higher degree in a relevant field required

Applied Behavior Analysis Advanced Training Certificate

Fairfield University's Graduate School of Education and Allied Professions offers a three-course, nine-credit Advanced Training Certificate (ATC) program in Applied Behavior Analysis (ABA). It is open to those who hold a related master's degree and are certified to work in public schools because they have the qualifications and background to implement best practice.

Fairfield's program is broad in scope and provides training in all behavioral strategies, as well as in applied behavior analysis. The program provides the requisite knowledge base and skill set for school psychologists and qualified others, allowing them to design behavioral interventions to augment their professional services. The skills developed through this ATC will allow professionals to work collaboratively to provide comprehensive behavioral services through consultation and direct intervention.

The three courses required for this advanced training certificate are:

PY 537 Psychoeducational Assessment I: Behavioral Approaches
PY 541 Behavior Change Procedures
PY 542 Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis

Applied Psychology

Different concentrations of study are available to candidates seeking a master's degree in applied psychology. Some candidates are interested in developing the skills necessary for work as industrial-organizational psychology specialists in organizational settings. Others wish to strengthen their academic background in psychology before pursuing further graduate studies at another institution or to prepare themselves to be entry-level research assistants in psychological research settings. Still others seek to increase their understanding of human behavior in order to enhance their current work in community settings.

Admission to the Applied Psychology Program

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

An interview with one or more faculty members is required for admission to the Applied Psychology program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a candidate. After admission, each candidate is required to meet with a faculty advisor to outline a planned program of study. Prior to registering for courses each semester, candidates are encouraged to meet with their advisor. Students may be required to take one or more English writing courses if their writing skills do not meet graduate level standards.

The Applied Psychology program offers four programs of study: industrial/organizational psychology (a traditional M.A. program and a 5-year integrated Bachelor's/Master's degree program), foundations of advanced psychology, and human services psychology. Requirements for the different programs include:

1. Industrial/Organizational Psychology - requires the completion of 39 credits of approved courses. Thirty-six of these credits must be in psychology.
2. 5-Year Integrated Bachelor's/Master's degree in Industrial/Organizational Psychology requires the completion of 9 credits at the undergraduate level and 30 credits at the graduate level.
3. Foundations of Advanced Psychology - requires completion of 33 credits of approved courses. Twenty-seven of these credits must be in psychology
4. Human Services Psychology - requires completion of 36 credits of required courses. Twenty-seven of these credits must be in psychology.

Comprehensive Examination

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

The comprehensive examination in psychology requires candidates to demonstrate understanding and mastery of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays.

Candidates are eligible to take the master's comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. Candidates have a maximum of two opportunities to pass the examination.

Candidates in the Applied Psychology program are expected to act in accordance with the American Psychological Association's ethical principles. Candidates who behave unethically may be dismissed from the program. The ethical principles are available at www.apa.org/ethics. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

5-year Integrated Bachelor's/Master's Degree in Industrial/Organizational Psychology

This program has been designed for Fairfield University undergraduate students who are interested in a pathway other than an MBA to work in organizations and who want to develop the skills necessary to work as industrial/organizational specialists.

Graduates of the program assume positions in profit and non-profit organizations in human resources, training, consulting, research, organization development, recruiting and similar specialties. They have been employed in companies such as GE, Shell Oil, Gartner, Survey Sampling, Bank of Montreal, Deloitte Touche, Hewitt Associates, Toyota and Merrill Lynch; and by the Red Cross, the Justice Department, and a number of universities such as Loyola, UCONN, and Fairfield University. The skills, psychological principles and methodologies mastered in the program may be applied in a variety of organizational settings depending upon the student's interests and career choices.

To be eligible for admission students need to have an overall GPA of 3.0 in their undergraduate courses. They also must earn grades of at least B+ in three courses taken while they are undergraduates:

- PY 203 Statistics for Life Sciences
- PY 209 Research Methods
- PY 420 Introduction to Industrial/Organizational Psychology taken in the Fall of the senior year (For psychology majors, PY 420 may be used as a psychology elective towards the undergraduate degree, if PY 132 has not been taken already).

Students should apply online by January 15th of their senior year.

Applied Psychology Program of Study

Industrial/Organizational Psychology (39 credits)

Core (required)

PY 406 Organizational Development

PY 420 Introduction to Industrial/Organizational Psychology

PY 433 Behavioral Statistics *

PY 435 Psychology of Personality *

PY 471 Effective Interviewing

PY 475 Program Evaluation

PY 480 Consulting Theory and Practice

PY 485 Performance Coaching

PY 501 Fundamentals of Survey Design

PY 545 Designing Development and Training Programs

PY 571 Research in Psychology

PY 578 Field Work in Applied Psychology

MG 503 Ethical and Legal Environment of Business

PY 98 Comprehensive Examination in Applied Psychology (non-credit course)

Five-year Integrated Bachelor's/Master's Degree in Industrial/Organizational Psychology (9 undergraduate credits plus 30 graduate credits)

Undergraduate credits

PY 203 Statistics for the Life Sciences

PY 209 Research Methods in Psychology

PY 420 Issues in Professional Practice in School Psychology

Graduate credits

PY 501 Fundamentals of Survey Design

PY 475 Program Evaluation

MD 503 Legal & Ethical Environment of Business

PY 406 Organizational Development

PY 435 Psychology of Personality

PY 471 Effective Interviewing

PY 545 Designing Training and Development Programs

PY 480 Consulting Theory and Practice

PY 485 Performance Coaching

PY 578 Field Work in Applied Psychology

PY 98 Comprehensive Exam in Applied Psychology (non-credit course)

Foundations of Advanced Psychology (33 credits)

Core (required)

PY 433 Behavioral Statistics *

PY 435 Psychology of Personality *

PY 436 Psychopathology and Classification I

PY 437 Psychopathology and Classification II

PY 446 Developmental Psychology I

PY 475 Program Evaluation

PY 501 Fundamentals of Survey Design

PY 534 Theories of Learning

PY 571 Research in Psychology

PY 98 Comprehensive Examination in Applied Psychology (non-credit course)

Electives (six credits)

Electives must be approved by program director.

Human Services Psychology (36 credits)

Core (required)

CN 433 Multicultural Issues in Counseling

PY 435 Psychology of Personality

PY 436 Psychopathology and Classification I

PY 437 Psychopathology and Classification II

PY 446 Developmental Psychology I

PY 501 Fundamental of Survey Design

PY 534 Theories of Learning

PY 98 Comprehensive Examination in Applied Psychology (non-credit course)

Electives (15 credits)

Electives must be approved by program director.

*Students who earn less than a B (3.0) in these courses will be required to retake the course to earn credit towards their degree.

Course Descriptions**PY 401 Special Topics in Psychology**

This course explores various topics in psychology. Topics vary from semester to semester and will be chosen by faculty to address issues of current relevance that are not addressed in other course offerings. One to three credits.

PY 403 Introduction to Play Therapy

This course provides candidates with instruction in client-centered play therapy. Course objectives include enhancing sensitivity to children's issues, developing an awareness of the world as viewed by children, increasing the ability to communicate effectively with children using play techniques, understanding children's behavior, communicating effectively with parents, and developing basic play therapy skills. Candidates also view demonstrations of actual play therapy sessions and gain experience applying play therapy strategies with children. (Prerequisite: This course is available to candidates enrolled in a 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 435, and PY 545) Three credits.

PY 420 Introduction to Industrial/Organizational Psychology

This course introduces the application of psychological concepts, principles, and methods to process issues and problems in the work environment. Topics include personnel selection, training and development, work motivation, job satisfaction and effectiveness, work design, and organizational theory. Three credits.

PY 430 Issues in Professional Practice in 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. Applied Psychology students must earn at least a B in the course for the course to count toward their degree. (Candidates with a prior course in statistics may try to test out of PY 433 before the first class. Contact the instructor well in advance of the first class to make arrangements. Candidates who successfully test out of this course will substitute another approved three-credit course appropriate to their program.) Three credits.

PY 435 Psychology of Personality

This course takes a comprehensive approach to understanding theories of personality formation through an in-depth survey and critique of major and minor theories of personality. The course emphasizes developing a critical understanding of the similarities and differences among the theories and the contribution of each theory to conceptualizations of normal and abnormal behavior, with application to the understanding of current research in personality psychology. Cross-cultural issues are addressed. Applied Psychology students must earn at least a B in the course for the course to count toward their degree. Three credits.

PY 436 Psychopathology and Classification I

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

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. (Prerequisite: PY 435. Pre- or co-requisite: 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 neuropathologies of childhood and adolescence, with case illustrations. Because of the emphasis placed on educational outcomes of neuropathology, the course addresses dyslexia, attention deficit disorder, and non-verbal learning disability. (Prerequisites: PY 538, PY 540) Three credits.

PY 450 Theories of Child Psychotherapy

This course introduces the major models of individual and group child psychotherapies, emphasizing the theoretical bases, research support, and differential value of current treatment modalities. Topics include specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy, and family therapy; and the ethics, rights, and confidentiality of child evaluation and treatment. Demonstrations incorporate a variety of actual case materials. Three credits.

PY 455 Group Work: Theory and Practice

This course focuses on the broad methodology of group work and theories and tasks in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. (Prerequisite: Matriculation in the applied psychology program. Pre- or co-requisites: PY 435 and PY 471) Three credits.

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. (Prerequisites: For applied psychology candidates - PY 420, PY 545, and PY 435; for counseling candidates - matriculation in the Clinical Mental Health Counseling program) Three credits.

PY 485 Performance Coaching

This course focuses upon the models, strategies and techniques for coaching and mentoring managers and employees in contemporary organizations. Students are introduced to research on interpersonal and leadership style issues that have been shown to play key roles in leadership success or failure. Students are also introduced to research related to leadership "derailment," or failure patterns observed in managers and employees who have been previously assessed as being moderate to high-potential leaders. Within this course, students learn about the most common performance coaching challenges and practice conducting performance coaching sessions. Three credits.

PY 501 Fundamentals of Survey Design

This course covers the important basics of measurement and the fundamentals of un-normed survey and questionnaire design. It also will provide training in entry-level survey/questionnaire skills for those who may be required to develop simple surveys/questionnaires in their work. (Prerequisite: PY 433) Three credits

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. (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: Behavioral Approaches

Designed for school psychology candidates, this course is the first in a four-course sequence in the psycho-educational evaluation of school-aged children. It covers the key concepts and procedures used in the behavioral assessment of individuals with a dual emphasis on functional behavioral assessment and progress monitoring within a response-to-intervention model. Topics covered include direct observation procedures, indirect assessment procedures, data collection and progress monitoring, functional analysis, reinforcer assessment, social validity assessment, direct behavior ratings, inter-observer reliability, and linking assessment results to behavior intervention and support plans. Applications at all three tiers of a response-to-intervention model will be discussed. This course is also the first course in the three course program: Advanced Training in Applied Behavior Analysis. Three credits.

PY 538 Psychoeducational Assessment II: Standardized Approaches

For school psychology candidates, this course is designed to advance their knowledge and skills of standardized assessment instruments commonly used by school psychologists in practice. This course will include (a) review of psychometric constructs relevant to the measurement of intelligence and achievement, (b) review of cross-battery assessment, (c) practice in the administration and scoring of standardized measures of intelligence, achievement and behavior, and (d) practice in the interpretation of test scores, (e) practice in the preparation of written reports summarizing test results, (f) exploration of multicultural issues related to assessment, and (g) review of the application of intelligence testing in school and clinical settings. (Prerequisite: completion of all M.A. degree requirements; co-requisite: PY 540) Lab fee: \$45. Three credits.

PY 540 Psychoeducational Assessment III: Clinical Approaches

This course provides an introduction to clinical approaches to assessment for candidates in the school psychology program. A variety of assessment techniques will be presented and critically reviewed, including clinical interview, clinical observation, and projective techniques commonly used by school psychologists to assess students in school settings. Candidates will gain practice in the administration and interpretation of clinical assessments as well as basic report-writing. (Prerequisite: completion of all M.A. degree requirements; co-requisite: PY 538) Lab fee: \$45. Three credits.

PY 541 Behavior Change Procedures

This course will present behavior change procedures for use with individual and group clients. Antecedent, consequence, and alternative behavior interventions will be discussed. Procedures to learn include the use of: reinforcement and punishment (including differential reinforcement), modeling, shaping, chaining, etc. Specific topics will include discrimination training, contingency contracting, and group contingencies, among others. Basics of working with verbal behavior also will be introduced. This course is the second course in the three-course Applied Behavior Analysis Advanced Training Certificate program. (Prerequisite: PY 537) Three credits.

PY 542 Measurement, Data Analysis, and Experimental Design in Applied Behavior Analysis

This course will present the concepts, principles, and tools of measurement used for assessment and intervention within applied behavior analysis. Topics covered will include defining target behaviors, choosing measurement strategies and procedures for various dimensions of behavior, single-case design, graphical presentation of data, and applications within a response-to-intervention framework. This course is the final course in the three course program: Advanced Training in Applied Behavior Analysis. (Prerequisites: PY 537 and PY 541) Three credits.

PY 544 Psychoeducational Assessment IV: Integrated Assessment

For school psychology majors only, this is the fourth and final course in the advanced study of applied psychoeducational assessment. Designed for graduate candidates who are in the final stages of preparing for on-site professional assessment, this course focuses on continuing instruction in the administration and interpretation of various assessment techniques, emphasizing cognitive measures, academic assessment, academic achievement tests, and projective techniques, as well as psychological report-writing that integrates all assessment data into clear, accurate, written psychological reports. The course also stresses cultural and ethical competence in order to meet the need to synthesize and integrate assessment data into comprehensive, non-biased psychological evaluations of children and youth. Candidates administer comprehensive psychoeducational batteries within a school or agency in preparation for their internship in school psychology. Formerly "Integrated Assessment." (Prerequisites: PY 538, PY 540) Three credits.

PY 545 Designing and Developing Training Programs

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

PY 548 Psychotherapeutic Techniques for School-Age Youth

This course provides school psychology, school counselor, and social work candidates with a first exposure to psychotherapeutic techniques. Topics include the purposes and rationale for such techniques, selection of appropriate methodologies, ethical considerations, and practice skills. (Prerequisites: PY 430, PY 435, PY 438, PY 446) Three credits.

PY 571 Research in Psychology

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

PY 576 Practicum I: Assessment and Group Process

This course provides support and university supervision for candidates in their semester long school-based practicum. Taken concurrently with PY 544, this course primarily provides opportunities to gain practice and facility in testing and report writing. Additionally, the course provides students with an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates also learn how to develop lesson plans and conduct whole class lessons. (Prerequisite: Permission of instructor) Three credits.

PY 577 Practicum II: Counseling and Group Process

This course provides support and university supervision for candidates in their eight-week long mental health practicum. The primary purpose of this course is to provide opportunities to gain practice and facility in individual and group counseling, behavior modification, and interviewing in a mental health setting. Candidates typically work with challenging cases, which enables them to act as better liaisons to acute care facilities when in the schools. Additionally, the course provides students an in-class opportunity to experientially learn group process from the perspective of a group member, as well as group facilitator. Candidates take this course the summer before internship. (Prerequisite: PY 576) Three credits.

PY 578 Field Work in Applied Psychology

Advanced candidates matriculated in the industrial/organizational/personnel track undertake approved, supervised fieldwork in an area related to their professional interests and program content. Course requirements include a site supervisor and a faculty supervisor for each candidate, and a fieldwork placement that involves at least 13 full days of on-site experience. (Prerequisites: Completion of 21 credits in psychology including PY 433, PY 435, PY 420, PY 545, PY 406, PY 571; B or better cumulative GPA; submission and approval of proposal by course instructor; approval of program director) Three credits.

PY 595 Independent Study in Psychology

Candidates conduct individual projects in consultation with a faculty member from the Department of Psychology and Special Education. (Prerequisite: Approval of faculty advisor) Three credits.

PY 596 Master's Thesis in Psychology

Part-time candidates matriculated in school psychology may engage in a master's thesis project. The candidate's project must demonstrate an advanced, sophisticated knowledge of psychology and be considered a contribution to the field. Activities in the development of the thesis 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 Applied Psychology

The culminating experience for candidates preparing for roles in settings where graduate candidates synthesize their psychological knowledge and skill, this seminar examines the issues of role definition, professional responsibility, ethics, confidentiality, and professional communications. (Prerequisite: Completion of 21 credits in Applied Psychology) Three credits.

PY 598 Internship in School Psychology I

This course provides weekly supervision and support at the University for candidates during the fall semester of the school psychology internship. This internship allows candidates to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. The course stresses a tripartite approach to school psychology, with equal emphasis on assessment, direct intervention, and consultation. (Prerequisite: All course work and approval of program coordinator) Three credits.

PY 599 Internship in School Psychology II

This course provides weekly supervision and support at the University for candidates during the spring semester of the school psychology internship. (Prerequisite: PY 598) Three credits.

PY 98 Comprehensive Examination in Applied Psychology

The comprehensive examination in applied psychology requires candidates to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays. Candidates are eligible to take the master's comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. B or better cumulative GPA required to sit for the exam. (Pre- or co-requisite: PY 594 or PY 597). Previously listed as PY 99-01.

PY 99 Comprehensive Examination in School Psychology

The comprehensive examination in school psychology requires candidates to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays. Before candidates take the comprehensive examination, they must have completed, or be in the process of completing, 24 credits. These credits must include PY 430, PY 433, PY 435, PY 436, PY 438, and PY 446.

Special Education

Special education has, as its primary objective, the education and training of professional educators to serve children and adolescents who have exceptional challenges and require specialized support through educational, social, cognitive, rehabilitative, and/or behavioral management approaches to attain their maximum learning potential. In line with this primary objective, special education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; and the improvement of teacher-teacher, teacher-child, and teacher-parent relationships.

Graduate candidates may choose one of several sequences of study leading to certification, including the master of arts degree and the certificate of advanced study degree. These programs provide the preparation required by the Connecticut State Department of Higher Education, the Connecticut State Department of Education, and the Council for Exceptional Children. Candidates may pursue a program leading to a Connecticut Initial Educator Certificate in teaching children and youth with disabilities in grades K through 12 (Comprehensive Special Education) or to a cross-endorsement in comprehensive special education when certification in classroom teaching has already been earned.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and adolescents served by special educators, the faculty reserve the right to discontinue the program of any candidate, at any time during his or her program, whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are deemed not appropriate to the field. Such a candidate may be denied recommendation for certification. In addition, the Disposition Statement presented in this catalog is applicable to the special education programs as it is to all programs offered by the Graduate School of Education and Allied Professions.

Admission to the Special Education Program

Application deadlines are listed online at www.fairfield.edu/gseap/gseap_appdeadlines.html.

A group or individual interview with faculty members is required for admission to the Special Education program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a candidate. After admission, each candidate is required to meet with a faculty advisor to outline a planned program of study.

Requirements for the M.A. and C.A.S.

The M.A. and C.A.S. programs in special education are individually planned according to each candidate's needs, interests, and background. The M.A. and the C.A.S. each require completion of a minimum of 30 credits.

Once a sequence of study is identified, the following are the requirements for the M.A. and C.A.S.:

Program for Master of Arts for those holding an Initial Certificate (30 credits)

- CN 433 Multicultural Issues in Counseling (or an equivalent course)
- SE Electives (27 credits - determined in consultation with the candidate's advisor)
- SE 99 Comprehensive Examination (no credit)

Program for Certificate of Advanced Study for those holding a Master of Arts in Special Education (30 credits)

- PY 534 Theories of Learning
- SE Electives (27 credits determined in consultation with the candidate's advisor)

Certification Requirements

The certification program in comprehensive special education at Fairfield University is sequentially organized across categories, providing participants with a frame of reference for evaluating the learning strengths and weaknesses of each child and, therefore, a basis from which to derive a prescriptive curriculum for the student with disabilities.

The planned professional comprehensive program in special education is presented according to the format of Connecticut certification law and includes courses in the following areas:

- **Psychoeducational theory and development of children with disabilities** Developmental growth from infancy to adulthood is a baseline against which children with disabilities are viewed. Various theories pertaining to areas of disability are also presented and explored.
 - **Diagnosis of children and youth with disabilities** Graduate candidates possessing developmental information and theoretical foundations can view each child with a disability against this background and thereby assess developmental strengths and weaknesses, and identify disabling conditions.
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- **Program planning and education of children and youth with disabilities** Courses survey, analyze, and evaluate programs available for children with disabilities. Theory, development, diagnostic procedures, curricula, and methods are used as the baseline for comparison and for the development of individualized education plans designed to meet each student's needs.
- **Curriculum and methods of teaching children and youth with disabilities** The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, attention, pace of cognitive processing, capacity for organization, and capability for developing appropriate relationships. Opportunity is provided within the special education program for future professional educators to be exposed to such variables. The future professional educator is expected to learn to observe children, to understand them, and to modify programs and plans to address the variables, as well as be able to shift gears, shift areas, and use several alternative approaches to achieve the same end goal.
- **Practica or Student Teaching in Special Education** The practica or student teaching experiences are designed to provide opportunities for the graduate candidate to engage in professional practice as a special education teacher under the supervision of University, school, and educational agency personnel. The experience offers the graduate candidate exposure in various settings to observe, evaluate, plan, instruct, and interact with pupils having special learning needs and challenging behaviors. Requirements are detailed in the Special Education Program Student Teaching Handbook. Placements are coordinated through the director of student teaching placements. An application for student teaching must be submitted to the director of student teaching placements in the semester prior to beginning the first practicum or beginning student teaching. Candidates work with a minimum of two different exceptionality categories and may have experiences at two different grade levels. A grade of B (3.0) in student teaching/practica is required.
- Course plans and institutional endorsement Special education course planning is in concert with the candidate's advisor.

The certification regulations in effect at the time of application for Connecticut certification must be met for the University to issue an institutional endorsement.

Initial Educator Certification Sequence of Courses

The following list of courses is designed to reflect the current plan of study required for Connecticut certification as an initial educator in comprehensive special education (48 credits). To be considered for an initial certificate and/or to receive an institutional endorsement from the Connecticut Department of Education, a candidate must successfully complete all coursework in the planned program, pass all PRAXIS assessments required by the state for the intended certification, and pass the program's Comprehensive Examination in Special Education. The program for those seeking an initial certificate in special education is designed so that candidates first earn a Master of Arts degree (30 credits in 400-level courses). During the final semester of the M.A. degree program, candidates complete an abbreviated application to the C.A.S. program. Faculty then determine whether candidates are academically and dispositionally eligible to pursue the initial certificate and the C.A.S. The first 18 credits of the C.A.S. program may be taken in such a way to fulfill requirements for initial certification. Candidates who complete the requirements for initial certification prior to completing all requirements for the C.A.S. may request an endorsement for certification prior to fulfilling the balance of the C.A.S. degree requirements.

Programs of Study in Special Education

Program for Master of Arts (30 credits)

CN 433 Multicultural Issues in Counseling (or an equivalent course)
 MD 400 Introduction to Educational Technology
 SE 403 Psychoeducational Issues in Special Education
 SE 411 Introduction to Individuals with Intellectual Disabilities
 SE 413 Theories of and Introduction to Learning Disabilities
 SE 417 Introduction to Children and Youth with Emotional Disturbances
 SE 429 Developmental and Remedial Reading and Language Arts
 SE 432 Management Techniques in Special Education
 SE 436 Administration of Educational Tests
 SE 441 Parents and Families of Individuals with Disabilities
 SE 99 Comprehensive examination (no credits)

Program for C.A.S. Degree with Initial Certification (18 credits to complete initial certification sequence and an additional 12 credits to complete the C.A.S. degree)

SE 534 Skill Development for Individualized Education Plans
 SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities
 SE 550 Collaboration and Consultation for the Special Educator
 SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities
 SE 593 Student Teaching in Special Education (6 credits)

[Candidates are eligible to request an endorsement for initial certification after successfully completing the above courses.]

PY 534 Theories of Learning

SE Electives (9 credits: may be from other departments – determined in consultation with candidate's advisor)

Cross-Endorsement Certification in Special Education

Cross endorsement in special education is 30 credits and is in alignment with the state of CT guidelines. All courses in each of the following content areas specified under the current Connecticut state cross-endorsement regulations must be taken. Candidates will also take 2 elective courses in consultation with their advisor.

Psycho-educational theory and development of handicapped children.

SE 411 Introduction to Individuals with Intellectual Disabilities

SE 413 Theories of and Introduction to Learning Disabilities

SE 417 Introduction to Children and Youth with Emotional Disturbances

Diagnosis of handicapped children

SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities

Program planning and evaluation of handicapped children

SE 534 Skill Development for Individual Education Plans

Curriculum and methods of teaching handicapped children

SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities

Two practica in special education

SE 591 Practica in Special Education

SE 592 Practica in Special Education

Electives

SE 403 Psychoeducational Issues in Special Education

SE 429 Developmental and Remedial Reading and Language Arts

SE 432 Management Techniques in Special Education

SE 436 Administration of Educational Tests

SE 441 Parents and Families of Individuals with Disabilities

SE 550 Collaboration and Consultation for the Special Educator

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

Course Descriptions

SE 403 Psychoeducational Issues in Special Education

Designed to introduce special educators, school psychologists, and other related pupil service providers to a variety of complex issues and problems that affect children and adolescents with exceptional learning needs. This course emphasizes themes such as public laws, psychological planning and placement of children and youth, inclusive education, multicultural and family issues, ethics and professional standards, and stressors affecting professional performance. Three credits.

SE 405 Exceptional Learners in the Mainstream

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and/or who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibility of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study. Three credits.

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, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms. Cross-referenced as SL 419. (Marriage & Family Therapy students need Dean's approval.) Three credits.

SE 429 Developmental and Remedial Reading and Language Arts

This course delineates a conceptual framework of reading and language arts as being not only related to decoding, syntax, and comprehension, but also its relationship to the associated constructs of executive functions, working memory, and attention. Candidates explore current research regarding reading, language development, and associated constructs; examine case studies; become familiar with specific reading methods and affiliated assessment instruments; practice administering various instruments; examine and use various reading programs currently available; become acquainted with assistive, interactive technological tools; and explore specific websites. Three credits.

SE 432 Management Techniques in Special Education

Designed to offer training in techniques for improving the academic and social behavior of students with behavior problems, this course, which is open to those who work with people to effect positive behavioral change, includes such topics as behavioral observation and analysis, task analysis, intervention strategies, and behavior change measurement and recording. Pre- or co-requisite: SE 417. Three credits.

SE 436 Administration of Educational Tests

This course includes selection, administration, scoring, and interpretation of individually administered cognitive processing and academic achievement diagnostic instruments. Pre- or co-requisite: SE 413. Three credits.

SE 441 Parents and Families of Individuals with Disabilities

This course introduces candidates to the dynamic family network of persons with disabilities, emphasizing the 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 500 Autism Spectrum Disorders: Theories and Interventions

This course highlights current research on theories of etiology in Autism Spectrum Disorders (ASD). Candidates examine characteristics and behaviors associated with ASD. Specific diagnostic assessment and screening tools are reviewed to examine how these tools are utilized to identify infants and children with ASD. The course also focuses on providing the candidates with understanding of the role of families. The course helps create a framework for implementing effective pedagogical interventions, profiling the strengths and challenges of various interventions. (Prerequisite: Matriculation in the Special Education C.A.S. program.) Three credits.

SE 534 Skill Development for Individualized Educational Plans

This course is designed to develop the skills necessary for creating comprehensive diagnostic educational profiles for students with identified learning needs and utilizes comprehensive cognitive processing and academic achievement evaluations as a foundation. A non-categorical approach is utilized and topics of exploration include: the identification of patterns of strengths and weaknesses and resultant development of goals and objectives; determination of appropriate methodologies, programs, and strategies; selection and organizational sequence of materials; and consideration of various educational environments in which services may be provided. (Prerequisite SE 413; pre- or co-requisite SE 561 also matriculation in the Special Education C.A.S. program). Three credits.

SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities

This course presents curriculum and methods for use with students having mild to moderate disabilities in learning. (Prerequisites: SE 411, SE 413, SE 417 and matriculation in the Special Education C.A.S. program.) Three credits.

SE 540 C.A.S. Practicum

Candidates complete a project involving fieldwork and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: Permission of the instructor and matriculation in the Special Education C.A.S. program.) Three credits.

SE 550 Collaboration and Consultation for the Special Educator

This course presents an overview of models that support the role of the consulting teacher as a facilitator and collaborator in the process of service delivery to children, youth, and young adults with special learning needs. Major topics include the application of consultation models to systems change, in-service education, and classroom consultation. (Prerequisite: Matriculation in the Special Education C.A.S. program.) Three credits.

SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities

This course provides candidates with detailed information/data as it pertains to interpreting and understanding varied diagnostic procedures by using various models of interpretation and theoretical foundations. Also, the course provides a foundation for understanding the strengths and weaknesses of students undergoing diagnostic evaluations. (Pre- or co-requisite: SE 413 and matriculation in the Special Education C.A.S. program.) Three credits.

SE 591-592 Practica in Special Education

Each of these three-credit courses consists of an experiential opportunity for candidates pursuing a cross-endorsement in special education. Each practicum is individually designed to meet the candidate's needs and fulfill the certification requirement of working with at least two different disabilities. Practicum requirements include seminar attendance in conjunction with the on-site experience and supervision. Candidates fulfilling the cross-endorsement in comprehensive special education confirm placements in conjunction with the candidate's University advisor and the Director of Student Teaching Placement. (Minimum prerequisites: permission of the candidate's University advisor and successful completion of SE 411, SE 413, SE 417, SE 534, SE 537, and SE 561. Candidates must notify their University advisor of their intent to start these courses in the semester prior to their anticipated practicum placement.) Three credits per course; six credits for both courses.

SE 593 Student Teaching in Special Education

This six-credit course consists of a semester-long, fulltime placement in a public school or an approved setting working with a trained cooperating teacher who supervises the candidate pursuing an initial certificate in special education as he or she works with students identified with at least two different disabilities. Student teaching requirements include seminar attendance in conjunction with the on-site experience and supervision. Candidates fulfilling the initial certificate in special education coordinate their site placements with their academic advisor, University supervisor, and/or the director of Student Teaching Placement. (Minimum prerequisites: permission of the candidate's University advisor and successful completion of CN 433 or its equivalent, MD 400, SE 403, SE 411, SE 413, SE 417, SE 429, SE 432, SE 436, SE 441, SE 534, SE 537, SE 550, SE 561, and SE 99. Candidates must notify their academic advisor, University supervisor, and the Director of Student Teaching Placement of their intent to start this course in the semester prior to their anticipated student teaching experience. For initial certification candidates only.) Six credits.

SE 595 Independent Study in Special Education

The course provides opportunities for advanced candidates to pursue their interests in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: Permission of the instructor) Three to six credits.

SE 599 Seminar in Special Education

This advanced synthesizing seminar directs the candidate toward an in-depth study of special topics in the field, using a research-oriented approach. (Prerequisite: matriculation in the Special Education C.A.S. program.) Three credits.

SE 99 Comprehensive Exam in Special Education

The comprehensive examination is taken after successful completion of at least 21 credits in the program in special education (including SE 411, SE 413 and SE 417) and is designed to assess a candidate's understanding, skills and knowledge base in the four areas associated with the State of Connecticut certification law: a.) Psychoeducational theory and development of children with disabilities; b.) Diagnosis of children and youth with disabilities; c.) Program planning and education of children and youth with disabilities, and; d.) Curriculum and methods of teaching children and youth with disabilities (Prerequisite: Permission of program director).

Educational Technology

The Educational Technology program welcomes potential candidates from all teaching disciplines and those contemplating a career change or an enhancement to their existing professional skills. Our programs are tailored to the needs of working professionals, and provide initial and advanced training in integrating technology in a wide variety of teaching and training environments. We offer on campus-based, online and blended courses each semester.

The Master's in Educational Technology is designed to enhance and transform teaching through technology integration - training candidates as teachers, co-teachers and consultants in schools, agencies and organizational professional development.

K-12 classroom teachers often add the MA in Educational Technology to their existing graduate education degrees. The MA in Educational Technology with School Library Media Specialization is offered as a K-12 cross endorsement for certified teachers, and as a K-12 initial endorsement for those who are beginning their career in education.

Admission

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

After an initial paper review, successful applicants are invited to campus for an interview. The purpose of the interview is twofold: to offer applicants an opportunity to review the program with an advisor, and help the advisor assess the applicant's potential for success as a graduate candidate. If a formal admission letter is received, each candidate is expected to contact their assigned faculty advisor to outline a planned program of study.

Admission to the School Media Specialist Certification program requires passing or obtaining a waiver for the Praxis I exam.

Any candidate whose relevant academic productivity is marginal or inadequate, who does not embody a socially responsible professional disposition, or who demonstrates unsuitable personal qualities, will not be recommended for matriculation, continuation in the program, student teaching placement, or state certification. Candidates are expected to behave in accordance with the State of Connecticut's Teachers Code of Professional Responsibility. In addition, the Disposition Statement presented in this catalog is applicable to this program as it is to all programs in the Graduate School of Education and Allied Professions.

Requirements for the M.A. in Educational Technology

36 credits

Foundations (12 credits):

MD 500 Technology and Transformational Culture in Education
 MD 400 Introduction to Educational Technology
 ED 441/SL 441 Multicultural Contexts of Teaching/Learning
 MD 503 Research/Evaluation in K-12 Consultation and Leadership

OR

MD 499 Research in Educational Technology

Core (12 credits)

MD 433 Critical Viewing of Mass Media
 MD 460 Principles of Instructional Development
 MD 470 Designing for Online Instruction
 MD 545/PY 545 Designing and Developing Training Programs

Electives (12 credits):

Complete 12 credits in courses planned and approved by faculty advisor.

Comprehensive exam:

MD 99-01 Comprehensive Exam in Educational Technology
 Taken in last two semesters/after 24 credits completed. Offered Fall and Spring.

Requirements for the M.A. in Educational Technology with preparation for Connecticut state cross-endorsement as a School Library Media Specialist (062)

This program is for currently certified teachers.

36 credits

Foundations (12 credits)

MD 500 Technology and Transformational Culture in Education
MD 400 Introduction to Educational Technology
ED 441/SL 441 Multicultural Contexts of Teaching/Learning
MD 503 Research/Evaluation in K-12 Consultation and Leadership

Core (15 credits)

MD 403A The School Library
MD 403B The School Library
MD 405 Management of School Library Media Resources
MD 406 Introduction to Reference
MD 409 The Literate Environment: PK -12 Literature/Reading

Electives (9 credits)

Complete 9 credits in courses planned and approved by faculty advisor.

Comprehensive exam :

MD 99-02 Comprehensive Exam in School Library Media (including Praxis 0311 or 5311)
Taken in the last two semesters/after 24 credits completed. Offered Fall and Spring.

Requirements for the M.A. in Educational Technology with preparation for initial endorsement as a School Media Specialist (062)

(for potential candidates not currently certified as teachers)

45 credits

Foundations (12 credits)

MD 500 Technology and Transformational Culture in Education
MD 400 Introduction to Educational Technology
ED 441/SL 441 Multicultural Contexts of Teaching/Learning
MD 503 Research/Evaluation in K-12 Consultation and Leadership

Core (15 credits):

MD 403A The School Library
MD 403B The School Library
MD 405 Management of School Library Resources
MD 406 Introduction to Reference
MD 409 The Literate Environment: PK-12 Literature/Reading

Pedagogy (18 credits required)

ED 429 Philosophical Foundations of Education
ED 442 Educational Psychology
SE 405 Exceptional Learners in the Mainstream
MD 565 Methods in the School Library
MD 581 Student Teaching (6 credits)

Comprehensive exam:

MD 99-02 Comprehensive Exam in School Library Media (including Praxis 0311 or 5311)

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

Course Descriptions

MD 300 Introduction to Educational Technology

This course covers the principles and applications of technology literacy in education. Topics include designing effective teaching strategies and environments conducive to learning, and the application of media and computer technologies in teaching. Students may anticipate small fees for online access to specific applications at instructor discretion, in addition to books, materials and a university lab fee of \$45. Three credits.

MD 400 Introduction to Educational Technology

This foundational course offers a hands-on overview of effective teaching methods using digital technologies. Candidates will gain understanding of the potential applications of educational technology in schools/organizational settings/and higher education. The course develops candidates' skills in using digital technologies to design and implement effective learning environments for students from diverse academic and social backgrounds. Students may anticipate small fees for online access to specific applications at instructor discretion, in addition to books and materials and a university lab fee of \$45. Three credits.

MD 401 Special Topics in Educational Technology

This course explores contemporary issues in educational technology. Topics vary from semester to semester and will be chosen by faculty to address issues of current relevance that are not addressed in other course offerings. One to three credits.

MD 403A and MD 403B The School Library

This two semester course provides an introduction to the current policies and practices of effective school library programs. Candidates will examine the professional skills, dispositions and responsibilities related to the roles of the school library media specialist as defined in AASL standards: instructional partner, teacher, information specialist, program administrator and technology leader. Six credits. (MD 403A is a prerequisite for MD 403B)

MD 405 Management of School Library Resources for Teaching and Learning

This course provides candidates with hands-on experience in managing print and digital resources. Topics include: approaches to supporting curriculum through collection development; strategies for purchasing and acquisition of databases, books, and multimedia materials; cataloging and creating MARC records to provide effective access. Each candidate will create a fully functioning circulation/catalog system complete with overdue books, statistics reporting, reserve and temporary items and special collection groups. Recent trends in web-based access to library resources will be explored. Lab fee: \$45. Three credits.

MD 406 Introduction to Reference

Candidates will explore print and online resources, and develop competency in selecting, acquiring and evaluating resources to meet student needs. Course activities will emphasize communication skills and instructional strategies needed to provide effective reference services in school libraries. Three credits.

MD 409 The Literate Environment: P-12 Literature and Reading

Candidates will explore factors related to creating a literate environment and the roles of school and classroom libraries. This course includes an overview of P-12 literature, an analysis of approaches to reading instruction and an examination of collaboration between reading professionals - literacy coaches, reading specialists and school library media specialists. Three credits.

MD 413 Technology Methods for Middle School

This interdepartmental course introduces students to the philosophy and organization of middle level education in the digital age. Students learn and apply instructional strategies and planning methods to integrate technology appropriate for middle-level learners from diverse academic and social backgrounds. During the required 25-hour field work experience, students are partnered with a classroom teacher to design and implement a technology-enhanced instructional module. (Prerequisites: formal acceptance into secondary education or educational technology program, or advisor approval) Lab fee: \$45. Three credits.

MD 414 Geospatial Technologies in the Classroom

In this course, we will explore geospatial technologies both outdoors and in the computer lab using GPS and GIS, and apply "community games" such as geocaching and protocols for conducting "real world" research with students. Participants will develop skills and applications of geospatial technologies for curricular integration. Lab fee: \$45. Three credits.

MD 429 Teaching & Training with Online Environment

This course will focus on ways in which teachers, trainers, and technology support professionals can use a variety of online tools to engage learners of all types. Students will explore ways to effectively employ webinars, podcasts, screen captures, and videos to support online and blended learning environments, as well as how to consider relevant technological issues such as bandwidth, file types, policies, and mobile device access. Three credits.

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

Participants will explore how multimedia can best be adapted to create an entire learning experience. Candidates of all levels of experience will develop a comfortable working knowledge of developing a training module using Flash and web design. Topics will be directed toward where new media technologies are taking the development of open-architected learning modules, as well as how they can best be developed toward intuitive "out of the box" thinking and learning. Lab fee: \$45. Three credits.

MD 443 Integrating Instructional Technologies in Elementary School Education

This course focuses on the application of a variety of instructional technologies including the Internet, spreadsheets, databases, graphic programs, and multimedia programs to structure effective learning environments for elementary education students. The course also emphasizes reviewing available teachers' resources including lesson plans, collaborative projects, and cultural diversity projects. Cross-referenced as ED 443. Lab fee: \$45. Three credits.

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

This course addresses the infusion of new technologies in teaching language arts and social studies curricula. Participants study and assess the educational values of innovative teaching strategies that employ a broad range of instructional materials and resources. Museum-based education and community partnerships are an integral part of this course. Based upon a sound theoretical framework, instructional models and best practices, participants design and create lesson activities and materials integrating technology resources including digital archives, digital storytelling, Geographic Information Systems (GIS) and other online and publishing tools. Cross-referenced as ED 452. Lab fee: \$45. Three credits.

MD 460 Principles of Instructional Development

This course covers the principles and application of systemic design of instruction in multimedia curricula design. Topics include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner performance. Candidates analyze, evaluate, and propose potential solutions to selected case studies and conduct a needs assessment. (Prerequisite: MD 400) Three credits.

MD 463 Methods for School Library Media

Students will explore effective implementation of the school library media program, integrating current research and actualizing best practices in the field. Topics will include strategies for teaching and learning in multimedia environments, organizing information and support for K-12 classrooms and structured focus to help the future school library media specialist develop the skills and dispositions necessary to manage the roles and responsibilities of teacher and instructional partner. Three credits.

MD 467 Networking for Educational Computing

This course examines the application of computers and computer networks in educational settings to enhance communication, share ideas, and retrieve and send information. It addresses the basics of a computer network, including computer network planning, trouble-shooting, and issues of security. The class also will explore the components of a computer and common trouble-shooting tips. Lab fee: \$45. Three credits.

MD 469 Establishing Worldwide Learning Communities through Technology

Worldwide developments continue to heighten awareness of the importance of linkages among peoples in different nations. When we consider our world from such a perspective, the 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 Designing for Online Instruction

This course examines the nature of teaching online, the development of online teaching courses and activities, and the use of integrated media resources in online learning in K-12, higher education, and professional development settings. Three credits.

MD 472 Information Literacy through Inquiry

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

MD 475 Empowering Computers for Best Educational Practices

Society has positioned computers as an integral part of the educational process. This course considers the development of the computer as an agency for learning, the role of computers in today's educational settings, and the methods used to improve the functioning of computers in learning. Candidates study the documented computer technology practices and results useful in identifying strategic elements that can assist in creating best computing practices in a variety of educational environments. The course addresses the issue of the digital divide and identifies viable strategies for assisting schools that lack the necessary hardware, software, and staff development plans. Lab fee: \$45. Three credits.

MD 490 Achieving an Interdisciplinary Approach to Teaching through Technology

Achieving an interdisciplinary approach to teaching is a challenge facing many of today's educators. It is a set of complex tasks that involves integrating content across disciplines, good instructional design, effective planning, and creative pedagogical strategies while at the same time realizing educational equity among a diverse student population. Fortunately, technologies of instruction can help with the realization of these tasks. In preparation for the interdisciplinary challenge, teachers need exceptional instruction in the stages of interdisciplinary curriculum development with technology. This course addresses the selection, use, modifications, design, integration, and implementation of interdisciplinary curricula using technology in a culturally diverse environment. It aims at helping candidates in the course to develop their understanding of the potential use of technologies of instruction in achieving an interdisciplinary cross-cultural approach to education. Lab fee: \$45. Three credits.

MD 499 Research in Educational Technology I

Open to all M.A. students. (Prerequisite: 24 credit hours in educational technology) Three credits.

MD 500 Technology and Transformational Culture in Education

Candidates will explore contemporary philosophies in learning and information technologies. Recent research that supports effective approaches to technology integration, and the implications for evidence based practice in instructional settings in schools, agencies and professional development environments will be emphasized. Optional opportunities for field work based on individual professional goals. Three credits

MD 503 Research and Evaluation in K-12 Consultation and Leadership

Candidates will examine methods of empirical research and measurement, the role of descriptive and inferential statistics in data assessment and will perform critical analyses of effective quantitative, qualitative, and mixed methods research approaches. Topics will include: evaluation of current research studies and implications for professional practice; data assessment; the roles of the K-12 specialist: school library media specialist, technology specialist, special education/TESOL/Bilingual co-teacher and/or consultant in providing support for general education teachers and a diversified student population, and the skills needed for effective data-based decision making in school leadership. Three credits.

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 in K-12 Teaching and Learning

The value of the visual and performing arts in supporting essential critical thinking is well documented in recent research. Arts education is closely linked to every goal of school reform, academic achievement, social and emotional development, civic engagement, and equitable opportunity. Candidates will examine integration of the arts in content areas, and the robust opportunities in both formal and informal learning environments offered by technology applications and digital resources. (Cross referenced as ED 546) Three credits

MD 579 Directed Observation for Library Media Specialists DSAP (Durational Shortage Area) Candidates (Part One)

This is part one of a two-semester course designed for those library media specialist candidates working in the public schools under a DSAP. Participants engage in working as a library media specialist five days each week. Candidates receive assistance from their University supervisor who 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 for School Library Media Specialists

Under the supervision of the school library media specialist, candidates gain experience in the full spectrum of library media, including design, implementation, delivery, and evaluation of media services. They participate in teaching and assisting teachers and students with technology applications and uses. Faculty members and the cooperating media librarian assist, observe, and evaluate each student teacher. Six credits.

MD 590 Internship in School Media

This internship provides full-time candidates with 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.

MD 99-01 Comprehensive Exam in Educational Technology

Nearing degree completion candidates take a written comprehensive examination which aims at assessing their mastery of the content knowledge in Educational Technology. Candidates are eligible to take the comprehensive exam after successful completion of 24 credits. Registration takes place within the first three weeks of the fall and spring semesters.

MD 99-02 Comprehensive Exam in School Library Media

Prior to student teaching and nearing certification/degree completion candidates take a written comprehensive examination which aims at assessing their mastery of the content knowledge in school library media, including the Praxis II Exam for school library media specialists. Candidates are eligible to take the comprehensive exam after successful completion of 24 credits. Registration takes place within the first three weeks of the fall and spring semesters.

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